EAST PENN SCHOOL DISTRICT

WORLD STUDIES

Approved 10/19
Effective 8/20

Unit 1: Early Modern Thought

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.
U4: Establish definable historic periods to organize significant events.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the past influence the future?
EQ2: How does history affect the political, social, and economic realities of today?
EQ3: How can those in power influence society?
EQ4: How does geography influence cultural differences?
EQ5: How have modern ideas influenced history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The reasons people abandoned Medieval thinking.
K2: Reasons for the rise of modern</td><td>Students will be skilled at...
S1: Evaluating ideas from different perspectives</td></tr>
</table>

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. D2.Civ.8.9-12. Evaluate social and political systems in different context, teims, and places, that promote civic virtues and enact democratic principles. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	philosophical concepts: secularism, individualism, humanism K3: Significant individual's role in the development of modern thought. K4: How the Renaissance, the Reformation, and the Scientific Revolution exemplify modern thought.	S2: Analyzing primary and secondary sources S3: Interpreting maps and graphs S4: Evaluating different ways that historians divide history into discrete and definable periods

Unit 2: Absolutism and Constitutionalism

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D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the past influence the future?
EQ2: How does history affect the political, social, and economic realities of today?
EQ3: How can those in power influence society?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The benefits and drawbacks of absolutism and constitutionalism.
K2: Significant individuals’ roles in the development of absolutism and constitutionalism.
K3: Philosophical basis of each system as exemplified by Hobbes and Locke.
K4: The impact of the constitutional movement on the modern world.</td><td>Students will be skilled at...
S1: Evaluating ideas from different perspectives
S2: Analyzing primary and secondary sources
S3: Interpreting maps and graphs
S4: Synthesizing meaningful connections between the past and present</td></tr>
</table>

cultural and environmental characteristics of various places and regions. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Civ.4.9-12. Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.		

Unit 3: Revolution

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D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the past influence the future?
EQ2: How does history affect the political, social, and economic realities of today?
EQ3: How can those in power influence society?
EQ4: How does geography influence cultural differences?
EQ5: How have contemporary ideas influenced history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1 The common political, economic, and/or social factors that lead to revolution.
K2: Significant individuals’ roles in the various revolutions.
K3: The influence of the revolutions on the modern world.</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Creating an argument using relevant historical evidence
S3: Interpreting charts and graphs
S4: Describing patterns of continuity and/or change over time</td></tr>
</table>

D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.13.9.12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.	K4: Revolutionary goals demonstrate continuity and/or change over time. K5: Social changes resulted from both political and economic developments.	S5: Explaining relevant similarities and/or differences between specific historical developments and processes S6: Describing causes or effects of a specific historical development or process

Unit 4: Modern Asia

<table>
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Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the past influence the future?
EQ2: How does history affect the political, social, and economic realities of today?
EQ3: How can those in power influence society?
EQ4: How does geography influence cultural differences?
EQ5: How have contemporary ideas influenced history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The common political, economic, and/or social factors that lead to revolution.
K2: Significant individuals’ roles in the various revolutions.
K3: The influence of the revolutions on the modern world.
K4: Revolutionary goals</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Creating an argument using relevant historical evidence
S3: Interpreting charts and gr
S4: Describing patterns of continuity and/or change over time
S5: Explaining relevant similarities</td></tr>
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D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.13.9.12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.	demonstrate continuity and/or change over time. K5: Social changes resulted from both political and economic developments.	and/or differences between specific historical developments and processes. S6: Describing causes or effects of a specific historical development or process.

Unit 5: Latin America

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Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
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<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the past influence the future?
EQ2: How does history affect the political, social, and economic realities of today?
EQ3: How can those in power influence society?
EQ4: How does geography influence cultural differences?
EQ5: How have contemporary ideas influenced history?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The common political, economic, and/or social factors that lead to revolution.
K2: Significant individuals’ roles in the various revolutions.
K3: The influence of the revolutions on the modern world.
K4: Revolutionary goals</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Creating an argument using relevant historical evidence
S3: Interpreting charts and graphs
S4 Describing patterns of continuity and/or change over time
S5: Explaining relevant similarities</td></tr>
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D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.13.9.12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.	demonstrate continuity and/or change over time. K5: Social changes resulted from both political and economic developments.	and/or differences between specific historical developments and processes S6: Describing causes or effects of a specific historical development or process

Unit 6: Sub-Saharan Africa

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Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Civ.3.9-12.
Analyze the impact of constitutions, laws, treaties, and</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Understand long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Individuals have the ability to impact humanity on a global scale.
U4: Global societies are diverse, creating varied perspectives, contributions, and challenges.</td><td>ESSENTIAL QUESTIONS
EQ1: How can relationships between countries and peoples impact the development of a region?
EQ2: How does the past influence the future?
EQ3: How does history affect the political, social, and economic realities of today?
EQ4: How has the exploitation of natural resources influenced political and economic change?
EQ5: What responsibilities do international organizations have for the political, economic, and social development of nations?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The factors that influenced the creation of social/ethnic classes in the region.
K2: The factors instrumental in</td><td>Students will be skilled at...
S1: Evaluating ideas from different perspectives
S2: Analyzing primary and secondary sources</td></tr>
</table>

international agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	the independence movements in Sub-Saharan African nations. K3: The circumstances contributing to civil wars and the rise of dictatorships throughout the region. K4: Government and corporate influence in the success or failures of various countries' economies. K5: How countries of Sub-Saharan Africa compare/contrast in political, economic, and social development to countries in other regions. K6: The motivations for European Imperialism K7: Post-independence social and economic policies demonstrate continuity and/or change over time.	S3: Interpreting maps and graphs S4: Synthesizing meaningful connections between the past and present S5: Describing patterns of continuity and/or change over time S6: Describing causes or effects of a specific historical development or process

Unit 7: The Middle East and Northern Africa

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Standards

D2.Geo.2.9-12.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.5.9-12.
Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2.His.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.Geo.5.9-12.
Evaluate how political and economic</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the lessons of the past, to better understand current events and resolve conflicts, in order to work and live cooperatively with others in a global society. Students will also be able to critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: there are long/short term cause and effect relationships among historic events.
U2: The study of political, social and economic patterns reveals continuity and change over time.
U3: Global societies are diverse, creating varied perspectives, contributions, and challenges.</td><td>ESSENTIAL QUESTIONS
EQ1: How do political, social, religious, and economic realities affect historical events?
EQ2: How can relationships between countries and peoples impact the development of a region?
EQ3: How does the past influence the future?
EQ4: How does history affect the political, social, and economic realities of today?
EQ5: How has the exploitation of natural resources influenced political and economic change? economic realities of today?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Circumstances leading to the formation of the state of Israel and the immediate / long-term reactions of other states in the region.
K2: The role of religious differences in Middle East conflict.</td><td>Students will be skilled at...
S1: Evaluating ideas from different perspectives
S2: Analyzing primary and secondary sources
S3: Interpreting maps and graphs</td></tr>
</table>

decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.	K3: The political and economic factors that continue to divide cultural groups in the Middle East. K4: Significant individual's role in the development of the Middle East today. K5: Major diplomatic agreements that attempted to solve conflicts in the Middle East. K6: The emergence of Zionism as a reaction to anti-Semitism. K7: The political, economic, religious and social causes of major regional organizations such as PLO and Hamas.	S4: Assessing and evaluating possible solutions to complex problems

D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.		

Textbooks

On-Level

World History: The Human Journey, Modern World ©2005
Publisher: Holt, Rinehart and Winston

Honors

World History: Connections to Today, Modern World ©2005
Publisher: Pearson/Prentice Hall

Other supplemental sources will be added during the year.