

Map: **SS Grade 10** Grade Level: **10**District: **Island Trees**Created: **01/08/2007** Last Updated: **01/08/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p><b>Scientific Revolution/ Enlightenment</b></p> <p>How did the Scientific Revolution challenge previous ideas?</p> <p>How did the ideas of the Enlightenment change society?</p>	<p>The development of the Scientific Method.</p> <p>The work of Copernicus, Newton, and Galileo.</p> <p>The reaction of the Catholic Church to Galileo.</p> <p>The Enlightenment thinkers</p> <p>The major ideas of the Enlightenment.</p> <p>The impact of the Enlightenment on government.</p> <p>The impact of the Enlightenment on various parts of the world.</p>	<p>Describe the basic ideas of the Scientific Method.</p> <p>Recognize the difference between the geocentric theory and the heliocentric theory.</p> <p>Describe the events and circumstances surrounding Galileo's trial.</p> <p><b>Vocabulary</b></p> <p>Identify key terms and people: Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Francis Bacon, Rene Descartes, Isaac Newton</p> <p>Scientific Revolution, heliocentric theory, scientific method</p> <p>Identify the basic principles of the Enlightenment.</p> <p>Recognize the basic roles of government.</p> <p>Compare and Contrast the unfair practices of the various governments of Western Europe.</p> <p>Assess the importance of the Enlightenment thinkers</p> <p>Examine the ideas of each Enlightenment thinker.</p>	<p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K2-1C</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS5-K1-1B</b></p>

			<p>Predict the impact of the Enlightenment ideas on societies and governments in Western Europe and other areas.</p> <p>Evaluate the extent to which the Enlightenment changed society in various countries</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people:                  Enlightenment, social contract, John Locke, natural rights, philosophe, Voltaire, Montesquieu, separation of powers, Jean Jacques Rousseau, Mary Wollstonecraft, Beccaria, salon, baroque, neoclassical, enlightened despot, Catherine the Great, Declaration of Independence, Thomas Jefferson, checks and balances, federal system, Bill of Rights</p>		
Unit 2	<p><b>French Revolution</b></p> <p>Why did the conditions in France cry out for Revolution?</p> <p>How did the French Revolution change society?</p>	<p>Causes of the French Revolution</p> <p>Stages of the French Revolution:</p> <p>The storming of the Bastille,</p> <p>The Tennis Court Oath,</p> <p>The Reign of Terror,</p>	<p>Evaluate the extent to which the Enlightenment caused the French Revolution</p> <p>Identify the different causes of the French Revolution</p> <p>Differentiate between the various stages of the French Revolution</p> <p>Examine the impact of Napoleon on Europe</p> <p>Evaluate the extent to which the French Revolution set an example for people in different parts of the world</p> <p>Describe how the Congress</p>	<p><b>SS2-K2-1E</b></p> <p><b>SS2-K4-1B</b></p> <p><b>SS2-K4-1C</b></p> <p><b>SS2-K2-1C</b></p> <p><b>SS2-K3-1A</b></p>	

		<p>Napoleon</p> <p>The impact of the French Revolution on various parts of the world</p> <p>The Congress of Vienna</p>	<p>of Vienna attempted to restore the balance of power in Europe after the Collapse of Napoleon's Empire</p> <p><b>Vocabulary</b></p> <p>Identify and define key terms and people : Old Regime, estate, Louis XIV, Marie Antoinette, Estates-General, National Assembly, Tennis Court Oath, Great Fear, Declaration of the Rights of Man, Legislative Assembly, emigres, sans-culottes, guillotine, Maximilien Robespierre, Committee of Public Safety, Reign of Terror, Napoleon Bonaparte, coup d'etat, plebiscite, lycee, concordat, Napoleonic Code, Battle of Trafalgar, blockade, Continental System, guerilla, Peninsula War, scorched-earth policy, Waterloo, Hundred Days, Congress of Vienna, Klemens von Metternich, balance of power, legitimacy, Holy Alliance, Concert of Europe</p>		
Unit 3	<p><b><u>Latin America/ Nationalism</u></b></p> <p>How did the conditions in Latin America cry out for revolution?</p>	<p>Causes of the Latin American Revolutions</p> <p>Unfair social structure of the Latin American colonies</p> <p>Revolutions against Spain; Revolution in Haiti against France; Bloodless revolution in Brazil against Portugal</p> <p>Latin America post-independence</p> <p>Caudillo Rule and the legacy of Imperialism</p>	<p><b>Vocabulary</b></p> <p>Identify and define key terms and people: peninsulares, creoles, mulattos, Simon Bolivar, Jose de San Martin, Miguel Hidalgo, Jose Moresol, Toussaint L'Ouverture</p> <p>Compare and contrast the various independence movements in Latin America</p>		<p><b>SS3-K2-1E</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K2-1C</b></p>

	<p>To what extent did the conditions in Mexico trigger a revolution?</p>	<p>Economic Imperialism and the U.S. influence in Latin America</p> <p>Causes of the Mexican Revolution</p> <p>Results of the Mexican Revolution</p>	<p><b>Vocabulary</b> Identify and Define key terms and people: caudillo, Monroe Doctrine, Jose Marti, Spanish-American War, Panama Canal, Roosevelt Corollary, Benito Juarez, La Reforma, Porforio Diaz, Francisco Madero, Francisco "Pancho" Villa, Emiliano Zapata</p> <p>Analyze the political, social, and economic inequalities that existed in Mexico</p>			
	<p>To what extent was nationalism a unifying force in Europe?</p>	<p>Democracy in Latin America today</p> <p>Revolutions and upheaval in France during the first half of the 1800s</p> <p>Political ideologies</p> <p>Formation of nation-states; unification of Italy and Germany</p> <p>Revolution in the arts</p>	<p>Evaluate the extent to which democracy in various parts of Latin America has been a success in the twentieth century and today</p> <p><b>Vocabulary</b> Identify and define key terms and people: conservatives, liberals, radicals, nationalism, nation-state, the Balkans, Louis-Napoleon, Alexander II, nationalism, Camillo di Cavour, Giuseppe Mazzini, Giuseppe Garibaldi, Red Shirts, Otto von Bismarck, realpolitik, Blood and Iron, kaiser</p> <p>Analyze the reasons for Latin America's disunity post-independence; role of geography</p> <p>Describe the differences between conservative, liberal, moderate, and radical ideas</p> <p>Analyze the role of nationalism in the unifications of Italy and Germany</p>			

			Recognize how the historical changes of the times were reflected in the arts			
--	--	--	--	--	--	--

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b>Industrial Revolution</b></p> <p>How did the Industrial Revolution change society?</p>	<p>Causes of the Industrial Revolution</p> <p>Reasons the Industrial Revolution began in England</p> <p>Inventions of the Industrial Revolution</p> <p>Introduction of the railroad and factory system</p> <p>Impacts of the Industrial Revolution on cities</p> <p>Impacts of the Industrial Revolution on Western Europe and the world.</p> <p>Reactions to Industrialization: new economic thoughts of laissez faire and communism</p> <p>Progress in the 19th century</p> <p>Democratic changes in the 19th century</p>	<p>Identify the causes of the Industrial Revolution</p> <p>Analyze the reasons why the Industrial Revolution began in England</p> <p>Analyze the causes and effects of the Agricultural Revolution</p> <p>Compare and contrast the cottage industry with the factory system</p> <p><b>Vocabulary</b></p> <p>Identify and define key terms and people: Industrial Revolution, enclosure, crop rotation, industrialization, factors of production, factory, entrepreneur, urbanization, middle class, corporation, laissez faire, Adam Smith, capitalism, utilitarianism, socialism, Karl Marx, communism, union, collective bargaining, strike</p> <p>Illustrate the impacts of urbanization on society</p> <p>Compare and contrast the ideas of mercantilism and laissez faire capitalism</p> <p>Describe the evils of the Industrial Revolution</p> <p>Compare and contrast the solutions proposed by Owens (Utopian) and other political scientists, Marx and Engels (communism)</p>	<p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K4-1B</b></p>

			<p>Explain the importance of the Reform Acts of the 19th century.</p> <p>Evaluate labor laws, education reforms, increased male suffrage, and the women's suffrage movement</p> <p>Analyze the impact of mass culture and new technology</p> <p>Evaluate the following events: Irish Potato Famine, Dreyfus Affair and Zionism</p>		
Unit 5	<p><b>Imperialism</b></p> <p>Why did the European countries imperialize?</p> <p>How did imperialism impact Africa?</p>	<p>Economic, political, and social reasons for imperialism</p> <p>Economic reasons: new markets, natural resources</p> <p>Political reasons: military bases, power</p> <p>Social Reasons: nationalism, White Man's Burden, spread Christianity</p> <p>Scramble for Africa</p> <p>Impacts of imperialism on Africa</p> <p>Long term problems of Africa due to imperialism</p>	<p><b>Vocabulary</b> Identify and Define key terms and people: imperialism, racism, Social Darwinism, Berlin Conference (1884-1885), Shaka, Boer, Great Trek, Boer War, paternalism, assimilation, Menelik II, geopolitics, Crimean War, Suez Canal</p> <p>Explain the Scramble for Africa and the impacts of the Europeans' actions</p> <p>Identify the people who attended the Berlin Conference and analyze it's significance</p> <p>Recognize the impacts of geopolitics on the Muslim lands of the Ottoman Empire</p> <p><b>Vocabulary</b> Identify and define key terms and people: Sepoy, "jewel in the crown," Sepoy Mutiny, Raj</p>		<p><b>SS2-K3-1C</b></p> <p><b>SS2-K2-1C</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1E</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS3-K1-1F</b></p> <p><b>SS3-K1-1E</b></p> <p><b>SS3-K1-1D</b></p>

	<p>Why was India considered to be the "jewel in the crown" of the British Empire?</p> <p>How did China react to contact with the West?</p> <p>How did Japan react to contact with the West?</p>	<p>Geopolitics and the Ottoman Empire</p> <p>Reasons why Great Britain was able to dominate India</p> <p>Great Britain's interests in Egypt and the Suez Canal</p> <p>Reaction of India to Great Britain</p> <p>Effects on China of contact with industrialized nations</p> <p>Carving up of China into spheres of influence</p> <p>Reaction of the Chinese to imperialism</p> <p>Effects on Japan of contact with industrialized nations</p>	<p>Compare and contrast the social/political status of the British and the Indians</p> <p>Discuss the Sepoy Rebellion and Indian resistance</p> <p><b>Vocabulary</b> Identify and define key terms and people: Opium War, extraterritorial rights, Taiping Rebellion, sphere of influence, Open Door Policy, Boxer Rebellion</p> <p>Recognize Commodore Matthew Perry's expedition as a turning point for Japan</p>			
<p>Unit 6</p>	<p><b><u>World War I/ Russian Revolution</u></b></p> <p>To what extent was World War I inevitable?</p>	<p>The long term "MAIN" causes of WWI</p> <p>The immediate causes of WWI</p> <p>The Powder Keg of Europe</p> <p>Allies and Central Powers</p>	<p>Analyze the long term and immediate causes of WWI</p> <p>Understand the ethnic tensions and rivalries of the Balkans</p>		<p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K2-1A</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K3-1A</b></p>	



	Western Front and Eastern Front; fighting methods	<b>Vocabulary</b>	<b>SS2-K3-1C</b>
	Technology of WWI	Identify and define key terms and people:	<b>SS2-K4-1B</b>
	Impacts of WWI on the world	militarism, alliances, imperialism, nationalism, Triple Alliance, Kaiser Wilhelm II, Triple Entente, Schlieffen Plan, Central Powers, Allies, Western Front, trench warfare, Eastern Front, unrestricted submarine warfare, total war, rationing, propaganda, armistice, Woodrow Wilson, Georges Clemenceau, David Lloyd George, Fourteen Points, self-determination, Treaty of Versailles, League of Nations	<b>SS5-K1-1A</b>
	Changes in the role of women during WWI		<b>SS5-K1-1D</b>
	U.S. enters the war on the side of the Allies		<b>SS4-K1-1A</b>
	Allied victory		
	The Big Four meet at Versailles		
	Provisions of the Treaty of Versailles		
	The failure of the League of Nations		
	Impacts of WWI on Europe	Describe the goals and methods of both the Central Powers and the Allies	
	Impacts of WWI on the world	Analyze the impact of the U.S. joining the war	
		Compare and contrast the map of 1914 Europe and the map of 1919 Europe	
		Compare and contrast the Treaty of Versailles and the 14 Points	
How did the conditions in Russia lead to revolution?		Describe the political, social, and economic impacts of WWI on Europe and the world	
	The long term causes of the Russian Revolution		

			Describe life in czarist Russia		
		Revolutions (changes) leading up to the Bolshevik Revolution: Revolution of 1905; March Revolution of 1917	Analyze the political, economic, and social conditions that led to the Revolution of 1905		
		The establishment and weaknesses of the Provisional Government	Criticize the weaknesses of the Provisional Government		
		Lenin and the Bolsheviks lead the Russian Revolution	Describe the political, economic, and social causes of the Bolshevik Revolution		
		Civil War in Russia: Whites vs. Reds	Explain Lenin's slogan: "Peace, Bread, and Land"		
		Red victory: establishment of the Union of Soviet Socialist Republics (USSR)	Describe the goals of Lenin's New Economic Policy		
		Joseph Stalin and Totalitarianism in the USSR	Describe the goals of Stalin's Five Year Plans and collectivization		
		Command economy under Stalin	Compare and contrast the USSR under Lenin and under Stalin		
		Police terror and propaganda	Discuss Stalin's Reign of Terror and the impacts of his policy of persecution of non-Russians in the USSR		
			<b>Vocabulary</b>		
			Identify and define key terms and people: pogrom, Trans-Siberian Railway, Bolsheviks, V.I. Lenin, Duma, Rasputin, provisional government, soviet, Joseph Stalin, totalitarianism, command economy, collective farm, kulak, Great Purge, socialism realism		



	Essential Questions	Content	Skills	Standards/PIs
Unit 7	<p><b><u>The Rise of Dictators/World War II/Holocaust</u></b></p> <p>How did the conditions after WWI lead to the rise of totalitarian dictatorships in Europe?</p>	<p>The results and impacts of WWI and the Treaty of Versailles on Europe</p> <p>Crash of the U.S. stock market and the global depression</p> <p>Fascism in Europe - Benito Mussolini's rise to power</p> <p>Nazism in Germany - Adolf Hitler's rise to power; rise of the Nazi party; anti-semitism in Germany</p> <p>Japan becomes a military dictatorship</p> <p>The future Axis Powers become aggressive</p> <p>Great Britain's policy of appeasement</p>	<p>Analyze the impacts of WWI on Europe and the world</p> <p>Analyze the effects of the Treaty of Versailles on Europe and Japan</p> <p>Compare and contrast the impact of the Treaty of Versailles on various countries (France, Germany, Italy, Japan, Great Britain)</p> <p>Summarize the impacts of the U.S. stock market crash of 1929</p> <p><b>Vocabulary</b></p> <p>Identify and define key terms and people: coalition government, Weimar Republic, Great Depression, Franklin D. Roosevelt, New Deal, fascism, Benito Mussolini, Adolf Hitler, Nazism, Mein Kampf, lebensraum, appeasement, Axis Powers, Francisco Franco, isolationism, Third Reich, Munich Conference</p> <p>Debate the short and long term effects of Chamberlain's policy of appeasement</p> <p>Describe the tactics of both the Allies and the Axis Powers</p>	<p><b>SS2-K1-1D</b></p> <p><b>SS2-K1-1E</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K2-1D</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K4-1B</b></p> <p><b>SS2-K4-1D</b></p> <p><b>SS5-K4-1D</b></p>

	Was World War II inevitable?	<p>Hitler and Stalin's nonaggression pact</p> <p>Hitler's empire - Sudetenland, Poland</p> <p>Hitler's use of blitzkrieg; France falls to Germany</p> <p>Fighting in Europe: Allies vs. Axis Powers</p> <p>Hitler's invasion of the Soviet Union</p> <p>Defeat and overthrow of Benito Mussolini; Italy's decision to join the Allies</p> <p>Japan's attack on Pearl Harbor; The United States decision to join the war on the side of the Allies</p> <p>D-Day and the Allies' victory in Europe: V-E Day</p> <p>Fighting in the Pacific</p>	<p><b>Vocabulary</b></p> <p>Identify and define key terms and people: nonaggression pact, blitzkrieg, Charles de Gaulle, Winston Churchill, Battle of Britain, Atlantic Charter, Isoroku Yamamoto, Pearl Harbor, Battle of Midway, Douglas MacArthur, Battle of Guadalcanal, Dwight D. Eisenhower, Battle of Stalingrad, D-Day, Battle of the Bulge, kamikaze, demilitarization</p> <p>Describe the impacts of D-Day on World War II</p> <p>Evaluate Truman's decision to drop the atomic bombs on Japan</p> <p>Describe the different stages of the holocaust and the treatment of the Jews in Nazi Europe</p> <p><b>Vocabulary</b></p> <p>Aryans, Holocaust, Kristallnacht, ghettos, "Final Solution", genocide</p>			
--	------------------------------	--	---	--	--	--

	<p>How did Hitler orchestrate the Holocaust?</p>	<p>Potsdam Conference and the U.S. decision to drop the atomic bomb on Hiroshima and Nagasaki</p> <p>Japan surrenders</p> <p>U.S. establishes a democracy in Japan</p> <p>Treatment of Jews in Nazi Europe</p> <p>The stages of the Holocaust: Ostracism - Kristallnacht, Nuremburg Laws; Persecution - ghettos; Extermination - Concentration Camps</p> <p>Hitler's Final Solution</p> <p>Living conditions and treatment of the Jews in the concentration camps</p> <p>Liberation of the Concentration Camps</p> <p>Nuremburg Trials - Crimes Against Humanity</p> <p>Universal Declaration of Human Rights and the</p>	<p>Analyze the impacts of the Nuremburg Trials</p> <p>Analyze the global impacts of the creation of the United Nations</p> <p>Describe the effects of WWII on Europe and the world</p>			
--	--	---	--	--	--	--

		creation of the United Nations			
		Short and Long Term impacts of WWII			
Unit 8	<b>Cold War</b> How did the United States and the Soviet Union compete during the Cold War?	<p>Post WWII in Europe; Post WWII around the world - independence movements in colonies; Yalta Conference</p> <p>Creation of NATO and Warsaw</p> <p>Superpowers emerge; Space race</p> <p>Communism vs. Capitalism</p> <p>The Iron Curtain descends; Soviet satellite nations; division of Berlin and the Berlin Airlift</p> <p>U.S.'s Marshall Plan and Truman Doctrine; Policy of Containment</p> <p>Creation of three worlds: First World, Second World, Third World</p> <p>Competition to influence developing nations</p> <p>Korean War and Vietnam War</p> <p>Cuban revolution and Fidel Castro; impacts of the Cuban Missile Crisis</p>	<p>Describe the impacts of WWII on the World</p> <p>Compare and contrast NATO and Warsaw</p> <p>Compare and contrast Communism and Capitalism</p> <p>Recognize various ways which the U.S. and U.S.S.R. competed during the Cold War</p> <p>Explain the division of Germany and Berlin and the importance of the Berlin Airlift</p> <p>Analyze the impact of the Cold War competition on the developing nations of the world</p> <p><b>Vocabulary</b></p> <p>Identify and define key terms and people: United Nations, iron curtain, containment, Truman Doctrine, Marshall Plan, Cold War, NATO, Warsaw Pact, brinkmanship, U-2 incident, Third World, nonaligned nations</p> <p>Analyze the impacts of the U.S. policy of containment on Korea and Vietnam</p>	<p>SS2-K1-1C</p> <p>SS2-K1-1D</p> <p>SS2-K1-1E</p> <p>SS2-K2-1E</p> <p>SS2-K3-1A</p> <p>SS2-K3-1C</p> <p>SS2-K4-1B</p> <p>SS2-K4-1D</p>	

	<p>How did the Cold War spread around the world?</p> <p>How did the fall of the Soviet Union lead to the end of the Cold War?</p>	<p>Khrushchev's destalinization</p> <p>1970's detente</p> <p>Revolts and Protests in Eastern Europe</p> <p>Gorbechev's policies of glasnost and perestroika; fall of the Berlin Wall</p> <p>Reunification of Germany</p> <p>Break up of the Soviet Union</p> <p>Impacts of the Cold War on Russia, U.S., and the world</p>	<p>Describe the causes and effects of the Korean War</p> <p>Describe the causes and effects of the Vietnam War</p> <p>Describe the causes and effects of the Cuban Missile Crisis</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: 38th parallel, Douglas MacArthur, Ho Chi Minh, domino theory, Ngo Dinh Diem, Vietcong, Vietnamization, Fidel Castro</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: Nikita Khrushchev, destalinization, Leonid Brezhnev, John F. Kennedy, Lyndon Johnson, detente, Richard M. Nixon, SALT, Ronald Reagan, Star Wars, Politburo, Mikhail Gorbechev, glasnost, perestroika, Solidarity, Lech Walesa, reunification, Boris Yeltsin, CIS, "shock therapy"</p> <p>Complete mapwork on Eastern Europe after the break up of the U.S.S.R.</p>			
	<p><b>Post-Colonialism:</b> <b>China/India/ Middle East/Africa</b></p>	<p>Collapse of Chinese imperial rule; Nationalists vs. Communists; civil war in</p>	<p>Compare and contrast the nationalists and the communists</p>		<p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1B</b></p>	



Unit 9	How did Communism impact life in China?	<p>China; Mao Zedong vs. Jiang Jeishi</p> <p>Communists triumph in China post WWII</p> <p>Creation of two Chinas</p> <p>Effects of the Cultural Revolution and Mao's Great Leap Forward</p> <p>Deng Xioping and the trial of the gang of four</p> <p>China today</p> <p>Hong Kong handed back to China</p>	<p>Describe the goals of Mao's Cultural Revolution</p> <p>Describe the impacts of the Cultural Revolution on the people of China</p> <p>Compare and contrast Mao Zedong and Deng Xioping</p> <p>Evaluate China's one-child policy; analyze the impact of the Tiananmen Square incident</p>	<p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K1-1E</b></p> <p><b>SS2-K2-1C</b></p> <p><b>SS2-K2-1D</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS2-K4-1A</b></p> <p><b>SS2-K4-1C</b></p>
	How did democracy triumph in India?	<p>Nationalism in India: the Indian National Congress and the Muslim League</p> <p>Gandhi's use of civil disobedience; Salt March</p> <p>The Indian subcontinent gains independence; India is partitioned: India and Pakistan; conflict over Kashmir</p> <p>India today</p>	<p><b>Vocabulary</b></p> <p>Identify and define key terms and people: Kuomintang, Sun Yixian, Mao Zedong, May Fourth Movement, Long March, Jiang Jieshi, commune, Red Guards, Cultural Revolution, Zhou Enlai, Deng Xioping, Four Modernizations, Tiananmen Square, Hong Kong</p> <p>Analyze India's fight for independence; analyze the successes of Gandhi and the role of the Indian National Congress and the Muslim League</p> <p>Analyze the conflict between the Hindu and Muslim people</p> <p>Describe the tensions between India and Pakistan</p> <p>Compare and contrast India's government today with that of the U.S.</p>	

	<p>How has Islamic Fundamentalism impacted the Middle East?</p>	<p>Middle East after WWII</p> <p>Creation of Israel</p> <p>Reactions to the Creation of Israel</p> <p>The Shah and the causes of the Iranian Revolution</p> <p>Islamic Fundamentalism spreads through the Middle East</p> <p>Formation and role of OPEC in the world</p>	<p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: Mohandas K. Gandhi, civil disobedience, Amritsar Massacre, Indian National Congress, Muslim League, Muhammad Ali Jinnah, partition, Jawaharlal Nehru, Indira Gandhi, Rajiv Gandhi</p> <p>Analyze the Balfour Declaration and the impacts of the creation of Israel</p> <p>Analyze the causes and the effects of the Iranian Revolution</p> <p>Describe aspects of Islamic Fundamentalism</p> <p>Evaluate the impacts of OPEC on world oil</p> <p><b>Vocabulary</b></p> <p>Identify and define key terms and people: Balfour Declaration, Suez Crisis, Six-Day War, Anwar Sadat, Golda Meir, Menachem Benin, Camp David Accords, PLO</p> <p>Compare and contrast the fight for independence in various nations</p> <p>Describe the conditions that existed in the newly independent nations</p> <p>Analyze the short and long term impacts of Apartheid</p>			
--	---	--	--	--	--	--

	<p>What challenges did the new nations of Africa face?</p>	<p>Independence movements in Africa: Kenya, Ghana, Algeria</p> <p>Effects of independence on African nations</p> <p>Economic, political, and social problems faced by the newly independent nations</p> <p>South Africa and apartheid</p> <p>Nelson Mandela and the fight for equality</p> <p>Goals of the African National Congress</p>	<p>on South Africa</p> <p>Evaluate the role of Nelson Mandela and the African National Congress</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: Negritude movement, Kwame Nkrumah, Jomo Kenyatta, Mau Mau, Mobutu Sese Seko, FLN, federal system, martial law, dissident, apartheid, Nelson Mandela</p>			
--	--	--	---	--	--	--

	Essential Questions	Content	Skills	Standards/PIs
Unit 10	<p><b>World Problems</b></p> <p>What problems face the world today?</p>	<p>Genocide: Armenia, Cambodia, Bosnia, Rwanda, Sudan</p> <p>Effects of deforestation and desertification</p> <p>Environmental issues around the world</p> <p>Nuclear Proliferation</p> <p>Terrorism around the world</p>	<p>Students will understand the genocides of the twentieth century</p> <p>Evaluate possible solutions to prevent future genocide/ethnic cleansing</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: genocide, Armenian Massacre, Cambodian Genocide, Khmer Rouge, Pol Pot, ethnic cleansing, ethnic Albanians, Slobodan Milosevic, Hutus, Tutsi, Darfur</p> <p><b>Vocabulary</b></p> <p>Identify and Define key terms and people: genocide, Armenian Massacre, Cambodian Genocide, Khmer Rouge, Pol Pot, ethnic cleansing, ethnic Albanians, Slobodan Milosevic, Hutus, Tutsi, Darfur, nuclear non-proliferation treaty, proliferation, terrorism, fundamentalism, Universal Declaration of Human Rights</p>	<p><b>SS2-K1-1C</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K4-1D</b></p> <p><b>SS2-K4-1C</b></p> <p><b>SS2-K4-1A</b></p>

**Key to Standards used in this Map**

**SS2-K1-1A** [6 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. [Commencement]

**SS2-K1-1B** [3 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. [Commencement]

**SS2-K1-1C** [8 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - analyze historic events from around the world by examining accounts

written from different perspectives. [Commencement]

**SS2-K1-1D** [4 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1D - understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. [Commencement]

**SS2-K1-1E** [4 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1E - analyze changing and competing interpretations of issues, events, and developments throughout world history. [Commencement]

**SS2-K2-1A** [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. [Commencement]

**SS2-K2-1C** [5 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. [Commencement]

**SS2-K2-1D** [2 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1D - explain the importance of analyzing narratives drawn from different times and places to understand historical events. [Commencement]

**SS2-K2-1E** [8 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1E - investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. [Commencement]

**SS2-K3-1A** [6 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. [Commencement]

**SS2-K3-1B** [2 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. [Commencement]

**SS2-K3-1C** [4 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. [Commencement]

**SS2-K4-1A** [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1A - identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation. [Commencement]

**SS2-K4-1B** [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - interpret and analyze documents and artifacts related to significant developments and events in world history. [Commencement]

**SS2-K4-1C** [3 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - plan and organize historical research projects related to regional or global interdependence. [Commencement]

**SS2-K4-1D** [3 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1D - analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. [Commencement]

**SS3-K1-1C** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate the characteristics, distribution, and migration of human populations on the Earth's surface. [Commencement]

**SS3-K1-1D** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. [Commencement]

**SS3-K1-1E** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1E - analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface. [Commencement]

**SS3-K1-1F** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1F - explain how technological change affects people, places, and regions. [Commencement]

**SS3-K2-1E** [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1E - develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. [Commencement]

**SS4-K1-1A** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. [Commencement]

**SS5-K1-1A** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. [Commencement]

**SS5-K1-1B** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies throughout the world. [Commencement]

**SS5-K1-1D** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - identify and analyze advantages and disadvantages of various governmental systems. [Commencement]

**SS5-K4-1D** [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - consider the need to respect the rights of

others, to respect others points of view (Adapted from The National Standards for Civics and Government, 1996). [Commencement]