

WORLD HISTORY 9 – Average**Grade 9****Units of
Study
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CFF – Classrooms for the Future

HCA- History Comes Alive Series

I. LOOKING AT WORLD HISTORY TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain how historians learn about the past.
2. All students will be able to list the achievements of the earliest humans.
3. All students will be able to understand how archaeologists learn about the past.
4. All students will be able to understand the importance and need for maps.
5. All students will be able to read maps.
6. All students will be able to understand that there have been economic, political, and social changes throughout history.
7. All students will be able to understand the importance of the Agricultural Revolution.
8. All students will be able to understand that each period in history has made significant contributions to the development of civilization.

B. Major Concepts and Outcomes

1. All students should be able to comprehend that history is a record of the past.
2. All students should be able to realize that history is a record of both good and bad times.
3. All students should be able to locate the major features on a world map.
4. All students should be able to use a timeline to compare the dates of historical events.

C. Related PA Learning Outcomes**D. Materials**

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).

5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to understand the difference between prehistory and history.
2. All students should be able to explain the work of the archaeologist, anthropologist, and paleontologist.
3. All students should be able to explain the significance of artifacts.
4. All students should be able to explain the significance of the Ice Age and Stone Age.
5. All students should be able to define Homo Habilis, Homo Erectus, and Homo Sapiens.
6. All students should be able to explain the life of early humans based on hunting, fishing, trapping, and gathering.
7. All students should be able to explain the significance of the Agricultural Revolution and its affect on people.
8. All students should be able to describe the development of both spoken and written communication systems.
9. All students should be able to explain the significance of the development of trade.
10. All students should be able to explain the significance of the development of social classes.
11. All students should be able to explain the significance of the development of religion and value systems.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

II. ANCIENT CIVILIZATIONS

TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain why Egypt is called the “Gift of the Nile.”
2. All students will be able to explain the cultural contributions of Egyptians and Sumerians.
3. All students will be able to explain the cultural contributions of Hebrews and Phoenicians.
4. All students will be able to explain the cultural contributions of the Indus River people.
5. All students will be able to explain the cultural contributions of the Chinese people.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the importance of the Nile River to Egypt.
2. All students should be able to comprehend the importance of the Tigris and Euphrates Rivers to Mesopotamia.
3. All students should be able to realize the affect of the Egyptian Civilization on human development.
4. All students should be able to realize the affect of the Mesopotamian Civilization on human development.
5. All students should be able to comprehend the importance of the Indus and Yellow Rivers to the development of the Indian and Chinese civilizations.
6. All students should be able to realize the affect of the Indian and Chinese Civiliz-ations on human development.

C. Related PA Learning Outcomes**D. Materials**

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.

4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to list the contributions of the Nile River to Egypt.
2. All students should be able to list some of the cultural contributions of the Egyptians.
3. All students should be able to list some of the cultural contributions of the Sumerians.
4. All students should be able to list some of the cultural contributions of the Indians.
5. All students should be able to list some of the cultural contributions of the Chinese.
6. All students should be able to explain how the development of agriculture took place on the Nile and Tigris/Euphrates River Valleys.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.

5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

III. ORIGINS OF WESTERN CIVILIZATION: GREECE, ROME, AND BYZANTIUM

TIME: 3 weeks

A. Standard(s)

1. All students will be able to explain the development of the Greek, Roman, and Byzantine civilizations.

2. All students will be able to explain the significance of the development of the Greek City States.
3. All students will be able to understand the significance of the Persian and Peloponnesian War.
4. All students will be able to list the achievements of the Greeks in philosophy, architecture, literature, science, government, and athletics.
5. All students will be able to explain the significance of the development of Alexander's Empire.
6. All students will be able to explain the significance and importance of the Roman Empire.
7. All students will be able to list the achievements of the Romans in architecture, science, literature, and government.
8. All students will be able to explain the reasons for the Fall of the Roman Empire.
9. All students will be able to describe life during the Golden Age of the Greeks and Pax Romans.
10. All students will be able to list the achievements of the Byzantine Empire.
11. All students will be able to explain the significance of the development of Christianity.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the importance of geography in the development of Greece, Rome, and Byzantium.
2. All students should be able to comprehend the life of the people in the Greek, Roman, and Byzantine Empires.
3. All students should be able to comprehend the significance of the contributions made by the Greeks, Romans, and Byzantine people to the development of world civilization.
4. All students should be able to understand the reasons for the decline of the Greek, Roman, and Byzantine Empires.
5. All students should be able to understand the significance of the development of Judaism, Christianity, and Islam on the development of world civilization.
6. All students should be able to understand the impact of the Greek, Roman, and Byzantine Empires over several thousand years.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to describe how the Greek, Roman, and Byzantine Empires developed.
2. All students should be able to describe the affect of the Persian and Peloponnesian Wars on Greece.
3. All students should be able to describe the role of Alexander the Great in the development of the world's first empire.
4. All students should be able to describe the many contributions of the Greeks to mankind.
5. All students should be able to describe the affect of the Punic Wars on Rome.
6. All students should be able to describe the many contributions of the Romans to mankind.
7. All students should be able to describe the impact of the Greek, Roman, and Byzantine Empires.
8. All students should be able to describe the reasons for the fall of the Greek, Roman, and Byzantine Empires.

9. All students should be able to describe contributions of the Byzantine Empire to mankind.
10. All students should be able to describe the affect of the development of Christianity on the development of Western Civilization.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.

9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

IV. MIDDLE AGES

TIME: 3 weeks

A. Standard(s)

1. All students will be able to explain the role of Charlemagne as a ruler.
2. All students will be able to explain the role of the Catholic Church in Medieval Europe.
3. All students will be able to explain the importance of Feudalism in Western Europe.
4. All students will be able to explain the role of knights in Western Europe.
5. All students will be able to explain the impact and affect of the Crusades.
6. All students will be able to explain how the growth of towns affected society.
7. All students will be able to explain how the European Monarchs gained power.

B. Major Concepts and Outcomes

1. All students should know how Charlemagne brought Western Europe under his rule.
2. All students should know what life was under the rule of Charlemagne.
3. All students should know how the Catholic Church influenced life in the Middle Ages.
4. All students should know why the Crusades took place and the affect of the Crusades.
5. All students should know the role of the various members of Feudal society.
6. All students should know the role of Guilds and the development of the apprentice system.

7. All students should know how the development of towns affected Feudal society.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to describe the role and rule of Charlemagne.
2. All students should be able to describe the affect and influence of the Catholic Church.
3. All students should be able to describe the affect of Feudalism on Western Europe.
4. All students should be able to describe the affect of the Black Death on Western Europe.
5. All students should be able to describe the role of the knights under Feudalism.

Feudalism.

6. All students should be able to describe the affect of the Crusades of Feudalism and the Catholic Church.
7. All students should be able to describe the role of the Guilds in the development of the Apprentice System and Trade under
8. All students should be able to describe how the development of towns affected society.
9. All students should be able to describe the development of the European Monarchies.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.

7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

V. DEVELOPMENT OF MONARCHIES

TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain the development of the monarchies in the different countries such as Spain, France, England, Austria, Germany, and Russia.
2. All students will be able to explain the role of the different royal families such as Bourbon, Tudor, Hapsburg, Hohenzollern, and Romanov.
3. All students will be able to explain the development and role of absolutism with the monarchs.
4. All students will be able to explain the affect of the Hundred Years' War and the Thirty Years' War.

B. Major Concepts and Outcomes

1. All students should be able to describe how the rise of the monarchies led to the decline of Feudalism.
2. All students should be able to describe how the different monarchs acquired power under the concept of Absolutism.
3. All students should be able to describe the development of dynasties and Divine Right.
4. All students should be able to describe the differences in the role and rule of the various European Monarchies.
5. All students should be able to describe how the Hundred Years' and Thirty Years' Wars influenced life in Europe during this period in history.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to understand the significance of the role of the monarchies in Spain, France, England, Austria, Germany, and Russia.
2. All students should be able to understand the role of the different royal families in the development of the European Monarchies.
3. All students should be able to comprehend the significance of absolutism in the rule of the different European Monarchies.
4. All students should be able to describe the significance of the role of dynasties and Divine Right in the rule of the monarchies.
5. All students should be able to describe the affect of the Hundred Years' War and the Thirty Years' War on Europe.

F. Activities

1. Textbook exercises.

2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

VI. RENAISSANCE AND REFORMATION

TIME: 3 weeks

A. Standard(s)

1. All students will be able to explain the factors which caused the Renaissance.
2. All students will be able to explain the significance of the Renaissance.
3. All students will be able to list some of the contributions of the Renaissance.
4. All students will be able to explain the causes of the Reformation.
5. All students will be able to explain the affect of the Reformation.
6. All students will be able to explain the Catholic Counter-Reformation.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the significance of the Renaissance.
2. All students should be able to comprehend the significance of the Reformation.
3. All students should be able to comprehend the issues that separated Martin Luther and the Catholic Church.
4. All students should be able to comprehend the affect of the Renaissance.
5. All students should be able to comprehend the affect of the Reformation.
6. All students should be able to comprehend the reforms of the Catholic Church.

C. Related PA Learning Outcomes**D. Materials**

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment HCA).

5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students will be able to list the factors which caused the Renaissance.
2. All students will be able to list the factors which caused the Reformation.
3. All students should be able to describe the role of Martin Luther in the Reformation.
4. All students should be able to describe the role of Michelangelo and da Vinci in the Renaissance.
5. All students should be able to describe some of the cultural contributions of the Renaissance.
6. All students should be able to describe the conflict that led to the Reformation.
7. All students should be able to describe development of the different Protestant religions.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.

5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

VII. EXPLORATION AND CONQUEST

TIME: 3 weeks

A. Standard(s)

1. All students will be able to explain the reasons for the Age of Exploration.

2. All students will be able to explain the role of explorers such as Columbus, Magellan, da Gama, Drake, Cabot, and others in the Age of Exploration.
3. All students will be able to explain how the Europeans exploited the lands and peoples of America, Asia, and Africa.
4. All students will be able to explain the affect of the development of trade and colonies.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the significance of the Age of Exploration.
2. All students should be able to use a timeline to indicate the different dates in the Age of Exploration.
3. All students should be able to describe the role of the different explorers in the Age of Exploration.
4. All students should be able to describe the competition between the different European nations in the Age of Exploration.
5. All students should be able to describe how the search for a water route to Asia influenced the Age of Exploration.
6. All students should be able to explain how the Age of Exploration moved to the development of colonies.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.

9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to list the reasons for the Age of Exploration.
2. All students should be able to list the names and achievements of explorers such as Columbus, Magellan, da Gama, Cabot, and others in the Age of Exploration.
3. All students should be able to list the colonies with the mother countries from the Age of Exploration and Conquest.
4. All students should be able to list the fears and problems faced by the explorers in the Age of Exploration.
5. All students should be able to list examples of knowledge about the earth that was gained from the Age of Exploration.
6. All students should be able to complete a timeline showing the explorers and the significant discoveries in the Age of Exploration and Conquest.
7. All students should be able to explain the affect of the Age of Exploration and Conquest on the development of the modern world.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.

7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

VIII. POLITICAL REVOLUTIONS

TIME: 3 weeks

A. Standard(s)

1. All students will be able to explain the factors which led to revolutions in England, America, France, and Russia.
2. All students will be able to explain how England established a Constitutional Monarchy.
3. All students will be able to explain how a democracy developed in the United States.

4. All students will be able to explain how France overthrew its monarchy and then established a government with Napoleon Bonaparte as its absolute ruler.
5. All students will be able to explain how Russia overthrew its monarchy and then established a government with Vladimir Lenin as its absolute ruler.
6. All students will be able to explain the efforts of Napoleon to conquer Europe.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the significance of the political revolutions in England, America, France, and Russia.
2. All students should be able to comprehend the factors which led to the political revolutions in England, America, France, and Russia.
3. All students should be able to comprehend the results and the impact of the political revolutions in England, America, France, and Russia.
4. All students should be able to comprehend the significance of the role of Napoleon in Europe.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.

11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to list the causes of the political revolutions in England, America, France, and Russia.
2. All students should be able to list the leaders and their roles in the political revolutions in England, America, France, and Russia.
3. All students should be able to list the results of the political revolutions in England, America, France, and Russia.
4. All students should be able to describe the development of democracy in America and the impact of the Declaration of Independence and the Constitution.
5. All students should be able to describe the role of the political revolutions in Latin America in providing freedom for the former colonies.
6. All students should be able to describe the reforms of Napoleon in France.
7. All students should be able to describe the efforts of Napoleon to conquer Europe.
8. All students should be able to describe the development of the Constitutional Monarchy in England.
9. All students should be able to describe Europe after the Congress of Vienna.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.

8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

IX. INDUSTRIAL REVOLUTION

TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain the significance of the Industrial Revolution.
2. All students will be able to explain the causes of the Industrial Revolution.
3. All students will be able to explain the achievements of the Industrial Revolution.
4. All students will be able to explain the impact of the Industrial Revolution on the lives of the people.

5. All students will be able to explain why the Industrial Revolution began in England in the textile industry.
6. All students will be able to explain how the Industrial Revolution spread to America and other parts of the world.

B. Major Concepts and Outcomes

1. All students should be able to comprehend how the development of agriculture influenced the development of industry.
2. All students should be able to comprehend why the Industrial Revolution began in England in the textile industry.
3. All students should be able to list the causes of the Industrial Revolution.
4. All students should be able to list the affects of the Industrial Revolution.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to list the causes of the Industrial Revolution.
2. All students should be able to list the reasons why the Industrial Revolution began in the textile industry in England.
3. All students should be able to list some of the inventions and inventors in the Industrial Revolution such as James Watt, Richard Arkwright, James Hargreaves, and others.
4. All students should be able to describe the development of the labor movement of workers.
5. All students should be able to describe the affect of Interchangeable Parts and the Assembly Line on the Industrial Revolution.
6. All students should be able to describe the development of urban life as a result of people moving to the cities in the Industrial Revolution.
7. All students should be able to describe how the Industrial Revolution spread to America with Samuel Slater's mill in Rhode Island.
8. All students should be able to describe the effect of the Industrial Revolution on the development of world-wide trade.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

X. IMPERIALISM TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain the meaning and significance of Imperialism on the development of world history.
2. All students will be able to explain the reasons for Imperialism.
3. All students will be able to explain the impact of Imperialism.
4. All students will be able to list countries and areas where Imperialism took place during this period in history.
5. All students will be able to explain how Imperialism continues to be a factor in world history in the 20th Century.

B. Major Concepts and Outcomes

1. All students should be able to comprehend why and how Imperialism took place.

2. All students should be able to comprehend the affect of Imperialism on the development of nations and peoples.
3. All students should be able to list the major countries involved in Imperialism and the areas the Imperialist countries controlled.
4. All students should be able to comprehend the continued affect of Imperialism.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to describe the efforts of the great powers such as the British, French, Germans, Russians, and Americans to establish control over other areas and people under Imperialism.
2. All students should be able to describe the negative impact on the development of countries and people because of Imperialism.

3. All students should be able to describe the efforts of leaders such as Mohandas Gandhi, Sun Yat-sen, and others to end Imperialism in their countries.
4. All students should be able to mark on a world map the major areas where Imperialism took place in the world.
5. All students should be able to describe some of the conflicts that took place in the world because of Imperialism.
6. All students should be able to describe how Imperialism continues to play a role in the world in the 20th Century.
7. All students should be able to draw a timeline to show the existence of Imperialism in the world.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.

5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

XI. NATIONALISM

TIME: 2 weeks

A. Standard(s)

1. All students should be able to explain the meaning and the significance of nationalism on all countries.
2. All students should be able to list both positive and negative aspects of nationalism.
3. All students should be able to describe the role of nationalism in the development of the modern nation of Italy.
4. All students should be able to describe the role of nationalism in the development of the modern nation of Germany.
5. All students should be able to describe the role of nationalism in the events which led to World War I.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the role of nationalism in the development of the modern world.
2. All students should be able to describe how nationalism has had both positive and negative impacts on both countries and the world.
3. All students should be able to comprehend the role of nationalism in the development of both modern Italy and modern Germany.
4. All students should be able to comprehend the role of nationalism in the world wars.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to describe the role of Cavour, Garibaldi, and Mazzini in the use of nationalism to unite and create the modern nation of Italy.
2. All students should be able to describe the role of Otto von Bismarck and Wilhelm Hohenzollern in the use of nationalism to unite and create the modern nation of Germany.
3. All students should be able to describe the role of nationalism as a factor which caused disunity in the Austrian-Hungarian Empire.
4. All students should be able to describe the role of nationalism as a factor which led to World War I.
5. All students should be able to describe how nationalism can have both a positive and negative impact on countries and their people.
6. All students should be able to describe the development of nationalism in Europe after the Congress of Vienna, following the end of

the Napoleonic Wars in Europe.

7. All students should be able to describe the role that nationalism continues to play in the world today.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.

9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

XII. WORLD WARS

TIME: 4 weeks

A. Standard(s)

1. All students will be able to explain the causes of World War I and World War II.
2. All students will be able to list the major battles of World War I and World War II.
3. All students will be able to describe the impact on the world of World War I and World War II.
4. All students will be able to list some of the weapons of mass destruction used in both World War I and World War II.
5. All students will be able to describe the failures of the Versailles Peace Treaty and the League of Nations which helped to cause World War II.
6. All students will be able to describe the development of fascism between the world wars.
7. All students will be able to describe the development of the Cold War after World War II.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the significant impact of World War I and World War II on world history.
2. All students should be able to comprehend the role of imperialism, nationalism, and militarism in causing World War I and World War II.
3. All students should be able to develop a timeline showing events of the world wars.
4. All students should understand the role of fascism between World War I and World War II.
5. All students should comprehend the significance of the Cold War after World War II.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.
2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to describe the role of imperialism, nationalism, and militarism in causing World War I and World War II.
2. All students should be able to describe the role of World War I leaders such as Czar Nicholas, President Wilson, Prime Minister George, Prime Minister Clemenceau, and Prime Minister Orlando.
3. All students should be able to describe the role of World War II leaders such as Adolf Hitler, Winston Churchill, Joseph Stalin, Benito Mussolini, Franklin Roosevelt, Harry Truman, Marshall Tojo, and Chiang Kai-shek.
4. All students should be able to describe the role of the major military figures in World War I and World War II such as General Pershing, General Focht, General MacArthur, General Eisenhower, General Montgomery, and General Rommel.
5. All students should be able to describe the effect of new weapons in World War I and World War II such as the tank, airplane, submarine, poison gas, machine gun, grenades, and the atomic bomb.

6. All students should be able to describe the role of Hitler, Mussolini, and Tojo in the development of fascism between the World Wars.
7. All students should be able to describe the threat of another world war under the Cold War.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.

9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment

XIII. CONTEMPORARY WORLD

TIME: 2 weeks

A. Standard(s)

1. All students will be able to explain the impact of the Cold War on the post World War II era.
2. All students will be able to explain the conflict between the communist and non-communist countries in the Cold War.
3. All students will be able to understand how the conflict between the communist and the non-communist nations resulted in the Korean War, Vietnam War, Berlin Crisis, and the Cuban Missile Crisis.
4. All students will be able to understand how Japan and Germany recovered from the destruction of World War II and became major economic powers in the post World War II era.
5. All students should understand how issues such as population and pollution affect life t-oday.

B. Major Concepts and Outcomes

1. All students should be able to comprehend the threat of the Cold War toward peace after World War II.
2. All students should be able to comprehend the affect of Japan and Germany on the world economy in the contemporary world following World War II.
3. All students should be able to comprehend the impact of population growth and the development of pollution on the contemporary world.
4. All students should be able to realize that there are still threats to world peace even after the fall of fascism and the collapse of communism in the Soviet Union.

C. Related PA Learning Outcomes

D. Materials

1. Text: World History: Patterns of Interaction McDougal Littell 2007.

2. Textbook-related workbooks and video materials.
3. Wall maps and desk maps.
4. Related video tapes (TV DVD VCR CFF equipment and HCA).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

E. Content (Knowledge/Skills)

1. All students should be able to list some of the causes of the Cold War.
2. All students should be able to list the major communist and non-communist countries in the Cold War.
3. All students should be able to describe the role of the United States and its alliances such as NATO and SEATO.
4. All students should be able to describe the role of the Soviet Union and its alliances such as the Warsaw Pact.
5. All students should be able to describe the military aspects of the war in Korea and Vietnam.
6. All students should be able to describe the events in the conflict between the Soviet Union and the United States in the Berlin Crisis and the Cuban Missile Crisis.
7. All students should be able to describe the role of the Third World nations in the conflict between the communist and the non-communist nations.

8. All students should be able to describe the impact of Germany and Japan on the world economy in the contemporary world.
9. All students should be able to describe the role of China as a major force in today's world.
10. All students should be able to describe the contemporary issues of population and pollution.

F. Activities

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

G. Assessments

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.

8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

H. Methods of Assistance and Enrichment