EAST PENN SCHOOL DISTRICT

AP WORLD - MODERN

Approved 10/19
Effective 8/20

Unit 1: The Global Tapestry, 1200-1450

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2. His. 11.9-12: Critique the usefulness of historical sources for

Transfer

Students will be able to independently use their learning to...

- ❑ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❑ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand...

- ❑ U1- The Development and Codification of Religious and Cultural Traditions
- ❑ U2 - The Development of States and Empires

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ What effects did the emergence and codification of religious and cultural systems have on peoples and regions?
- ❑ What were the various results of the growth of empires/civilizations in terms of size, number and population?

Acquisition

Students will know...

Students will be skilled at...

- ❑ 1. Developments and Processes: identify and explain historical developments and processes.
- ❑ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.

a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past. D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 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 dynamic. D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.		❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources. ❑ 4. Contextualization: analyze the context of historical events, developments, or processes. ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. ❑ 6. Argumentation: develop an argument.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights		

Unit 2: Networks of Exchange, 1200-1450

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other

Transfer

Students will be able to independently use their learning to...

- ❑ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❑ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ U1- Expansion and Intensification of Communication and Exchange Networks
- ❑ U2 - Continuity and Innovation in State Forms and Their Interactions
- ❑ U3 - Increased Economic Productive Capacity and its Consequences

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ What effects did the Expansion and Intensification of Communication and Exchange Networks have in the years of 1200-1450 CE?
- ❑ How did Continuity & Innovation of State Forms and their Interactions influence society in the years of 1200-1450 CE?
- ❑ How would Increased Economic Productive Capacity and its Consequences influence society in the years of 1200-1450 CE?

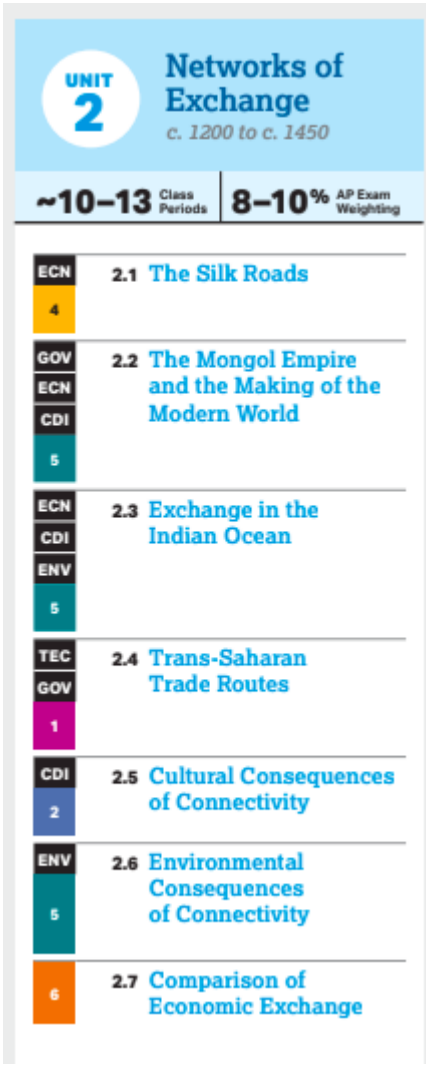
Acquisition

Students will know...

Students will be skilled at...

- ❑ 1. Developments and Processes: identify and explain historical developments and processes.
- ❑ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.

representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
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.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
D2 His. 4.9-12: Analyze complex and interacting factors that influenced the perspectives of



- ❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❑ 4. Contextualization: analyze the context of historical events, developments, or processes.
- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- ❑ 6. Argumentation: develop an argument.

people during different historical eras. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		

Unit 3: Land-Based Empires, 1450-1750

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.Geo.2.9-12. Use maps, satellite images, photographs, and other

Transfer

Students will be able to independently use their learning to...

- ❑ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❑ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ U1 - New forms of social organization and modes of production
- ❑ U2 - State consolidation and imperial expansion

ESSENTIAL QUESTIONS

Students will keep considering...

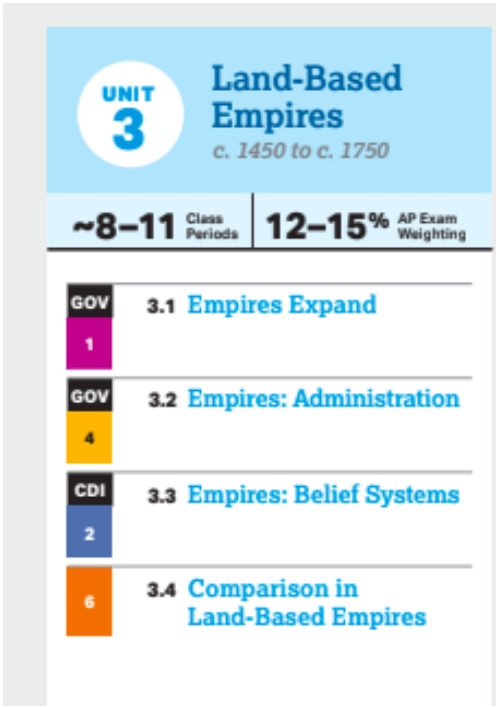
- ❑ What challenges are faced by culturally, ethnically, and religiously diverse empires?

Acquisition

Students will know...

Students will be skilled at...

- ❑ 1. Developments and Processes: identify and explain historical developments and processes.
- ❑ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❑ 4. Contextualization: analyze the context of historical events, developments, or processes.
- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation,

representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		continuity and change), analyze patterns and connections between and among historical developments and processes. ❑ 6. Argumentation: develop an argument.

Unit 4: Transoceanic Interconnections

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 4.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2. His. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
D2.His.16.9-12: Integrate evidence from multiple relevant historical

Transfer

Students will be able to independently use their learning to...

- ❑ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❑ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.
- ❑

Meaning

UNDERSTANDINGS

Students will understand...

- ❑ *U1*- Globalizing networks of communication and exchange

ESSENTIAL QUESTIONS

Students will keep considering...

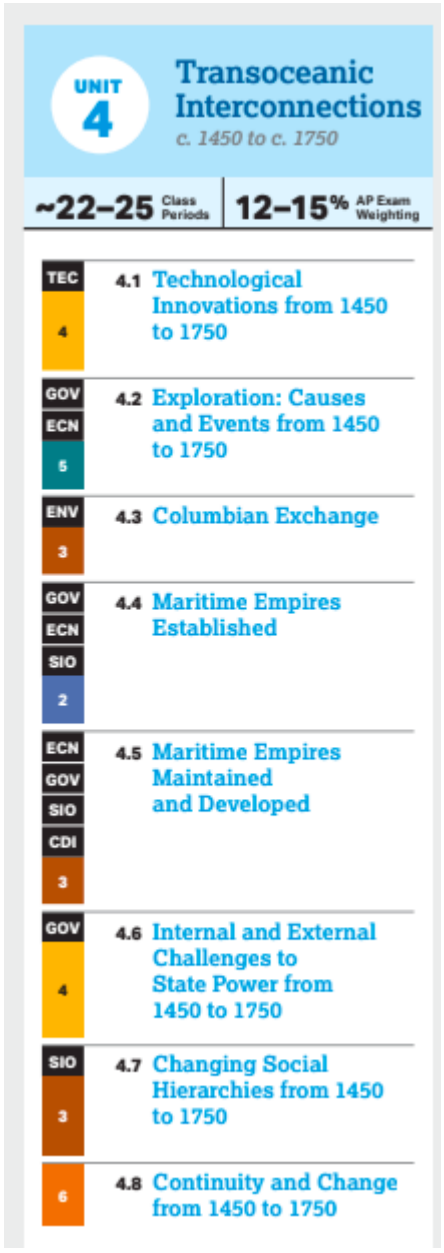
- ❑ What changes did transoceanic voyaging bring about?
- ❑ How did locations of manufacturing, gender and social structures, and environmental processes lead to new global developments?

Acquisition

Knowledge

Skills

- ❑ 1. Developments and Processes: identify and explain historical developments and processes.
- ❑ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❑ 4. Contextualization: analyze the context of historical events, developments, or processes.

sources and interpretations into a reasoned argument about the past. 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.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	❑ 	❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. ❑ 6. Argumentation: develop an argument.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		

Unit 5: Revolutions, 1750-1900

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain

Transfer

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Meaning

UNDERSTANDINGS

Students will understand that...

- ❏ *U1*- Industrialization and global capitalism
- ❏ U2 - Nationalism, revolution and reform
- ❏ U3 - Global migration

ESSENTIAL QUESTIONS

Students will keep considering...

- ❏ What effect did Enlightenment thought have on the resistance of colonized peoples and the establishment of new nation-states?
- ❏ How did nationalism cause revolution, leading to political and economic change?
- ❏ How did industrialization fundamentally alter the production of goods around the world?

Acquisition

Students will know...

Students will be skilled at...

- ❏ 1. Developments and Processes: identify and explain historical developments and processes.
- ❏ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.

relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
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.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.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources



- ❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❑ 4. Contextualization: analyze the context of historical events, developments, or processes.
- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- ❑ 6. Argumentation: develop an argument.

represent perspectives of people at the time.		

Unit 6: Consequences of Industrialization, 1750-1900

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2. His.6.9-12: Analyze the ways in which the perspectives of those

Transfer

Students will be able to independently use their learning to...

- ❑ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❑ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ U1 - Imperialism and Nation-State forming
- ❑ U2 - Global migration

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How did the industrialization of states lead to an expansion of overseas colonies and transoceanic empires?
- ❑ How did industrialization alter global economic patterns?
- ❑ How did migration patterns and numbers of migrants change during this period?

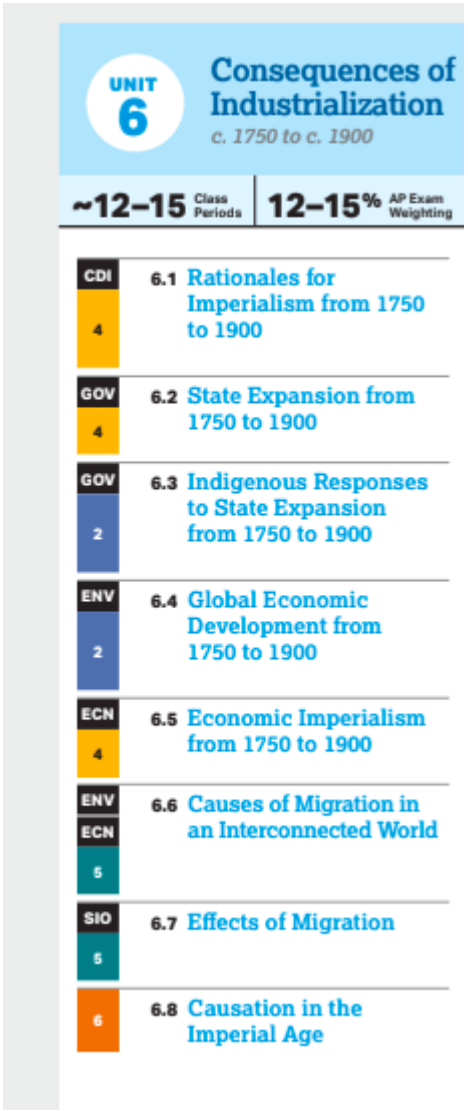
Acquisition

Students will know...

Students will be skilled at...

- ❑ 1. Developments and Processes: identify and explain historical developments and processes.
- ❑ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❑ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.

writing history shaped the history that they produced.
D2. His. 15.9-12: Distinguish between long-term causes and triggering events in developing a historical argument.
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.Geo 4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of



- ❑ 4. Contextualization: analyze the context of historical events, developments, or processes.
- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- ❑ 6. Argumentation: develop an argument.

civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		

Unit 7: Global Conflict, 1900 to the present

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2. His. 15.9-12: Distinguish between long-term causes and

Transfer

Students will be able to independently use their learning to...

- ❏ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❏ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❏ U1 - Global conflicts resulted from a variety of causes.
- ❏ U2 - Global conflicts led to mass atrocities and new technologies.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❏ What were the causes of unprecedented levels of conflict with high human casualties during this period?
- ❏ How did the role of the state fluctuate in regards to domestic economics and global governance?

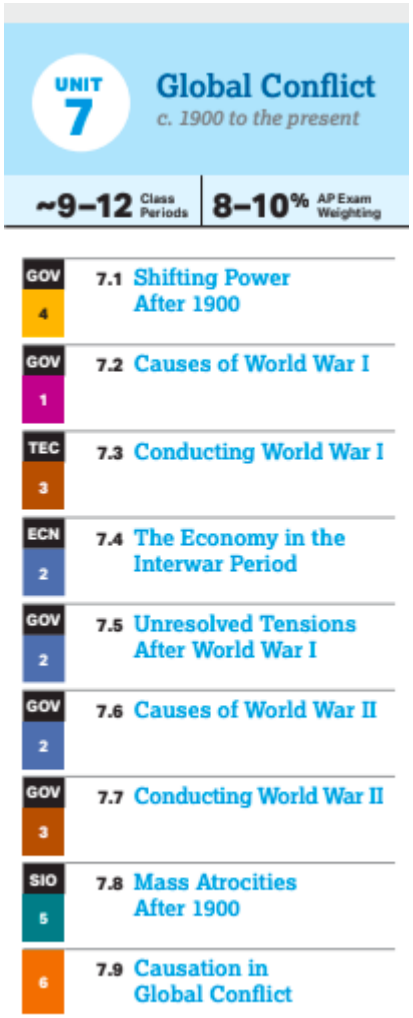
Acquisition

Students will know...

Students will be skilled at...

- ❏ 1. Developments and Processes: identify and explain historical developments and processes.
- ❏ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❏ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❏ 4. Contextualization: analyze the context of historical events, developments, or processes.

triggering events in developing a historical argument.
D2.His. 13.9-12: Critique the appropriateness of the historical sources used in a secondary interpretation.
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.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Civ3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.6-12. Critique relationships among governments, civil societies, and economic markets.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies,



- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- ❑ 6. Argumentation: develop an argument.

promoting the common good, and protecting rights D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.		

Unit 8: Cold War and Decolonization, 1900 to the present

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a

Transfer

Students will be able to independently use their learning to...

- ❏ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❏ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❏ U1 - New conceptualizations of global economy, society and culture
- ❏ U2 - International competition emerged between capitalist and communist states.
- ❏ U3 - New states emerged with decolonization

ESSENTIAL QUESTIONS

Students will keep considering...

- ❏ How did the role of the state fluctuate in regards to domestic economics and global governance?
- ❏ How the Cold War influenced newly emerging states after World War II?

Acquisition

Students will know...

Students will be skilled at...

- ❏ 1. Developments and Processes: identify and explain historical developments and processes.
- ❏ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❏ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❏ 4. Contextualization: analyze the context of historical events, developments, or processes.

reasoned argument about the past.
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.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.



- ❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
- ❑ 6. Argumentation: develop an argument.

Unit 9: Globalization, 1900 to the present

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by the 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. 7..9-12: Explain how the perspectives of people in the present shape interpretations of the past.

D2. His. 11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12: Integrate evidence from multiple relevant historical

Transfer

Students will be able to independently use their learning to...

- ❏ Understand how recurring patterns in history can inform judgements about current events and other issues.
- ❏ Critically evaluate sources and information in order to participate actively and effectively as an informed citizen.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❏ *U1*- Science and the environment
- ❏ U2 - New conceptualizations of global economy, society and culture
- ❏ U3 - People pursued political reform using various methods.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❏ How did rapid advances in science alter the understanding of the universe and the natural world?
- ❏ How did globalization rapidly connect and change the world after 1900?

Acquisition

Students will know...

Students will be skilled at...

- ❏ 1. Developments and Processes: identify and explain historical developments and processes.
- ❏ 2. Sourcing and Situation: analyze sourcing and situation of primary and secondary sources.
- ❏ 3. Claims and Evidence in Sources: analyze arguments in primary and secondary sources.
- ❏ 4. Contextualization: analyze the context of historical events, developments, or processes.

sources and interpretations into a reasoned argument about the past. 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.Geo 4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D.2. Geo.9.9-12.Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local to global scales. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging		❑ 5. Making Connections: using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. ❑ 6. Argumentation: develop an argument.

means of changing societies, promoting the common good, and protecting rights D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 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.		

Nelson, E. & Strayer, R.W. Ways of the World, 3rd Edition. Bedford Freeman & Worth, 2018.

Other supplemental sources will be added during the year.