



PISCATAWAY TOWNSHIP SCHOOLS

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Honors World Cultures/International Law and Human Rights

Content Area: Honors World Cultures/International Law and
Human Rights

Grade Span: 9-12

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COURSE OVERVIEW

Description		
<p>Honors World Cultures/International Law is a year-long course designed to fulfill the five-credit Social Studies requirement for freshmen. The Honors World Cultures program will provide Piscataway High School students with a comprehensive understanding of people, their cultures, and their surroundings. The course also takes an indepth look at various forms of law and government all around the globe throughout different periods in history while also seeing how peoples’ human rights were affected based on their status in these institutions. The students will understand various geographic, cultural, political, and economic factors that have contributed to the development of different groups. Students are encouraged to interpret historical events, respond personally to the issues raised in each unit, and research major events that occurred in each unit.</p>		
Goals		
<p>The goal of this course is to introduce students to information about cultures and the development of law systems around the world. After taking this course, students will obtain a better understanding of the diversity of the world and different cultures and a better understanding of various government structures and the importance of protecting human rights. During the course of history, each area covered in this course has experienced global events that have reshaped the country and its political and economic ideologies. Students develop critical thinking skills by experiencing material covered in the text and through supplemental sources.</p>		
Scope and Sequence		
Unit	Topic	Length
1	Ancient Government and Civic Foundations 4000 BCE- 1450 CE	10 classes
2	Transoceanic Connections 1450-1750 CE	10 classes
3	Revolutions 1750-1914 CE	10 classes
4	Industrialization 1750-1914 CE	10 classes
5	Effects of Industrialization (Imperialism)	9 classes
6	Global Conflict 1914-1945 CE	13 classes
7	Cold War and Decolonization 1945-1990 CE	13 classes
8	Globalization from 1900 to the Present	15 classes
Resources		
<p>Core Text: OER Project Suggested Resources: OER Project</p>		

UNIT 1: Ancient Government and Civic Foundations

Summary and Rationale	
<p>The earliest forms of government and legal systems trace all the way back to the early river valley civilizations and would continue to evolve with the further development of civilizations all around the globe. Many of these early legal systems and new ideas from various political philosophers would inspire the creation of future legal institutions that modern historians and political scientists analyze today.</p>	
Recommended Pacing	
10 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.HistoryC.C.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.
6.2.8.CivicsDP.3.c	Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.HistoryC.C.4.d	Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Complex institutions reflect a society’s need to maintain order ● Social classes are established by the economic, political, and cultural distinctions among people 	

- Religious development reflects a culture's perceived needs and norms

Unit Essential Questions

- How do social classes influence laws and customs?
- Why do governments form?
- How does religion influence the government?

Objectives

Students will know:

- The significance and impact of Hammurabi's Code.
- The differences in treatment according to class under Hammurabi's code.
- The reasons why theocracies developed as the earliest political institutions
- The relationship between religion and the social and political order in Mesopotamia and Egypt.
- The continuity and changes over time as related to society and government.
- The conflict of power of ancient China
- The Chinese civil service exam and its impact on society.
- How the caste system developed.
- The influence of Greek politics in the modern era
- The factors that led to the development of democracy
- The philosophies of Socrates, Plato, and Aristotle
- The structure of government and division of power in the Roman Republic
- The factors that transformed Rome from a democratic republic to a tyrannical empire
- The legal and cultural influences of the Roman Empire on later cultures
- The key elements of the Roman legal system
- The different social classes within the Byzantine and Islamic Empires and the ways in which the class system affected each society.
- The factors that cause conflict between religion and government.
- The powers and limitations of the monarchy.
- The development of the Magna Carta.

Students will be able to:

- Explain why religion was an important factor in early politics
- Compare and contrast the differences in modern expectations of behavior with the behavioral expectations illustrated in Hammurabi's Code.
- Define theocracy and identify modern examples
- Analyze complex institutions' effect on society
- Explain why religion was an important factor in early politics
- Chart the key elements of the religions and philosophies
- Explain the difference between direct and representative democracy
- identify the struggle between the Roman social classes and how it shaped Roman society
- Identify the main ideas and details about the government of the Roman Republic
- Summarize key elements of the Roman political structure
- Identify and analyze the direct influences of Greek democracy and the Roman Republic on modern governments.
- Create a timeline of the emergence of political generals and describe how it led to the collapse of the Roman Republic
- Compare the positives and negatives of democracy
- Analyze and describe the significance of the signing of the Magna Carta and the creation of Parliament

Resources

Core Text: OER Project Big History Units 7-9

Suggested Resources: OER Project Big History Units 7-9

UNIT 2: Transoceanic Connections

Summary and Rationale

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Recommended Pacing

10 classes

State Standards

Standard 6.2

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.GeoPP. 2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
6.2.12.GeoGE .1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
6.2.12.GeoGE .1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
6.2.12.GeoGE .1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.GeoGE .1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
6.2.12.GeoSV. 1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoPP. 1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns
6.2.12.History CC.1a	Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.12.History CC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.History CC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.History CC.1.d:	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.History CC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.History CC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade, and slavery practices, the spread of disease, and lingering effects on cultures).
6.2.12.History CC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Instructional Focus

Unit Enduring Understandings

- Whenever groups of people interact, regardless of reason, cultural, political, economic, and/or technological change results;
- Interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes;
- A civilization is defined by organized religion, social class\job specialization, centralized government, technological innovations, arts, architecture, public works, and a writing system.

Unit Essential Questions

- Does human interaction have positive or negative results?
- Is conflict inevitable?
- What defines a civilization?

Objectives

Students will know:

- Why rivalry existed between Spain and Portugal;
- Why China and Japan isolated themselves;
- The extent to which feudalism influenced the Japanese;
- The impact of Columbus's voyage to the New World;
- The extent to which the Atlantic slave trade affected the African kingdoms;
- The influence of the Columbian Exchange;
- The motivations of the Ming, Qing, Spanish, Mughal, and Ottoman Empires for expansion and maintaining control of their empires.

Students will be able to:

- Explain what led to European exploration;
- Describe the rivalry between Spain and Portugal and how the Pope resolved it;
- Identify nations that set up trading empires in eastern Asia;
- Describe life in Ming and Qing China;
- Describe Japanese society and culture during the Tokugawa Shogunate;
- Explain how and why Japan's policies toward Europeans changed;
- Describe the Spanish conquests of the Aztecs and the Inca;
- Identify the causes and effects of Spanish colonization on the Americas;
- Identify causes of African slavery;
- Trace the spread of slavery throughout the Americas;
- Describe the life of enslaved Africans in the colonies;
- Identify the consequences of the Atlantic slave trade;
- Explain the Columbian Exchange;
- Identify factors that led to the development of global trade;
- Describe the effects of new economic policies on European society;
- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded and assess why some were more effective than others in maintaining control of their empires.

Resources

UNIT 3: Revolutions

Summary and Rationale	
Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	
Recommended Pacing	
10 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.HistoryCC.2.b	Determine the reasons for and the consequences of, the rise of powerful, centralized nation-states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.CivicsPR.2.a:	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPR.2.b:	Determine the reasons for and the consequences of, the rise of powerful, centralized nation-states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.EconomicGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The earth is characterized by varied physical environments and a reciprocal relationship, both positive and negative, exists between human behavior and these environments; • Whenever groups of people interact, regardless of reason, cultural, political, economic, and/or technological change results; • Interaction among people may lead to conflicts based on competition for resources, ideological differences, and societal changes. 	
Unit Essential Questions	

<ul style="list-style-type: none"> • Do you shape your environment or does your environment shape you? • Does human interaction have positive or negative results? • Is conflict inevitable?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • The effects of the Enlightenment; how the conflict in Great Britain led to lasting changes in the English political system; • The impact of the scientific method; • Why Enlightenment philosophers had a lasting impact; • What led to nationalism in Europe during the 1800s; • The results of nationalism; • The factors leading to the French Revolution; • The reforms that took place in France after the Revolution; • What led to the independence movements of Latin America. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the scientific method and its importance in different fields; • Explain how the Enlightenment spread throughout Europe and left a lasting legacy; • Describe changes in art, music, and literature during the Enlightenment; • Show how Enlightenment ideas reformed monarchies in Prussia, Austria, and Russia; • Summarize the factors that led to the French Revolution; • Summarize the positions of the three factions that tried to govern France; • Identify the elements of colonial society that caused unrest in Latin America; • Explain how Haiti won independence; • Describe the activities of Bolivar, San Martin, Native Americans, and mestizos in liberation events; • Describe Brazil's peaceful liberation.
Resources
<p>Core Text: OER Project 1200 to present Unit 4 Suggested Resources: OER Project 1200 to present Unit 4</p>

UNIT 4: Industrialization

Summary and Rationale	
<p>The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.</p>	
Recommended Pacing	
10 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)

6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.EconGI.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th-century Britain.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.EconET.3.b:	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6.2.12.CivicsPI.3.a	Analyzes the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The earth is characterized by varied physical environments and a reciprocal relationship, both positive and negative, exists between human behavior and these environments; Whenever groups of people interact, regardless of reason, cultural, political, economic, and/or technological change results. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Do you shape your environment or does your environment shape you? Does human interaction have positive or negative results? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> The impact of the Industrial Revolution; The characteristics of capitalism, socialism, and communism. <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the key inventions and improvements of the Industrial Revolution; Analyze the impact of industrialization on society; List the economic, social, and political reforms that arose from the Industrial Revolution. 	
Resources	
<p>Core Text: OER Project 1200 to present Unit 5</p> <p>Suggested Resources: OER Project 1200 to present Unit 5</p>	

Unit 5: Effects of Industrialization (Imperialism)

Summary and Rationale
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Recommended Pacing

9 classes

State Standards

Standard 6.2

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
6.2.12.GeographyGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.EconomicsGI.3.b	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
6.2.12.EconomicsGI.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

Instructional Focus

Unit Enduring Understandings

- Interaction among people may lead to conflicts based on competition for resources, ideological differences, and societal changes.

Unit Essential Questions

- Does human interaction have positive or negative results?
- Is conflict inevitable?

Objectives

Students will know:

- The relationship between Industrial Revolution, Nationalism, and Imperialism;
- The impact of imperialism on the social, political, and economics of Asia, Africa, North America, South America, and Europe.

Students will be able to:

- Explain how and why most of Africa was divided among European powers;
- Trace the decline of the Ottoman Empire and the rise of geopolitics in Muslim lands;
- Summarize the impact of colonialism, rebellion, and the early nationalist movement in India;
- Describe how imperialism affected Southeast Asia;
- Summarize China's resistance to foreigners and its internal problems;
- Trace the growth of foreign influence and nationalism in China;
- Explain why Japan ended its isolation and developed imperialism.

Resources

Core Text: OER Project 1200 to present Unit 6

Suggested Resources: OER Project 1200 to present Unit 6

Unit 6: Global Conflict

Summary and Rationale	
<p>Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</p>	
Recommended Pacing	
13 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.GeographyGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.EconomicsEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations
6.2.12.EconomicsEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6.2.12.GeographySP.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in Western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the Western world.

6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.GeographySP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, and Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th-century massacres in China.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved

Instructional Focus

Unit Enduring Understandings

- Whenever groups of people interact, regardless of reason, cultural, political, economic and/or technological change results;
- Interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes.

Unit Essential Questions

- Does human interaction have positive or negative results?
- Is conflict inevitable?

Objectives

Students will know:

- The factors leading to World War I;
- The devastating impact of World War I;
- Why Russia formed a totalitarian state;
- How the Nationalists and the Communists in China caused a civil war;
- Unresolved problems of World War I brought the world to the brink of another war;
- Why the Allied powers defeated the Axis powers;
- The extent to which the Jewish people suffered through the Holocaust;
- The level of destruction caused by the war in both Europe and Japan.

Students will be able to:

- List factors and events that led to WWI;
- Describe military actions on the Western and Eastern fronts;
- Summarize the spread of the conflict, the Allies’ push to victory, and the effects of the war;
- Explain the Treaty of Versailles and its effects on European powers;
- Describe the social unrest in Russia, the Bolshevik Revolution, and the resulting Communist government;
- Describe totalitarianism, the building of a totalitarian state in Russia, and the economic system under Stalin

- Summarize the collapse of Imperial China and the struggle between the Nationalists and Communists for control over China;
- Identify the scientific, artistic, social, and technological changes that took place during the 1920s and the impact they had on the world;
- Describe the Weimar Republic;
- Describe the causes and effects of the Great Depression;
- Trace the rise of fascism in Italy and Germany and describe its impact;
- Compare the attempts by fascist nations to gain power with the efforts of democratic nations to preserve peace;
- Explain how the Japanese expanded their power in the Pacific;
- Describe the results of the “Final Solution”;
- Summarize the Allied campaigns and the events that led to surrender;

Resources

Core Text: OER Project 1200 to present Unit 7

Suggested Resources: OER Project 1200 to present Unit 7

Unit 7: Cold War and Decolonization

Summary and Rationale	
Decolonization, the emergence of newly independent nations, and competing ideologies changed the political landscape and national identities of those involved and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources	
Recommended Pacing	
13 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.Civic SPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, mediate conflicts, and ensure peace.
6.2.12.Civic SHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.HistoryCC.5.c	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.HistoryCC.4.d:	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
6.2.12.HistoryCC.5.f	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.Geo SV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
6.2.12.Geo GI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.Eco nET.5.b	Articulate a point of view that assesses the reasons for and consequences of the growth of communism and the shift toward a market economy in China.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes; 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Does human interaction have positive or negative results? • How is justice best obtained in a post-conflict society? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Why there was a global competition between the United States and the Soviet Union; • How the Communists took control of China; • The extent to which the Korean and Vietnam Wars affected the world; • The characteristics of the Cold War; • The steps of Indian independence; • The events leading to the breakup of the Soviet Union; • The steps of Indian independence; • The causes of Southeast Asian, Central Asian, and African independence; • The relationship between the formation of Israel and the conflicts in the Middle East; • The efforts to build democracy in Latin America and Africa. • <p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the United States-Soviet Union post-war split; • Define the Cold War; • Explain how China split into two nations; • Describe how Mao’s Marxist regime transformed China; • Trace the course and consequences of the Korean and Vietnam Wars; • Explain how the Cold War affected developing nations; • Trace the origins of détente and its effects on the Cold War; • Identify the events leading to the breakup of the Soviet Union; • Describe the partition of India; • Explain the division of Pakistan; • Identify social, economic, and political problems facing Southeast Asia; • Identify factors affecting the success of African independence efforts; • Compare and contrast the independence movements of Ghana and Kenya; • Explain civil wars and independence struggles in Congo and Angola; • Describe the formation of Israel; • Trace the conflicts between Israel and Arab states; • Explain Arab-Israeli peace efforts; • Identify challenges facing the former Soviet Union. 	
Resources	
<p>Core Text: OER Project 1200 to present Unit 8 Suggested Resources: OER Project 1200 to present Unit 8</p>	

Unit 8: Globalization

Summary and Rationale	
Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.	
Recommended Pacing	
15 classes	
State Standards	
Standard 6.2	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.GeoP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, and political structures).
6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.CivicsPI.6.a:	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.a	: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to the global economy.
6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
Standard 6.3	
CPI #	Cumulative Progress Indicator (CPI)
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.Econ GE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.3.8.Civics PI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI.2:	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)
6.3.12.Histo ryCA.2:	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
6.3.2.GeoGI .1:	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world
6.3.8.Civics DP.1:	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government
6.3.8.Civics PR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.

Instructional Focus

Unit Enduring Understandings

- Interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes;
- Recognize and analyze spatial relationships in order to see the relationship between and among people and places.

Unit Essential Questions

- How can the study of history help us compare and contrast the relationship between the past and present?
- How can examining viewpoints that are different from our own help us explain the actions of others?
- To what extent do spatial relationships influence the relationship between and among people and places?

Objectives

Students will know:

- The level of post-World War II technological advances;
- The effects of the global economy;
- The extent to which security, human rights, and health issues affect people;
- The level of the United States' response to the September 11th attacks;
- The extent to which worldwide westernization has occurred.
- The effects of climate change on different parts of the world and how institutions are addressing it
- The different forms of “modern slavery” including unfair labor practices, human trafficking, etc. and how these violate human rights.
- The differences between limited and authoritarian governments and their treatment of human rights.

Students will be able to:

- Trace the exploration of outer space;
- Identify the effects of expanding global communications;
- Evaluate the effects of advances in healthcare, medicine, and agriculture;
- Define the global economy;
- Describe the environmental impact of global development;
- Identify ways that nations deal with issues of war and peace;

- Give examples of human rights and world health issues;
- Explain the increase in migration and discuss its worldwide effects;
- Define modern terrorism;
- Describe the September 11th terrorist attacks on the United States;
- Trace the increase in worldwide cultural interaction;
- Describe the influences of terrorism on world culture;
- Explain cultural bias and explore possibilities for cultural understanding.
- Participate in a model UN simulation to address a global issue.
- Identify the significance of climate change and its compare its effects in different parts of the world.
- Construct an argument for the source of human rights and why they should be protected.
- Construct an argument for the necessities of government and how the government should serve the polis.
- Analyze specific modern governments around the globe and compare how they address specific issues or conflicts (i.e. domestic, foreign, economic, etc.)

Resources

Core Text: OER Project 1200 to present Unit 9

Suggested Resources: OER Project 1200 to present Unit 9