

HS CP Modern World History

Huntingdon Area School District

UNITS (6/6 SELECTED)

SUGGESTED DURATION

| | |
|---|-------------------|
|  Unit 1: Early Modern Times | <i>15 lessons</i> |
|  Unit 2: Enlightenment and Revolution | <i>1 lesson</i> |
|  Unit 3: Industrialism and a New Global Age | <i>1 lesson</i> |
|  Unit 4: Discrimination and Intolerance | <i>30 lessons</i> |
|  Unit 5: World Wars and Revolutions | <i>15 lessons</i> |
|  Unit 6: The World Today | <i>10 lessons</i> |

Unit 1: Early Modern Times

HS CP Modern World History

UNIT OVERVIEW

This unit will cover the time period characterized by great changes in society, politics, technology, thinking, and other aspects of European society as they transitioned out of the Medieval Ages. Topics included in this unit will be Chapter 1: The Renaissance and Reformation, Chapter 2/3: The First Global Age, Chapter 4: The Age of Absolutism.

STANDARDS

Pennsylvania - Grade 9 - History

8 8.1 8.1.9.A 8.1.9.B 8.1.9.C 8.4 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8 8.1 8.1.9.A 8.1.9.B 8.4 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D

BIG IDEAS

Big Ideas

- Massive changes swept throughout European society as a result of the Renaissance, Protestant Reformation, and Scientific Revolution. These events led to creativity and change in many areas such as society, politics, religion, economics, the sciences etc. and these changes subsequently influenced historical development moving forward.
- The exploration and expansion by nations during the first global age vastly altered trade and settlement patterns throughout the world. This race for trade and colonial empires led to rivalry and conflict among European nations on several occasions
- The Age of Absolutism was characterized by European nations being predominantly run by absolute monarchs during the time period of 1550-1800. Understanding the nature of reign of these absolute monarchs in imperative

ESSENTIAL QUESTIONS

Essential Questions

- How does humanism foster an intellectual curiosity that spans centuries and ideologies?
- In what ways does each influential idea define its era while leading to continued change?

Unit 1: Early Modern Times

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|---|
| Humanism developed from the classical appreciation for knowledge and learning. | Relate the characteristics of classical civilization to the development of humanistic philosophy. |
| Humanism builds a more well-rounded individual concerned with self-improvement in order to benefit others. | Identify the major influential ideas that have shaped key historical movements over the past 500 years (i.e. Renaissance, Reformation, mercantilism and absolutism, Enlightenment principles, imperialism & nationalism, totalitarianism, satyagraha, glasnost and perestroika, extremism). |
| The humanistic desire to improve society has impacted various cultural, economic and political institutions over the past 500 years. | Analyze the impact that humanism has had on these influential movements. |
| There is a distinct chronological evolution of humanistic ideas. | Recognize the chronological evolution of humanistic ideology. |
| From the Protestant Reformation to the Enlightenment to totalitarianism to glasnost and perestroika, humanism has had a significant impact on continued political change. | Cite specific evidence of humanistic philosophy for each influential idea. |
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Unit 1: Early Modern Times

HS CP Modern World History

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|--|--|-----------------|
| Humanism test, section quizzes | Summative | Multiple Choice |
| <div data-bbox="138 499 560 573" style="border: 1px solid black; height: 35px; width: 260px; margin-bottom: 5px;"></div> Protestantism test, section quizzes | Summative | Multiple Choice |
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Unit 2: Enlightenment and Revolution

HS CP Modern World History

UNIT OVERVIEW

This unit covers the Age of Enlightenment, an intellectual and philosophical movement that swept throughout Europe in the 17th and 18th centuries. The Enlightenment impacted how people viewed government and society both in Europe and globally. These new ideals as they related to government and society served as the foundation for many modern day government principles as well as led to revolutions that altered governments such as the American Revolution, French Revolution, etc.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8

8.1

8.1.9.A

8.1.9.B

8.4.9.A

8.4.9.B

8.4.9.C

8.4.9.D

8.4

BIG IDEAS

Big Ideas

- The Enlightenment was an intellectual and philosophical movement throughout Europe that altered how people viewed society and government.
- New views about society and government and discontent among the governed in several instances led to revolutions and the formation of new governments in several regions.
- Enlightenment principles served as the foundation of many modern day governments.

ESSENTIAL QUESTIONS

Essential Questions

- Why are belief systems, such as religion and political ideologies, so important to our global society?
- How do the beliefs, teachings and practices of the major world religions compare to one another?
- In what ways have conservatism and liberalism shaped our modern world?

Unit 2: Enlightenment and Revolution

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|---|
| There are many religious and political ideas that influence the different regions of the world. | Identify and summarize the characteristics of the ten major world religions and six political ideologies. |
| The demographics of the major world religions are indicative of our ever-changing views. | Formulate ideas/arguments explaining key developments/changes in the adherents of the major world religions, based on supplemental readings. |
| Each of the world's ten major religions have characteristic origins, sacred texts, beliefs, teachings and practices. | Create an original video that relates the characteristics of an assigned religion. |
| Despite their obvious differences, there are distinctive similarities among the ten major religions. | Compare and contrast the distinctive characteristics of the ten major world religions. |
| Conservatism and liberalism are competing political perspectives. | Construct meanings for liberalism and conservatism. |
| Over the past 200 years, most governments have been shaped by competing conservative and liberal groups (i.e. Conservative vs. Labour Party in the UK). | Apply the concepts of liberalism and conservatism to various periods and governments in order to develop an understanding of their situational evolution. |
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Unit 2: Enlightenment and Revolution

HS CP Modern World History

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|--------------------|--|--------------------------------------|
| Chapter 5 Test | Summative Assessment | Multiple choice summative assessment |
| Chapter 6 Test | Summative Assessment | Multiple choice summative assessment |
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Unit 3: Industrialism and a New Global Age

HS CP Modern World History

UNIT OVERVIEW

The advent of the Industrial Age ushers in a multitude of economic, political and cultural changes that impact and shape both the eastern and western hemispheres for the next 250 years.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8.1.9.A

8.1.9.B

8.1.9.C

8.4.9.A

8.4.9.C

8.4.9.D

BIG IDEAS

Big Ideas

- The industrial age is brought about by a specific set of characteristics that bring rapid change to the way that humans live and interact.
- Due to the needs of industrialized nations, the second age of imperialism leads to expansion that eventually brings about conflict on a global scale.

ESSENTIAL QUESTIONS

Essential Questions

- How does the industrial revolution impact the ways in which people live?
- How does western imperialism influence the countries or regions affected by attempts at empire-building in the 1700s and 1800s?
- Why do the elements that converge during the age of imperialism eventually lead to a series of regional and global skirmishes that alter the geographic composition of much of the eastern hemisphere?

Unit 3: Industrialism and a New Global Age

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|--|---|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| Due to innovations in the machines used to make clothing, the textile industry in Britain is the first to lead the movement away from the domestic system. | Infer how the distinct ingredients that led to the emergence of the industrial age in Britain impact its emergence in other countries. |
| The creation of the factory system leads to major cultural, economic and social changes, such as urbanization and the growth of the middle class. | Identify the patterns that mark the shift from rural, agrarian to urban, industrialized society in the 1700s and 1800s, along with the themes that characterize the various stages of the industrial age. |
| The industrial age increases competition among western powers for land and resources around the globe. | Apply the concepts of empire-building and nationalistic motivations to the Age of Imperialism via a simulation activity. |
| Western powers have both positive and negative effects on the regions in which they gain influence. | Summarize the effects that western powers have on specific regions and then relate them to a group of peers for comparison. |
| Imperialism leads to increased nationalism as well as Social Darwinism. | Define imperialism, nationalism and Social Darwinism and identify regional examples of each from the Age of Imperialism. |
| These ideologies lead to several regional fights, such as the Sepoy Rebellion, Opium Wars and Boer Wars. | Compare the circumstances of resistance efforts to western imperialism. |

| Knowledge | Skills |
|--|--|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| Eventually, imperialistic competition results in the first global conflict, the Great War. | Assess and explain how the actions of western powers led to World War I. |
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Unit 3: Industrialism and a New Global Age

HS CP Modern World History

| Knowledge | Skills |
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EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
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| Chapter 7/9 Test | Summative Assessment | Multiple choice summative assessment |
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Unit 4: Discrimination and Intolerance

HS CP Modern World History

UNIT OVERVIEW

Often as a result of preconceived ideas, various ethnic, religious and political minority groups have been the targets of systemic discrimination, with the instances only increasing in number and severity over the past several decades.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8.4.9.A

8.4.9.C

8.4.9.D

8.3.9.D

8.1.9.B

BIG IDEAS

Big Ideas

- Many groups have been mistreated historically due to religious, ethnic and political differences.
- Discrimination against groups of people due to perceived differences often stems from lack of knowledge.
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ESSENTIAL QUESTIONS

Essential Questions

- Why do people develop certain views of groups based on a particular set of characteristics?
- Upon examining cases of discrimination against various groups, what commonalities and distinctions are evident in the methods or means of discrimination used?

Unit 4: Discrimination and Intolerance

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|---|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| There are several elements including stereotyping and prejudice that lead to discriminatory views of others. | Differentiate between stereotypes, prejudices and discrimination. |
| Discrimination results in actions taken against groups of people due to perceived differences. | Analyze the level of discrimination levied at specific groups (i.e. Jewish people) throughout the modern era. |
| Despite historical efforts to promote tolerance, discriminatory acts continue to plague certain groups and regions. | Apply concepts of prejudice and discrimination to a particular group/region. |
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Unit 4: Discrimination and Intolerance

HS CP Modern World History

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|--------------------|--|---|
| Chapter 18 Test | Summative Assessment | Multiple Choice Summative assessment covering the topics involved in the Holocaust and World War II |
| Kurds | Project Based | Summative Project based on information related to the Kurdish culture and people |
| Armenian Genocide | Project Based | Summative Project based on information related to the Armenian people and culture |
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Unit 5: World Wars and Revolutions

HS CP Modern World History

UNIT OVERVIEW

This unit will cover World War I and World War II as well as the subsequent impact that these conflicts had on Europe and the world.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8.1

8.1.9.A

8.4.9.A

8.4.9.B

8.4.9.C

8.4.9.D

BIG IDEAS

Big Ideas

- Nationalist movements and an entangling alliance system set the stage for the outbreak of World War I throughout Europe.
- New technologies greatly impacted the fighting and devastation of the world wars.
- Economic conflicts lead to a revolution in Russia and the formation of a communist state.
- A world-wide economic recession led to many difficulties throughout the world during the post-World War I era.
- Nationalism and the rise of new leaders throughout Europe set the stage for World War II.
- The Allied victory in World War II and an ideological conflict between the United States and Soviet Union set the stage for the Cold War era.

Unit 5: World Wars and Revolutions

HS CP Modern World History

ESSENTIAL QUESTIONS

Essential Questions

- Describe how nationalism and international rivalries pushed Europe toward war.
- Describe how the conflict between Austria-Hungary and Serbia led to World War I.
- How did technology impact the fighting of World War I?
- What were the main provisions of the Treaty of Versailles?

Essential Questions

- Describe what led to the outbreak of a revolution in Russia in 1917.
- How did the communist state develop in the Soviet Union following the revolution?
- Summarize how communism changed Soviet society.

Essential Questions

- Discuss the issues that Europe faced after World War I.
- How did the Great Depression begin and spread?
- Describe how Mussolini reshaped Italy.
- How did Hitler rise to power in Germany?

Essential Questions

- How did German aggression lead to the outbreak of World War II?
- Describe the early gains that allowed the Axis powers to control much of Europe.
- How did the Allies turn the tide of the war?
- What issues arose in the aftermath of World War II?

Unit 5: World Wars and Revolutions

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|--|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| Class inequality, financial instability and political corruption have led people to rise up against their governments over the past 300 years. | Compare the circumstances that led to the American Revolution and at least two other nationalistic revolutions. |
| These revolutions are marked by a series of stages, each with its own distinct characteristics. | Examine the characteristics specific to each of Brinton's <i>Stage of a Revolution</i> and apply them to revolutions discussed in class. |
| The Enlightenment philosophers' beliefs along with the political ideas they contributed regarding the rights of man. | Determine how the ideas introduced during the Enlightenment have continued to impact the growth of democratic-style governments. |
| The role the western education system played in spreading the ideas of the Enlightenment and thus emboldening citizens to fight against unfair and corrupt political systems. | Reflect on the role that nationalistic revolutions have played in shaping the current global political climate. |
| Many of the wars and conflicts that have erupted across the globe during the modern era have similar long-term root causes. | Trace and analyze how these issues brought about conflict. |
| There are both anticipated and unforeseen effects of war and conflict that influence the involved countries afterward. | Assess the significance of the various effects that wars and conflicts have. |

Unit 5: World Wars and Revolutions

HS CP Modern World History

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|--------------------|--|--------------------------------------|
| Chapter 14 Test | Summative Assessment | Multiple choice summative assessment |
| Chapter 17 Test | Summative Assessment | Multiple choice summative assessment |
| Chapter 18 Test | Summative Assessment | Multiple choice summative assessment |
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Unit 6: The World Today

HS CP Modern World History

UNIT OVERVIEW

Beginning with the global exchange of goods and ideas during the Commercial Revolution and accelerating through the Industrial and Imperialistic Ages, the organization of the world's resources has led to the creation of an increasingly connected global community.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9 - History

8.1

8.1.9.A

8.1.9.B

8.4.9.A

8.4.9.B

8.4.9.C

8.4.9.D

BIG IDEAS

Big Ideas

- Ideological differences between the United States and Soviet Union formed the basis of the Cold War.
- The global North and South became economically interdependent.
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ESSENTIAL QUESTIONS

Essential Questions

- Explain how the end of colonialism and the Cold War shaped the world.
- Analyze the ways that world organizations shaped the world.
- Explain the ways that the global North and South are economically interdependent.
- How are economic development and environmental issues linked?
- Compare and contrast the benefits and limits of modern science and technology.
- Identify the forces that have shaped a new global culture.

Unit 6: The World Today

HS CP Modern World History

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|---|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| <p>The global exchange created during the Commercial Revolution has shaped the economic, political and sociocultural systems since, leading first to increased competition and more recently, improved cooperation between countries and regions.</p> | <div style="border: 1px solid black; padding: 10px;"> <p>Make the connections between countries' economic, political and socio cultural evolutions since the Commercial Revolution.</p> </div> |
| <p>Globalization has had both beneficial and detrimental aspects.</p> | <p>Evaluate the global impact that particular countries and/or regions continue to have on world markets, political institutions and ideologies as well as the cultural lives of others due to interdependency.</p> |
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Unit 6: The World Today

HS CP Modern World History

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|-----------------------|--|--|
| Chapter 19 Test | Summative Assessment | Multiple choice based summative assessment |
| Globalization Project | Project based | <div style="border: 1px solid black; padding: 5px;">Research project on the current effects of globalization and what potential impacts it may have in the future.</div> |
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