

Grade, Subject: 10th, World History	
Strand (Unit): Introduction to Culture	
Big Idea: Places and cultures have influenced how people develop and interact with each other over time and across distances	
PA Content Standards: 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK	PA Core Standards:
Essential Questions: <ol style="list-style-type: none"> How do the major elements of culture impact our understandings of other countries/individuals/cultures? How does culture affect relationships between countries / individuals? 	Concepts/Understandings (SWKT...): <ul style="list-style-type: none"> culture is made up of several major elements cultural identity plays a role in the discussion of nations the role of stereotyping in the development of cultural identity ethnocentrism / xenophobia plays a role in cultural conflict
Vocabulary: culture anthropology ethnocentrism xenophobia stereotype cultural assimilation cultural diffusion	Competencies/Skills (SWBAT...): <ul style="list-style-type: none"> apply the elements of culture to modern day examples analyze the effects of stereotyping on culture compare and contrast various cultures connect examples of ethnocentrism/xenophobia to today's world
Possible Content Extensions: <ul style="list-style-type: none"> N/A 	Resources: <ul style="list-style-type: none"> Meet the Natives Cultural Differences Guns, Germs, and Steel (Episode 1: Out of Eden) Why Some Countries Are Poor and Others Rich If It Were My Home The True Size Of... PBS: The Power of an Illusion LIVING IN A MATERIAL WORLD COUNTRY PHOTOS

Career Ready Standards:

- 13.1.11.A Related careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement.

Authentic Assessments:

- “You are the Tour Guide” Students will prepare a portfolio using research about a country that has a different culture from the US. Students will share their portfolio using multiple platforms including in-person, virtual and others that are useful.
- “My Culture” Students will investigate their own culture and create a family tree that explains the origins of their own culture.
- “Meet the Natives” Work within a group to build a structure that might be your home if you lived in Tana. The structure will include items that you feel your group would need to survive, be comfortable etc.

Grade, Subject: 10th, World History	
Strand (Unit): Industrialization (1800's-1840's)	
Big Idea: European industrialization led to the rise of industry, reform movements, and new economic ideas	
PA Content Standards: 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK	PA Core Standards:
Essential Questions: <ol style="list-style-type: none"> 1. How did the Enlightenment affect reform movements in the industrial revolution? 2. Why did the industrial revolution begin in Europe? 3. How did the industrial revolution affect the lives of individuals and societies? 	Concepts/Understandings (SWKT...): <ul style="list-style-type: none"> ● the Enlightenment had specific influences on the role of reformers in the Industrial Revolution. ● the agricultural revolution freed up labor for the industrial workforce. ● the increase in labor propelled technological innovation and growth of cities. ● industrialization produced both positive and negative social, political, and economic effects on Western society. ● the industrial revolution caused a need for new resources and markets, leading to imperialism.
Vocabulary: Agricultural Revolution Industrialization Factors of Production Labor unions Laissez-faire Adam Smith Socialism Marxism/Communism Karl Marx	Enlightenment: * Hobbes - social contract (between individuals/ruler) Locke - natural rights Rousseau - individual freedom (social contract)
	Competencies/Skills (SWBAT...): <ul style="list-style-type: none"> ● investigate how the concepts of the Enlightenment influenced reformers of the industrial period. ● connect developments in the rise of agriculture in Europe to the development of early industrial innovation in Europe. ● apply how early technological innovations and improvement influenced early industries and development of consumer goods. ● critique the positive and negative effects of industrialization on the social, political, and economic spheres of society. ● analyze how the positive and negative effects of industrialization propelled calls for reform and change in society. ● connect historical industrialization with current industrial trends in China and the effects of industrialization on child labor.

<p><u>Cultural Connections:</u> Industrial China child labor Man vs. technology</p>	<p><u>Possible Content Extensions:</u></p> <table border="0"> <tr> <td>Utopianism</td> <td>French Revolution</td> </tr> <tr> <td>Utilitarianism</td> <td>Victorian Society</td> </tr> <tr> <td>Thomas Malthus</td> <td>Friedrich Engels</td> </tr> <tr> <td>David Ricardo</td> <td>Romantic Movement</td> </tr> </table>	Utopianism	French Revolution	Utilitarianism	Victorian Society	Thomas Malthus	Friedrich Engels	David Ricardo	Romantic Movement
Utopianism	French Revolution								
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<p><u>Resources:</u></p> <p>Capitalism Wedding Cake Enlightenment Thinkers Horrible History - Child Labor Song 2081: A Dystopian Society Mill Times- PBS BBC - Why the Industrial Revolution Happened Here</p>	<p><u>Career Ready Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.A Related careers to individual interests, abilities, and aptitudes. ● 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. <p>13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Associate degree ● Baccalaureate degree ● Certificate/licensure ● Entrepreneurship ● Immediate part/full time employment ● Industry training <ul style="list-style-type: none"> ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement. ● Military training ● Professional degree ● Registered apprenticeship ● Tech Prep ● Vocational Rehabilitation Centers 								

Authentic Assessments:

- **“Between Two Palms and 4 Philosophers”** Roundtable discussion between Locke, Hobbes, Rousseau and Marx.. Students will divide into 3 groups. Research life, experiences, philosophies of one of the well known Enlightenment thinkers. Students will create a roundtable discussion between the 3. (Extension: Larger classes, “Wildcard” Option: Include *Charles Montesquieu*)
- **“A New Type of Revolution?”** Students will imagine that there is a new form of “Enlightenment or Industrial/Technological Revolution” occurring right now. Students will prepare a presentation where they will share what a revolution in modern times may look like.

Grade, Subject: 10th, World History	
Strand (Unit): Imperialism (1840's - 1900's)	
Big Idea: Imperialism played a major role in spreading Western influence and the development of modern conflicts and global issues.	
PA Content Standards: 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK	PA Core Standards:
Essential Questions: <ol style="list-style-type: none"> 1. Why did European nations become imperialistic in the mid-to-late 19th Century? 2. Why were spheres of influence developed to help Europeans govern the world? 3. How did European imperialism impact the development of societies and cultures around the world? 4. What role did cultural differences play in the Age of Imperialism? 	Concepts/Understandings (SWKT...): <ul style="list-style-type: none"> • the desire for raw materials and markets in which to sell manufactured goods caused nations to seek colonies. • European imperialism played an important role in influencing modern political, economic, and social/cultural institutions in Asia, Africa, and Latin America. • spheres of influence were established to develop economic control without the need to establish complete political control. • European imperialism reopened formerly isolated countries in Asia. • the abuses of power that occurred under European rule cultivated future unrest and independence movements.
Vocabulary: Imperialism Asian isolationism Spheres of Influence / Extraterritoriality "The White Man's Burden" Social Darwinism Opium Wars British Imperialism (Raj)	Competencies/Skills (SWBAT...): <ul style="list-style-type: none"> • analyze the factors that motivated Europeans to become imperialistic. • critique methods by which European governments obtained their imperialistic holdings. • analyze the causes and effects of European imperialism on social, cultural and political institutions. • connect current world issues to the root cause of imperialism.

<p><u>Cultural Connections:</u> Western vs. Eastern Culture Filial Piety Buddhism* Hinduism* Slavery/ Human Trafficking Patriarchal culture (Latin America) “Machoism” / gender issues</p> <p><i>*basic beliefs, practices, important figures</i></p>	<p><u>Possible Content Extensions:</u> Belgium Free State / King Leopold US Imperialism in the Pacific / Latin America Philippine-American War / Moro Rebellion French Imperialism in Algeria British Imperialism in Australia / New Zealand</p>
<p><u>Resources:</u></p> <p>The White Man's Burden by Rudyard Kipling Global Slavery Index (Human Trafficking Resource)</p>	<p><u>Career Reading Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● 	

Grade, Subject: 10th, World History	
Strand (Unit): Nationalism (1840's-1940's)	
Big Idea: Nationalist ideals developed as a pushback to European imperialism	
PA Content Standards: 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK	PA Core Standards:
Essential Questions: <ol style="list-style-type: none"> 1. How did the viewpoints of nationalist leaders impact the overall progression of these movements? 2. How did the desire for independence and national identity influence the nationalistic movements of the 19th & 20th centuries? 3. How did nationalist movements impact the development of cultures around the world? 4. Why did nationalistic movements and ideas influence efforts at decolonization and global issues today? 	Concepts/Understandings (SWKT...): <ul style="list-style-type: none"> ● the viewpoints of leaders influenced the progression of nations <ul style="list-style-type: none"> ○ Bolivar - independent nations ○ Bismarck/Garibaldi - unification of like people ○ Lenin- Marxist Theory ○ Stalin- totalitarianism ○ Gandhi- Purna Swaraj (self rule/independence) ○ Sun Yixian - Chinese nationalism ○ Herzl - Zionism ● the desire for independence and national identity influenced nationalistic movements of the late 19th and early 20th centuries <ul style="list-style-type: none"> ○ Latin America - armed rebellion ○ Europe - political movements ○ Africa - cultural / tribal clashes ○ Asia - economic reforms ● the progression of nationalistic movements was often met with resistance from the following points: <ul style="list-style-type: none"> ○ Former colonizing powers ○ Fellow nationalistic movements ○ Regional rivals (states, groups, etc.) ● independent countries were created by nationalistic movements. ● countries unite or separate under nationalist circumstances/ideals ● nationalism and the desire for influence led to the First and Second World Wars as well as current regional disputes.

<p><u>Vocabulary:</u> Nationalism</p> <p><u>Latin America:</u> Simon Bolivar Mexican Revolution (1900's)</p> <p><u>Unification Movements:</u> Germany - Otto Von Bismarck Italy - Giuseppe Garibaldi</p> <p><u>Africa:</u> Pan-Africanism/Negritude Boers / Boer Wars</p> <p><u>Russian Revolution:</u> Nicholas II Bolsheviks / Mensheviks Vladimir Lenin Leon Trotsky Joseph Stalin</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● connect issues of imperialism to nationalist movements ● analyze competing ideologies of nationalism ● compare and contrast how connections to place and regional history played a role in the success/failure of nationalistic movements ● evaluate why nationalistic movements and ideas influenced efforts at decolonization and global issues today
<p><u>Cultural Connections:</u> Totalitarianism Civil disobedience Judaism* Islam* Christianity* Bushido / Samurai Culture Anti-Semitism</p> <p><i>*basic beliefs, practices, important figures</i></p>	<p><u>Possible Content Extensions:</u> Romanticism France - July Revolution (1830) Greek Revolution & Lord Byron Crimean War Young Turks & Turkey The Great Famine & Irish Home Rule Monroe Doctrine Roosevelt Corollary Armenian Genocide</p>
<p><u>Resources:</u> <u>Lev Trotsky</u> <u>Stalin In Colour</u></p>	<p><u>Career Ready Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.A Related careers to individual interests, abilities, and aptitudes. ● 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement.

<u>Authentic Assessments:</u>	
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<u>Grade, Subject:</u> 10th, World History	
<u>Strand (Unit):</u> Decolonization (1940's - 1980's)	
<u>Big Idea:</u> Decolonization led to the development of new nation states and regional conflicts	
<u>PA Content Standards:</u> 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK	<u>PA Core Standards:</u>
<u>Essential Questions:</u> <ol style="list-style-type: none"> How did various global factors lead to decolonization throughout the world? How did the process of decolonization affect cultures in the former colonies? What were the long term effects of decolonization? 	<u>Concepts/Understandings (SWKT...):</u> <ul style="list-style-type: none"> depletion of resources and nationalistic movements pushed European nations to desire change decolonization had varying degrees of immediate political, economic, and social impact on the people who lived in former colonies effects of decolonization continue to influence the present-day
<u>Vocabulary:</u> Decolonization India: Mahatma Gandhi Civil disobedience Salt March / Homespun Partitioning of India & Pakistan China: Mao Zedong Chinese Nationalists / Communists The Long March Cultural Revolution	<u>Competencies/Skills (SWBAT...):</u> <ul style="list-style-type: none"> analyze the factors that led to decolonization and connect them to specific nationalistic movements around the world connect various leaders and ideologies to the decolonization efforts they supported and how these ideals connected or effected the local population assess the short term and long term success or failures of decolonization in various former colonies and how they impacted current global issues

<p><u>Cultural Connections:</u> Totalitarianism Activity Modern Genocide Debate over US Foreign Aid</p>	<p><u>Possible Content Extensions:</u> Steve Biko & Black Conscience / Desmond Tutu Khmer Rouge / Cambodia Augusto Pinochet & Chile Mau Mau Rebellion & Kenya Mobutu Sese Seko & the Congo Civil War Rwandan Genocide</p> <p>New York Field Trip (Metropolitan Museum of Art & Ellis Island / Chinatown)</p>
<p><u>Resources:</u> Upfront: “How The Middle East Got That Way” Upfront: “1947: The Birth of India and Pakistan” <i><u>Gandhi</u></i> <i><u>Cry Freedom</u></i> <i><u>Hotel Rwanda</u></i></p>	<p><u>Career Ready Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.A Related careers to individual interests, abilities, and aptitudes. ● 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement.
<p><u>Authentic Assessments:</u></p>	

<p>Grade, Subject: 10th, World History</p> <p>Strand (Unit): Democratization (1980's - present)</p>	
<p>Big Idea: Democratic institutions around the world faced triumphs and challenges in a post-Cold War world</p>	
<p>PA Content Standards: 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D Standards LINK</p>	<p>PA Core Standards:</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why was democracy able to permeate the post- Cold War world? 2. How did democratic institutions around evolve to meet modern demands? 3. How have political institutions around the globe invoked positive reform in today's world? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> • the end of the Cold War brought about a rise in popular interest in traditional democratic institutions • newly-created democratic institutions were shaped by political, cultural, economic, and social standards in the regions they developed • new democratic experiences around the world resulted in both positive and negative reforms for the people who lived under these new governments • the longevity of these post-Cold War democratic institutions continues to be an ongoing debate from political, social, and cultural aspects in today's world
<p>Vocabulary:</p> <p>European Union</p> <p>Russia:</p> <p>Mikhail Gorbachev</p> <p>Glasnost</p> <p>Perestroika</p> <p>Boris Yeltsin</p> <p>Vladimir Putin & Modern Russia</p> <p>China:</p> <p>Deng Xiaoping</p> <p>Four Modernizations</p> <p>Tiananmen Square</p> <p>Xi Jinping & Modern China</p> <p>Middle East:</p> <p>First Gulf War / Second Gulf War</p> <p>Saddam Hussein</p> <p>ISIS</p> <p>Afghan Mujahideen</p> <p>Taliban / US War in Afghanistan</p> <p>al-Qaeda</p> <p>Osama bin Laden</p> <p>Arab Spring</p> <p>Africa:</p> <p>Nelson Mandela</p> <p>Apartheid system</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> • connect democratic (Enlightenment) values from previous units to this new wave of democratic development around the world • analyze how 20th century democratic movements differed from earlier democratic movements • synthesize how cultural, social, and political issues led to both positive and negative reforms within these new democratic institutions • hypothesize how current regional and global events are impacting these new democratic institutions and whether or not these institutions can survive current global trends

<p><u>Cultural Connections:</u></p> <ul style="list-style-type: none"> ● Cultural Life in Soviet Union / Soviet state ● Life in Apartheid South Africa ● Modern terrorism (philosophy / justification, etc.) ● Life under the Taliban ● Nuclear Proliferation 	<p><u>Possible Content Extensions:</u></p> <p>Velvet Revolution (Czechoslovakia) Poland’s Solidarity Movement Break-Up of Yugoslavia, Bosnia, Kosovo Crisis Russian Intervention in Chechnya Hugo Chavez and Modern Venezuela Darfur, and South Sudan Modern Africa & Ongoing Regional Issues Iranian Nuclear Standoff The European Refugee Crisis</p>
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● <i><u>PBS Frontline: Putin’s Way</u></i> ● <i><u>PBS: The Secret State of North Korea</u></i> ● <i><u>National Geographic Presents: Inside North Korea</u></i> ● <i><u>Izzit: Locked Out! Roots of the Arab Spring</u></i> 	<p><u>Career Ready Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.A Related careers to individual interests, abilities, and aptitudes. ● 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.1.11.F . Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.
<p><u>Authentic Assessments:</u></p>	