

# World History II

## Unit 1: Introduction to Geography

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>9 Days</b>	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p>	<p>SWBAT analyze the physical and human characteristics of a place utilizing the 5 themes of geography.</p> <p>SWBAT use latitude and longitude to determine the absolute location of a place.</p> <p>SWBAT explain the advantages and disadvantages of maps and globes.</p>	<p>5 themes of geography:</p> <p>location,</p> <p>place</p> <p>movement</p> <p>regions</p> <p>human-environment interaction</p> <p>Absolute/relative location</p> <p>Latitude</p> <p>longitude</p> <p>Maps</p> <p>Globes</p>	<a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a>

Review Unit 1: Introduction to Geography

Assessment Unit 1: Introduction to Geography

## Unit 2: Physical and Human Geography of Europe

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT identify and locate political boundaries and physical features of Europe.</p> <p>SWBA to create political maps of the countries within the European continent</p> <p>SWBA to create political maps of European countries using an interactive computer program,</p>		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have physical and human characteristics, and one's culture and experiences may influence perception of place.	How does conflict and cooperation influence social, political, and economic entities?	Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	<p>Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT explain how Europe's location, physical features, and natural resources impact its population and culture.</p> <p>SWBA to identify the five main peninsulas of Europe and the six bodies of water the surround the continent.</p> <p>SWBA to identify and label the major mountain ranges found on the European continent by their features, location, counties contained, age and elevation.</p> <p>SWBA to identify the major bodies of water and river systems of Europe.</p> <p>SWBA to identify the major climate zones found within Europe.</p>		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>
	Human actions modify the physical environment,	What constraints are placed on the human systems by the physical	Physical systems influence how people depend on, adjust to, and	Evaluate how changes in the physical environment can diminish its capacity to	SWBAT describe how humans have impacted the culture, human systems, and economies		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>

	and physical systems affect human systems.	environment?  How could human modification of the physical environment significantly impact a region?  How does spatial distribution of resources affect patterns of human settlement?	modify physical systems.  People modify ways of life to accommodate different environmental contexts.  Human activity affects the sustainability, distribution, and utilization of natural resources.	support human activity.  Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.	of Europe.		
Review Unit 2: Physical and Human Geography of Europe							
Assessment Unit 2: Physical and Human Geography of Europe							
Unit 3: Physical and Human Geography of the Middle East and North Africa							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Geographic representations are essential to explain the spatial organization of people, places, and environments.	What makes one place different from another?  Why are mental maps useful?  What are the criteria to create a region?	Patterns of physical features and spatial patterns of human features change over time.	Patterns of physical features and spatial patterns of human features change over time.  Explain why places have specific physical and human characteristics in different parts of the world.  Describe how social, cultural, and economic processes shape the features of places.	SWBAT identify and locate political boundaries and physical features of the Middle East and North Africa.  SWBA to create political maps of the counties of the Middle east and North Africa. (MENA)  SWBA to create political maps o Middle Eastern and North African counties using an interactive computer program.		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have physical and	How does conflict and cooperation influence social,	Spatial patterns of political units, including role of	Explain why places have specific physical and human	SWBAT explain how North Africa's and the Middle East's location,		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> ,

	human characteristics, and one's culture and experiences may influence perception of place.	political, and economic entities?	political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	characteristics in different parts of the world that impact economic activity.  Describe how social, cultural, and economic processes shape the features of places.	physical features, and natural resources impact their population and culture.  SWBA to identify the main peninsulas of MENA and the bodies of water that surround the continent.  SWBA to apply their knowledge of the Middle East and North Africa by identifying the mountain ranges and rivers of the region.  SWBA to identify the major climate zones, deserts and resources found within the Middle East and Northern Africa.		<a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>
	Human actions modify the physical environment, and physical systems affect human systems.	What constraints are placed on the human systems by the physical environment?  How could human modification of the physical environment significantly impact a region?  How does spatial distribution of resources affect patterns of human settlement?	Physical systems influence how people depend on, adjust to, and modify physical systems.  People modify ways of life to accommodate different environmental contexts.  Human activity affects the sustainability, distribution, and utilization of natural resources.	Evaluate how changes in the physical environment can diminish its capacity to support human activity.  Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.	SWBAT describe how humans have impacted the culture, human systems, and economies of North Africa and the Middle East.		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>

Review Unit 3: Physical and Human Geography of the Middle East and North Africa

Assessment Unit 3: Physical and Human Geography of the Middle East and North Africa

## Unit 4: Physical and Human Geography of the Sub-Saharan Africa

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT identify and locate political boundaries and physical features of the Sub-Saharan Africa.</p> <p>SWBA to create political maps o the counties within the African Continent.</p> <p>SWBA to locate and Draw the mountain ranges, bodies of water including rivers.</p> <p>SWBA to identify mountain ranges and explain the affect they have on climate.</p>		7.1.9.B, 7.1.12.A, 7.1.C.A,7.1.U.A, 7.1.W.A
	Places and regions have physical and human characteristics, and one's culture and experiences may influence perception of place.	How does conflict and cooperation influence social, political, and economic entities?	Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	<p>Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT explain how Sub-Saharan Africa's location, physical features, and natural resources impact its population and culture.</p> <p>SWBA to plot Africa's location on a world map.</p> <p>SWBA to identify Africa's Climate Zones</p> <p>SWBA to identify vegetation within each climate zone.</p> <p>SWBA to apply their knowledge of Africa's latitude and position by identifying vegetation and climate zones of the region.</p>		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>
	Human actions modify the physical	What constraints are placed on the human systems by	Physical systems influence how people depend on,	Evaluate how changes in the physical environment can	SWBAT describe how humans have impacted the culture, human		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>

	environment, and physical systems affect human systems.	<p>the physical environment?</p> <p>How could human modification of the physical environment significantly impact a region?</p> <p>How does spatial distribution of resources affect patterns of human settlement?</p>	<p>adjust to, and modify physical systems.</p> <p>People modify ways of life to accommodate different environmental contexts.</p> <p>Human activity affects the sustainability, distribution, and utilization of natural resources.</p>	<p>diminish its capacity to support human activity.</p> <p>Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.</p>	systems, and economies of Sub-Saharan Africa.		
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**Review Unit 4: Physical and Human Geography of the Sub-Saharan Africa**

**Assessment Unit 4: Physical and Human Geography of the Sub-Saharan Africa**

**Unit 5: Physical and Human Geography of Central & East Asia**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>10 Days</b>	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT identify and locate political boundaries and physical features of Central and East Asia.</p> <p>SWBA to create political maps of the Countries of Asia.</p> <p>SWBA to create political maps of the Asian countries using interactive computer program.</p> <p>SWBA to create a map o Oceania and its countries.</p>		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have	How does conflict and cooperation	Spatial patterns of political units,	Explain why places have specific physical	SWBAT explain how Central and East Asia's		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a>

	physical and human characteristics, and one's culture and experiences may influence perception of place.	influence social, political, and economic entities?	including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	and human characteristics in different parts of the world that impact economic activity.  Describe how social, cultural, and economic processes shape the features of places.	location, physical features, and natural resources impact their population and culture.  SWBA to research an Asian country and create a flap book from the information they obtain.  SWBA to create a political map of countries of Oceania  SWBA to discuss climate in the regions of Oceania.		<a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>
	Human actions modify the physical environment, and physical systems affect human systems.	What constraints are placed on the human systems by the physical environment?  How could human modification of the physical environment significantly impact a region?  How does spatial distribution of resources affect patterns of human settlement?	Physical systems influence how people depend on, adjust to, and modify physical systems.  People modify ways of life to accommodate different environmental contexts.  Human activity affects the sustainability, distribution, and utilization of natural resources.	Evaluate how changes in the physical environment can diminish its capacity to support human activity.  Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.	SWBAT describe how humans have impacted the culture, human systems, and economies of Central and East Asia.  SWBA to research an Asian country and create a flap book from the information they obtain.		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>
Review Unit 4: Physical and Human Geography of the Sub-Saharan Africa							
Assessment Unit 4: Physical and Human Geography of the Sub-Saharan Africa							
Unit 5: Physical and Human Geography of Central & East Asia							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content

10 Days	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT identify and locate political boundaries and physical features of Central and East Asia.</p> <p>SWBA to create political maps of Latin American countries.</p> <p>SWBA to create political maps of Latin American countries using an interactive computer program.</p>		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have physical and human characteristics, and one's culture and experiences may influence perception of place.	How does conflict and cooperation influence social, political, and economic entities?	Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	<p>Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	SWBAT explain how Central and East Asia's location, physical features, and natural resources impact their population and culture.		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>
	Human actions modify the physical environment, and physical systems affect human systems.	<p>What constraints are placed on the human systems by the physical environment?</p> <p>How could human modification of the physical environment significantly impact a region?</p> <p>How does spatial distribution of resources affect patterns of human settlement?</p>	<p>Physical systems influence how people depend on, adjust to, and modify physical systems.</p> <p>People modify ways of life to accommodate different environmental contexts.</p> <p>Human activity affects the sustainability, distribution, and utilization of natural resources.</p>	<p>Evaluate how changes in the physical environment can diminish its capacity to support human activity.</p> <p>Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.</p>	SWBAT describe how humans have impacted the culture, human systems, and economies of Central and East Asia.		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>



Review Unit 5: Physical and Human Geography of Central & East Asia

Assessment Unit 5: Physical and Human Geography of Central & East Asia

**Unit 6: Physical and Human Geography of the Latin and South America**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>10 Days</b>	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	SWBAT identify and locate political boundaries and physical features of Latin and South America.		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have physical and human characteristics, and one's culture and experiences may influence perception of place.	How does conflict and cooperation influence social, political, and economic entities?	Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	<p>Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT explain how Latin America's and South America's location, physical features, and natural resources impact their population and culture.</p> <p>SWBA to identify the main peninsulas of Latin America and the bodies of water that surround the region.</p> <p>SWBA to identify the mountain ranges and rivers of the Latin American region.</p>		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>



## Unit 7: Physical and Human Geography North America

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>10 Days</b>	Geographic representations are essential to explain the spatial organization of people, places, and environments.	<p>What makes one place different from another?</p> <p>Why are mental maps useful?</p> <p>What are the criteria to create a region?</p>	Patterns of physical features and spatial patterns of human features change over time.	<p>Patterns of physical features and spatial patterns of human features change over time.</p> <p>Explain why places have specific physical and human characteristics in different parts of the world.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT identify and locate political boundaries and physical features of North America.</p> <p>SWBAT identify and locate the 50 states of the United States.</p> <p>SWBA to create a political map of the 50 states and their capitals.</p> <p>SWBA to create a political map of the 50 states and their capitals using an interactive computer program.</p>		7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A
	Places and regions have physical and human characteristics, and one's culture and experiences may influence perception of place.	How does conflict and cooperation influence social, political, and economic entities?	Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.	<p>Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.</p> <p>Describe how social, cultural, and economic processes shape the features of places.</p>	<p>SWBAT explain how North America's location, physical features, and natural resources impact its population and culture.</p> <p>SWBA to identify and label the major mountain ranges found on the North American Continent by their features, locations, countries contained, age an elevation.</p> <p>SWBA to identify the major river systems and lakes of the United States and Canada.</p> <p>SWBA to identify the 50 states by researching clues and information provided to them about the state.</p> <p>SWBA to create a map of</p>		<a href="#">7.3.12.A</a> , <a href="#">7.3.C.A</a> , <a href="#">7.3.U.A</a> , <a href="#">7.3.W.A</a> , <a href="#">7.1.9.B</a> , <a href="#">7.1.12.A</a> , <a href="#">7.1.C.A</a> , <a href="#">7.1.U.A</a> , <a href="#">7.1.W.A</a> , <a href="#">7.3.12.A</a>

					25 destinations they wish to visit across the United States using absolute location.		
	Human actions modify the physical environment, and physical systems affect human systems.	<p>What constraints are placed on the human systems by the physical environment?</p> <p>How could human modification of the physical environment significantly impact a region?</p> <p>How does spatial distribution of resources affect patterns of human settlement?</p>	<p>Physical systems influence how people depend on, adjust to, and modify physical systems.</p> <p>People modify ways of life to accommodate different environmental contexts.</p> <p>Human activity affects the sustainability, distribution, and utilization of natural resources.</p>	<p>Evaluate how changes in the physical environment can diminish its capacity to support human activity.</p> <p>Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.</p>	<p>SWBAT describe how humans have impacted the culture, human systems, and economies of North America.</p> <p>SWBA to conduct research and create a presentation to give their classmates about one of the 50 states.</p>		<a href="#">7.4.9.A</a> , <a href="#">7.4.12.A</a> , <a href="#">7.4.C.A</a> , <a href="#">7.4.U.A</a> , <a href="#">7.4.W.A</a>

### Review Unit 7: Physical and Human Geography North America

### Assessment Unit 7: Physical and Human Geography North America

## Unit 8: Medieval Europe

<b>16 Days</b>	The movement of people, goods, and ideas causes societies to change over time.	<p>How do people make economic choices?</p> <p>How do new ideas change the way people live?</p>	<p>Why the city-states of Italy became centers of culture during the Renaissance</p> <p>How the city-states of Italy gained their power</p> <p>How the Renaissance changed as it moved from Italy into northern Europe</p>	<p>Discuss who ruled the city-states of Italy and how they achieved that power</p> <p>Locate European countries that were significant to the Reformation and explain why</p>	<p>SWBAT analyze why movement of goods/people and location caused societies to change.</p> <p>SWBA to identify the causes and effects of the Middle Ages in Europe.</p>	Urban	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Common Core Standard for Reading in History and Social Studies</p> <p>CC 8.5.6-8 B</p>
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							CC 8.5.6-8 C CC 8.5.6-8 D CC 8.5.6-8 G;  PA Common Core Standards for Writing in History and Social Studies CC. 8.6.6-8 B CC. 8.6.6-8 C CC. 8.6.6-8 E; CC. 8.6.6-8 F
	People, places, and ideas change over time.	How do people make economic choices?  How do new ideas change the way people live?	How Renaissance writers developed new ideas What methods of Renaissance artists used to make their work natural and real	Analyze the differences between Renaissance art work  Describe humanism  Describe Shakespeare's influence on literature	SWBAT determine how and why people, places, and ideas change over time.  Identify the accomplishments of the leaders in Kingdoms of Western Europe.  Resources:  McGraw-Hill Discovering Our Past – A History of the World. Chapter 19 Lesson 1 Pgs. 540 – 547	Renaissance  Secular  Diplomacy  Humanism  Fjord  Missionary  Concordat	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D  PA Common Core Standard for Reading in History and Social Studies CC 8.5.6-8 B CC 8.5.6-8 C CC 8.5.6-8 D CC 8.5.6-8 G  PA Common Core Standards for Writing in History and Social Studies CC. 8.6.6-8 B CC. 8.6.6-8 C CC. 8.6.6-8 E CC. 8.6.6-8 F
	Religion can influence a society's beliefs.	How do religions develop?	How the teachings of Protestant reformers shaped the western world  How the Reformation influenced England and its American colonies How the Catholic Church responded to the spread of	Explain why the Church was pressured to reform  Identify the three main differences between Lutheranism and the Catholic Church  Locate European countries that were significant to the Reformation and explain why	SWBAT describe how and why religions change . SWBAT analyze how religion influences a society's beliefs.  SWBA to describe the power of Christianity in the Middle Ages.  SWBA to create a Feudal Flap Book.	Reformation  Indulgence  Annul  Predestination  Seminary  Heresy  Feudalism	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D  PA Common Core Standard for Reading in

			Protestantism	<p>Describe how the Reformation shaped England and its American colonies</p> <p>Analyze which response by the Catholic Church was most effective</p>	<p>Students will choose a theme for the basis of theory Feudal Flap books and create analogies for each of the social classes.</p> <p>SWBA to identify the reasons Feudalism declined and the significance of the Magna Carta on future European and American Governments.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 19 Lesson 2 Pgs. 548 – 555</p>	<p>Vassal</p> <p>Fief</p> <p>Knight</p> <p>Serf</p> <p>Guild</p> <p>Chivalry</p>	<p>History and Social Studies</p> <p>CC 8.5.6-8 B</p> <p>CC 8.5.6-8 C</p> <p>CC 8.5.6-8 D</p> <p>CC 8.5.6-8 G</p> <p>PA Common Core Standards for Writing in History and Social Studies</p> <p>CC. 8.6.6-8 B</p> <p>CC. 8.6.6-8 C</p> <p>CC. 8.6.6-8 E</p> <p>CC. 8.6.6-8 F</p>
	Countries have relationships with each other.	How does conflict develop?	How wars of religion affected Europe	<p>Make connections to present-day religious wars</p>	<p>SWBAT evaluate the positives and negatives of relationships between countries.</p> <p>Students will identify what the Crusades were and analyze their cause and effects.</p> <p>Students will research the cause and effects of each of the seven major crusades and create a short presentation to give to their peers about their assigned crusade.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 19 Lesson 3 Pgs. 556 – 563</p>	<p>Mercenary</p> <p>Grand jury</p> <p>Trial jury</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Common Core Standard for Reading in History and Social Studies</p> <p>CC 8.5.6-8 B</p> <p>CC 8.5.6-8 C</p> <p>CC 8.5.6-8 D</p> <p>CC 8.5.6-8 G</p> <p>PA Common Core Standards for Writing in History and Social Studies</p> <p>CC. 8.6.6-8 B</p> <p>CC. 8.6.6-8 C</p> <p>CC. 8.6.6-8 E</p> <p>CC. 8.6.6-8 F</p>



## Unit 9: Renaissance and Reformation

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>14 Days</b>	The movement of people, goods, and ideas causes societies to change over time.	<p>How do people make economic choices?</p> <p>How do new ideas change the way people live?</p>	<p>Why the city-states of Italy became centers of culture during the Renaissance</p> <p>How the city-states of Italy gained their power</p> <p>How the Renaissance changed as it moved from Italy into northern Europe</p>	<p>Discuss who ruled the city-states of Italy and how they achieved that power</p> <p>Locate European countries that were significant to the Reformation and explain why</p>	<p>SWBAT analyze why movement of goods/people and location caused societies to change.</p> <p>SWBA to identify causes, locations, and ideas behind the Renaissance.</p> <p>SWBA to conduct research on the Italian cities where the Renaissance began.</p> <p>SWBA to locate cities on a Renaissance map.</p> <p>SWBA to research politics, geography and history of these Italian cities.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 20 Lesson 1 Pgs. 582 – 588</p>	<p>Urban</p> <p>Renaissance</p> <p>Secular</p> <p>Mercenary</p> <p>Diplomacy</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p> <p>CC.8.6.6-8.F</p> <p>CC.8.6.6-8.G</p> <p>CC.8.6.6-8.H</p> <p>CC.8.6.6-8.I</p>



	<p>People, places, and ideas change over time.</p>	<p>How do people make economic choices?</p> <p>How do new ideas change the way people live?</p>	<p>How Renaissance writers developed new ideas</p> <p>What methods of Renaissance artists used to make their work natural and real</p>	<p>Analyze the differences between Renaissance art work</p> <p>Describe humanism</p> <p>Describe Shakespeare's influence on literature</p>	<p>SWBAT determine how and why people, places, and ideas change over time.</p> <p>SWBA to identify how the printing press led to the rebirth of learning and education.</p> <p>SWBA to identify how books were printed before and after the printing press.</p> <p>SWBA to identify at least 4 outcomes of the printing press on society.</p> <p>SWBA to identify famous Renaissance artists, inventors, and scientists by explaining their contributions to history.</p> <p>SWBA to analyze the causes of the Renaissance by identifying the events that led to Martin Luther's 95 Thesis.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 20 Lesson 2 Pgs. 589 – 595</p>	<p>Renaissance</p> <p>Secular</p> <p>Diplomacy</p> <p>Humanism</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p> <p>CC.8.6.6-8.F</p> <p>CC.8.6.6-8.G</p> <p>CC.8.6.6-8.H</p> <p>CC.8.6.6-8.I</p>
	<p>Religion can influence a society's beliefs.</p>	<p>How do religions develop?</p>	<p>How the teachings of Protestant reformers shaped the western world</p> <p>How the Reformation influenced England and its American</p>	<p>Explain why the Church was pressured to reform</p> <p>Identify the three main differences between Lutheranism and the Catholic Church</p> <p>Locate European countries that were</p>	<p>SWBAT describe how and why religions change.</p> <p>SWBAT analyze how religion influences a society's beliefs.</p>	<p>Reformation</p> <p>Indulgence</p> <p>Annul</p> <p>Predestination</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p>

			colonies How the Catholic Church responded to the spread of Protestantism	significant to the Reformation and explain why Describe how the Reformation shaped England and its American colonies Analyze which response by the Catholic Church was most effective	SWBA to create a timeline of events that took place in England from the Reformation to the Spanish Armada.  SWBA to explain the causes of the Reformation.  Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 20 Lesson 3 Pgs. 598 – 605		8.4.8. C 8.4.7. D 8.4.8. D PA Core Standards for Reading in Social Studies CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J  PA Academic standards for Writing in Social Studies  CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I
	Countries have relationships with each other.	How does conflict develop?	How wars of religion affected Europe  How the Catholic Church responded to the spread of Protestantism.	Describe how European Monarchs used religion to their advantage  Explain why France fought against Catholic countries in the Thirty Years' War.	SWBAT evaluate the positives and negatives of relationships between countries.  SWBA to discuss the events that happened after England became Protestant.  SWBA to create a timeline with at least 8 events they can find from the text.  Resources: McGraw-Hill Discovering	Mercenary  Seminary  Heresy	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D  PA Core Standards for Reading in Social Studies

					Our Past – A History of the World. Chapter 20 Lesson 4 Pgs. 606 – 611		CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J  PA Academic standards for Writing in Social Studies  CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I
Review Unit 9: Renaissance and Reformation							
Assessment Unit 9: Renaissance and Reformation							
Unit 10: Age of Exploration and Trade							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
11 Days	The movement of people, goods, and ideas causes societies to change over time.	How does technology change the way people live?	Advancements in technology and how they influenced exploration  The factors that led	Read and understand a map of the world at 1400  Understand a map depicting Cortes's exploration	SWBAT determine how technology impacted the age of exploration.  SWBA to research Ten famous explorers from the Age of Exploration by	Circumnavigate  Conquistadors	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B

			<p>to Europeans to be able to explore</p> <p>What drove Europeans to explore</p> <p>Some of the discoveries of the earliest European explorers</p>	<p>Identify new technologies and the establishments of stronger governments as factors that allowed exploration</p> <p>Understand why goods from Asia were a catalyst or exploration</p> <p>Identify the accomplishments of Magellan, Columbus, daGama, and Verazanno</p>	<p>mapping the routes they traveled, identifying the countries they sailed for, and analyzing their contributions to history</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 21 Lesson 1 Pgs. 618 – 623</p>		<p>8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	The movement of people, goods, and ideas causes societies to change over time	Why do civilizations rise and fall?	The conquests of Spain in the Americas	Identify the conquistadors who conquered Mexico and Peru, and the empires they vanished	<p>SWBAT analyze how the age of exploration led to the rise and fall of civilizations.</p> <p>SWBA to compare and contrast the conquests of the Aztecs by Cortez and the Incas by Pizarro.</p> <p>SWBA to identify famous conquistadors</p> <p>SWBA to identify the</p>	<p>Allies</p> <p>Small Pox</p> <p>Ambush</p> <p>Hostage</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards</p>

					<p>motives for conquest</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 21 Lesson 2 Pgs. 624 – 627</p>		<p>for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>The movement of people, goods, and ideas causes societies to change over time.</p>	<p>Why do civilizations rise and fall?</p> <p>Why do people make economic choices?</p>	<p>Where Europeans established colonies</p> <p>How the Columbian Exchange affected Europe and the Americas</p> <p>How economies influenced exploration</p> <p>Key features of the commercial revolution</p>	<p>Analyze Europe's cultural dominance as exhibited through colonization</p> <p>Understand why goods from Asia were a catalyst for exploration</p> <p>Draw conclusions about the advancements in economics that occurred due to trade and colonization</p> <p>Recognize cause-and-effect relationships by analyzing trade and exploration</p>	<p>SWBAT analyze how the age of exploration led to economic changes.</p> <p>SWBAT explain how and why trade networks developed.</p> <p>SWBA to explain the significance of the Columbian Exchange and its effect on trade around the world.</p> <p>SWBA to identify goods found around the world.</p> <p>SWBA to explain how goods were exchanged between Europe, Asia, Africa, and the Americas.</p>	<p>Plantation</p> <p>Cash Crops</p> <p>Mercantilism</p> <p>Commerce</p> <p>Entrepreneur</p> <p>Cottage industry</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D</p>

					<p>SWBA to identify and explain the events that took place during the settling of Jamestown in 1607.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 21 Lesson 3 Pgs. 628 – 635</p>		<p>CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
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Review Unit 10: Age of Exploration and Trade

Assessment Unit 10: Age of Exploration and Trade

## Unit 11: The Scientific Revolution and the Enlightenment

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>12 Days</b>	<p>Science and technology can change people's lives</p> <p>The value that society places on individual rights is often reflected in that society's government</p>	<p>How do new ideas change the way people live?</p> <p>How do governments change?</p>	<p>The Scientific Revolution generated much new knowledge</p> <p>The scientific method represented a new way to study the world</p>	<p>Describe how science was practiced in ancient and medieval times</p> <p>Describe the theories of Ptolemy, Copernicus, and Newton</p> <p>Identify what instruments made the discovery of bacteria possible</p>	<p>SWBA to identify the main themes from the Scientific Revolution.</p> <p>SWBA to compare and contrast scientific Explorations before and after the Scientific Revolution</p> <p>SWBA to identify and explain the contributions</p>	<p>Geocentric</p> <p>Scientific Revolution</p> <p>Heliocentric</p> <p>Ellipses</p> <p>Gravity</p> <p>Elements</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p>

				<p>Explain why DeCartes believed that mathematics is the source of all scientific truth</p> <p>Define the scientific method</p>	<p>of great men of the Scientific Revolution.</p> <p>SWBA to analyze a video about the life of Galileo and explain his contribution to history.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 22 Lesson 1 Pgs. 642 – 649</p>	<p>Rationalism</p> <p>Scientific method</p>	<p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Science and technology can change people's lives</p> <p>The value that society places on individual rights is often reflected in that society's government</p>	<p>How do new ideas change the way people live?</p> <p>How do governments change?</p>	<p>How the Enlightenment influenced ideas about human rights and government.</p>	<p>Compare and contrast the ideas of Hobbes and Locke</p> <p>Explain why Voltaire criticized the Roman Catholic Church</p> <p>Describe the importance of Diderot's Encyclopedia</p> <p>Explain how Frederick the Great influenced the Enlightenment</p>	<p>SWBA to identify the cause and effects of the Enlightenment</p> <p>SWBA to compare and contrast the teachings of John Locke and Thomas Hobbes.</p> <p>SWBA to analyze the main ideas of the Enlightenment by comparing and contrasting a Monarchy and a Democracy.</p> <p>SWBA to write an opinion essay describing which they would prefer to live</p>	<p>Age of Enlightenment</p> <p>Absolutism</p> <p>Glorious Revolution</p> <p>Constitutional monarchy</p> <p>Social Contract</p> <p>Separation of Powers</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B</p>

					<p>under; a monarchy or a democracy</p> <p>SWBA to write a five paragraph essay detailing at least three reasons they agree with Locke or Hobes' view of government.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 22 Lesson 2 Pgs. 650 – 657</p>		<p>CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
Review Unit 11: The Scientific Revolution and the Enlightenment							
Assessment Unit 11: The Scientific Revolution and the Enlightenment							
Unit 12: Political and Industrial Revolutions							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>16 Days</b>	<p>Conflict can lead to change</p> <p>The social sciences help us to understand history.</p>	<p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p>	<p>Why the American colonies revolted against Britain</p> <p>The ideas that shaped the Declaration of Independence</p>	<p>Analyze the role of economics in the American revolution</p> <p>Identify the ideas that shaped the Declaration of Independence and the U.S. Constitution.</p>	<p>SWBA to create a graphic organizer detailing the outcomes of the industrial Revolution on the 13 colonies</p> <p>SWBA to make a timeline of the events that led to the American Revolution</p>	<p>Persecute</p> <p>Constitution</p> <p>Boycott</p> <p>Popular Sovereignty</p> <p>Limited government</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C</p>



	<p>The movement of people, goods, and ideas can cause societies to change over time</p> <p>Science and technology can change people's lives.</p>	<p>How do new ideas change the way people live?</p> <p>How does technology change the way people live?</p>			<p>beginning with the French and Indian War and ending with the Battles of Lexington and Concord</p> <p>SWBA to identify and summarize the Bill of Rights.</p> <p>SWBA to create a Bill of Rights they feel citizens should be born with</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 23 Lesson 1 Pgs. 661 – 671</p>		<p>8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Conflict can lead to change</p> <p>The social sciences help us to understand history.</p> <p>The movement of people, goods, and ideas can cause societies to change over time</p>	<p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p> <p>How does technology change</p>	<p>Why the French revolted against its monarchy</p> <p>How Napoleon became the leader of France</p>	<p>Identify the reasons for the French Revolution</p> <p>Explain how Napoleon rose to power</p>	<p>SWBA to identify the causes and effects of the French revolution.</p> <p>SWBA to analyze the events from Napoleon's life by identifying his rise to power, military and political accomplishments, and his downfall.</p> <p>SWBA to explain the structure of the French Government prior to the French Revolution.</p>	<p>Estate</p> <p>Bourgeoisie</p> <p>Coup d'etat</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p>

	Science and technology can change people's lives.	the way people live?			<p>SWBA to create a timeline of events from Napoleon's rise to power to his defeat at Waterloo.</p> <p>SWBA to identify the ways that Napoleon strengthened France's military and government.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 23 Lesson 2 Pgs. 672 – 679</p>		<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Conflict can lead to change</p> <p>The social sciences help us to understand history.</p> <p>The movement of people, goods, and ideas can cause societies to change over time</p> <p>Science and technology can change people's lives.</p>	<p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p> <p>How does technology change the way people live?</p>	<p>The effects of nationalism on Europe</p> <p>How the United States changed during the 1800's</p> <p>How the countries of Latin America won independence</p>	<p>Describe changes in Europe due to nationalism</p> <p>Describe the causes and effects of the Civil War and westward expansion on the United States.</p> <p>Draw conclusions as to why Latin American countries faced challenges after gaining independence.</p>	<p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 23 Lesson 3 Pgs. 682 – 689</p>	<p>Nationalism</p> <p>Guerrilla Warfare</p> <p>Kaiser</p> <p>Abolitionism</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F</p>

							<p>CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Conflict can lead to change</p> <p>The social sciences help us to understand history.</p> <p>The movement of people, goods, and ideas can cause societies to change over time</p> <p>Science and technology can change people's lives.</p>	<p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p> <p>How does technology change the way people live?</p>	The advancements made during the Industrial Revolution and their impact on society	Compare pre- and post-industrial revolution.	<p>SWBA to identify the causes and effects of the Industrial Revolution.</p> <p>SWBA to analyze the ways Americans and Europeans made a living before and after the Industrial Revolution.</p> <p>SWBA to create a presentation about a nineteenth century scientist's contributions to history.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 23 Lesson 4 Pgs. 690 – 695</p>	Industrialism  Corporation	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for</p>

							<p>Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Conflict can lead to change</p> <p>The social sciences help us to understand history.</p> <p>The movement of people, goods, and ideas can cause societies to change over time</p> <p>Science and technology can change people's lives.</p>	<p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p> <p>How does technology change the way people live?</p>	<p>How changes in industry changed societal and political ideas</p> <p>The art movements of romanticism, realism, and modernism</p> <p>Scientific advancements of the 1800's</p>	<p>Identify how the roles of women changed during the 1800's</p> <p>Recognize works of different art movements</p> <p>Identify the scientific advancements made in the 1800's</p>	<p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 23 Lesson 5 Pgs. 696 – 703</p>	<p>Urbanization</p> <p>Liberalism</p> <p>Utilitarianism</p> <p>Socialism</p> <p>Proletariat</p> <p>Labor union</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C</p>

							CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I
Review Unit 12: Political and Industrial Revolutions							
Assessment Unit 12: Political and Industrial Revolutions							
<b>Unit 13: Imperialism and World War I</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>16 Days</b>	Countries have relationships with each other  Learning about the past helps us to understand the present and make decisions about the future  Conflict can lead to change	Why do people trade?  Why does conflict develop?  Why is history Important?  How do governments change?	Why Europeans expanded their empires at the end of the 1800's  The effects of European imperialism in India, Africa, and Asia  How the United States built an overseas empire	Explain the reasons Europeans took over foreign countries  Describe the reactions of indigenous peoples to imperialism  Explain how the United States gained control of overseas properties and peoples	SWBA to analyze a video documentary about imperialism and World War I by identifying the causes and significant events from the War  SWBA to identify the effect imperialism had on the hostilities between the countries in Europe  Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 24 Lesson 1 Pgs. 710 – 717	Imperialism  Protectorate  Sphere of influence	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D  PA Core Standards for Reading in Social Studies CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J

							<p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	<p>Countries have relationships with each other</p> <p>Learning about the past helps us to understand the present and make decisions about the future</p> <p>Conflict can lead to change</p>	<p>Why do people trade?</p> <p>Why does conflict develop?</p> <p>Why is history Important?</p> <p>How do governments change?</p>	<p>The changes to China and Japan as a result of contact with the west</p>	<p>Discuss the contact with Europeans and Americans changed society in China and Japan</p> <p>Analyze Japan's reaction to contact with the west</p>	<p>SWBA to explain how the contact with Europeans and Americans changed society in China and Japan</p> <p>SWBA to describe Japan's reaction to contact with the west.</p> <p>SWBA to identify the changes China and Japan after contact with the west.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 24 Lesson 2 Pgs. 720 – 725</p>	<p>Extraterritoriality</p>	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p>

							CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I
	Countries have relationships with each other  Learning about the past helps us to understand the present and make decisions about the future  Conflict can lead to change	Why do people trade?  Why does conflict develop?  Why is history Important?  How do governments change?	What caused the war to break out in Europe in 1914  What effects World War 1 had inside and outside Europe	Analyze the causes of World War I  Locate on a map where war took place	SWBA to analyze the causes of World War I in Europe.  SWBA to identify the events that caused the United States to enter World War I.  SWBAT explain how advancements in weaponry led to trench warfare during World War I.  Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 24 Lesson 3 Pgs. 726 – 733	Militarism  Mobilization  Blockade  Propaganda  Conscription	8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D  PA Core Standards for Reading in Social Studies CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J  PA Academic standards for Writing in Social Studies  CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G

							CC.8.6.6-8.H CC.8.6.6-8.I
	<p>Countries have relationships with each other</p> <p>Learning about the past helps us to understand the present and make decisions about the future</p> <p>Conflict can lead to change</p>	<p>Why do people trade?</p> <p>Why does conflict develop?</p> <p>Why is history Important?</p> <p>How do governments change?</p>	<p>How Europe and the Middle East changes after World War I</p> <p>What caused revolution to break out in Russia During World War I</p>	<p>Understand the boundaries that changed in Europe and the Middle East after World War I</p> <p>Analyze and describe the agreements that ended World War I</p> <p>Explain the events that led to Nicholas II to give up his throne</p>	<p>SWBA to explain the outcomes of the Treaty of Versailles.</p> <p>SWBA to describe the effects that the Treaty of Versailles had on the Europe's population.</p> <p>SWBA to analyze and describe the agreements that ended World War I and describe their terms</p> <p>SWBA to explain why revolution broke out in Russia.</p> <p>SWBA to explain the role the soviets played in the Russian Revolution</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 24 Lesson 4 Pgs. 734 – 739</p>	<p>Entente</p> <p>Armistice</p> <p>Mandate</p> <p>Genocide</p> <p>Soviet</p> <p>Reparations</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p> <p>CC.8.6.6-8.F</p> <p>CC.8.6.6-8.G</p> <p>CC.8.6.6-8.H</p> <p>CC.8.6.6-8.I</p>



## Unit 14: World War II and the Cold War

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lesson Objectives/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>16 Days</b>	<p>Leaders can bring about change in society.</p> <p>Countries have relationships with each other.</p> <p>Learning about the past can help us understand the present and make decisions about the future.</p> <p>Conflict can lead to change.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>What are the characteristics of a leader?</p> <p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p>	The key leaders in Europe and the United States before and during World War II.	Organize information about world events prior to World War II.	<p>SWBA to identify the leaders involved in World War II.</p> <p>SWBA to analyze and explain how each leader came to power.</p> <p>SWBA to explain how dictators are able to bring about change so quickly.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 25 Lesson 1 Pgs. 746 – 753</p>	<p>Depression</p> <p>Totalitarian state</p> <p>Collectivization</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p>

							CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I
	<p>Leaders can bring about change in society.</p> <p>Countries have relationships with each other.</p> <p>Learning about the past can help us understand the present and make decisions about the future.</p> <p>Conflict can lead to change.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>What are the characteristics of a leader?</p> <p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p>	Causes and effects of World War II.	<p>Analyze the causes of World War II.</p> <p>Make connections between events.</p> <p>Understand the strategy of appeasement and how it failed.</p>	<p>SWBA to analyze the causes of World War II.</p> <p>SWBA to explain how the treaty of Versailles led to World War II.</p> <p>SWBA to describe Stalin's scorched earth policy</p> <p>SWBA to explain the effect the policy of appeasement had on different countries.</p> <p>.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 25 Lesson 2 Pgs. 754 – 759</p>	Appeasement	<p>8.1.7 .A 8.1.8. A 8.4.7. A 8.4.8. A 8.4.7. B 8.4.8. B 8.4.7. C 8.4.8. C 8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
	Leaders can bring about	What are the characteristics of a	The major events of World War II.	Analyze the importance of remembering the	SWBA to identify the major engagements of	D-Day	8.1.7 .A 8.1.8. A

	<p>change in society.</p> <p>Countries have relationships with each other.</p> <p>Learning about the past can help us understand the present and make decisions about the future.</p> <p>Conflict can lead to change.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>leader?</p> <p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p>	<p>The key leaders in Europe and the United States during World War II</p> <p>What the Holocaust was.</p> <p>The causes and events of World War II.</p>	<p>Holocaust.</p> <p>Identify the effects of World War II</p> <p>.</p>	<p>World War II.</p> <p>SWBA to analyze the reasons for the Holocaust.</p> <p>SWBA to analyze the importance of remembering the Holocaust.</p> <p>SWBA to Identify the effects of World War II</p> <p>SWBA to explain why D-Day was in important event in the allies' fight against Germany.</p> <p>SWBA to write a three paragraph essay that explains the effects World War II had on the world.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 25 Lesson 3 Pgs. 760 – 767</p>		<p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p> <p>CC.8.6.6-8.F</p> <p>CC.8.6.6-8.G</p> <p>CC.8.6.6-8.H</p> <p>CC.8.6.6-8.I</p>
	<p>Leaders can bring about change in society.</p> <p>Countries have relationships with each other.</p>	<p>What are the characteristics of a leader?</p> <p>Why does conflict develop?</p> <p>Why is history important?</p>	<p>The cause and effects of the Cold War</p>	<p>Recognize imagery from the Cold War era</p> <p>Describe and explain the threat of communism during the Cold War</p> <p>Compare the United</p>	<p>SWBA to compare and contrast maps of Europe before, during, and after WWII.</p> <p>SWBA to explain the significance of the Warsaw Pact and why it was formed.</p>	<p>Containment</p> <p>Truman Doctrine</p> <p>Marshall Plan</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p>

	<p>Learning about the past can help us understand the present and make decisions about the future.</p> <p>Conflict can lead to change.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>How do governments change?</p> <p>How do new ideas change the way people live?</p>		<p>States and the Soviet Union during the Cold War</p> <p>Interpret and draw conclusions about the Cold War.</p>	<p>SWBA to compare and contrast the economic systems the Soviet Union and the United States wanted to spread around the world.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 25 Lesson 4 Pgs. 768 – 775</p>		<p>8.4.7. D 8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D CC.8.5.6-8.E CC.8.5.6-8.F CC.8.5.6-8.G CC.8.5.6-8.I CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A CC.8.6.6-8.B CC.8.6.6-8.C CC.8.6.6-8.D CC.8.6.6-8.E CC.8.6.6-8.F CC.8.6.6-8.G CC.8.6.6-8.H CC.8.6.6-8.I</p>
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	<p>Leaders can bring about change in society.</p> <p>Countries have relationships with each other.</p> <p>Learning about the past can help us understand the present and make decisions about the future.</p> <p>Conflict can lead to change.</p> <p>Cultures are held together by shared beliefs and common practices and values.</p>	<p>What are the characteristics of a leader?</p> <p>Why does conflict develop?</p> <p>Why is history important?</p> <p>How do governments change?</p> <p>How do new ideas change the way people live?</p>	How and why countries gained independence from European empires	Analyze the causes of independence and change	<p>SWBA to identify the independence movements following WWII.</p> <p>SWBA to explain why the United States became involved in the Viet Nam conflict.</p> <p>SWBA to write a three paragraph essay explaining the effect that the rise of nationalism after World War II had in Asian countries.</p> <p>SWBA to identify the name of the organization that many African nations belong to today.</p> <p>Resources: McGraw-Hill Discovering Our Past – A History of the World. Chapter 25 Lesson 5 Pgs. 768 – 775</p>	<p>Apartheid</p> <p>Civil disobedience</p> <p>Pan-Africanism</p>	<p>8.1.7 .A</p> <p>8.1.8. A</p> <p>8.4.7. A</p> <p>8.4.8. A</p> <p>8.4.7. B</p> <p>8.4.8. B</p> <p>8.4.7. C</p> <p>8.4.8. C</p> <p>8.4.7. D</p> <p>8.4.8. D</p> <p>PA Core Standards for Reading in Social Studies</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.C</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.E</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.G</p> <p>CC.8.5.6-8.I</p> <p>CC.8.5.6-8.J</p> <p>PA Academic standards for Writing in Social Studies</p> <p>CC.8.6.6-8.A</p> <p>CC.8.6.6-8.B</p> <p>CC.8.6.6-8.C</p> <p>CC.8.6.6-8.D</p> <p>CC.8.6.6-8.E</p> <p>CC.8.6.6-8.F</p> <p>CC.8.6.6-8.G</p> <p>CC.8.6.6-8.H</p> <p>CC.8.6.6-8.I</p>
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Assessment Unit 14: World War II and the Cold War							

## Standards

**8.1.7. A Demonstrate continuity and change over time using sequential order and context of events**

**8.1.8. A Compare and contrast events over time and how continuity and change over time influenced those events**

**8.1.7.B Identify and use primary and secondary resources to analyze multiple points of view for historical events**

**8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary resources**

**8.1.7. C Form a thesis statement on an assigned topic using appropriate primary and secondary sources**

**8.1.8. C Produce an organized product on an assigned historical topic that presents and reflects on the thesis statement and appropriate primary and secondary sources**

**8.4.7. A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history**

**8.4.8. A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history**

**8.4.7. B Explain the importance of historical documents, artifacts and sites which are critical to world history**

**8.4.8. B Illustrate how historical documents, artifacts, and sites are critical to world history**

**8.4.7. C Differentiate how continuity and change have impacted world history: belief systems and religion, commerce and industry, technology, politics and human geography, social organizations**

**8.4.8. C Illustrate how continuity and change have impacted world history: belief systems and religion, commerce and industry, technology, politics and human geography, social organizations**

**8.4.7. D Explain how conflict and cooperation among groups and organizations have impacted the history of the world**

**8.4.8. D Compare conflict and cooperation among groups and organizations which impact the history and development of the world**