



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement European History Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

Advanced Placement European History is a college-level survey course dating from approximately 1450 to the present that concentrates on major political, social, economic, intellectual, and cultural themes throughout Europe. In addition to providing a basic narrative of events and movements, the goals of Advanced Placement European History are to develop a) an understanding of the principal themes in modern European history; b) an ability to analyze historical evidence and historical interpretation; and c) an ability to express historical understanding in writing. Students have the opportunity in May to take the College Board Advanced Placement Exam for college credit.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Bell Ringers Timed Essay Response	Primary Source Analysis Teacher Demonstrations Constructive Response Advanced Placement Reading and Writing Practice	Guided Group Practice Guided Individual Practice Integrated Technology
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Assessments

Essays Short Answer Response Questions Primary Source Multiple Choice Questions	Homework Reading Quizzes Independent Project	Group Project Final Exam Summer Assignment
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Materials/Resources

<u>Western Civilization: Since 1300</u> (10 th Edition) by Spielvogel, Jackson J.	Primary Source Materials	iPad Technology
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Adopted: 5/21/12

Revised: 5/15/2017

Late Middle Ages	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Black Death</p> <p>Hundred Years' War</p> <p>Babylonian Captivity</p> <p><u>Related Vocabulary</u> Black Death Hundred Year's War Agincourt 2nd Babylonian Captivity Conciliarists</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

Late Middle Ages (continued)	
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Renaissance	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Emergence of the Italian City States</p> <p>Art of the Italian Renaissance</p> <p>The Renaissance Papacy and the Northern Renaissance</p> <p>The “New Monarchies” in Northern Europe</p> <p><u>Related Vocabulary</u></p> <p>Vernacular</p> <p>Humanism</p> <p>Sfumato</p> <p>Chiaroscuro</p> <p>The Mona Lisa</p> <p>Sistine Chapel</p> <p>The David</p> <p>Contrapposto</p> <p>Secularism</p> <p>The Courtier</p> <p>The Prince</p> <p>Christian Humanism</p> <p>Mannerism</p> <p>City States</p> <p>Roman Catholicism</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

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Reformation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Protestant Reformation Divisions Within the Reformation: Anglicanism, Lutheranism, Calvinism, Anabaptism English Reformation The Catholic Counter-Reformation <u>Related Vocabulary</u> Reformation 95 Thesis Diet of Worms Anabaptism Sola Scriptura Consubstantiation Transubstantiation Peace of Augsburg Act of Supremacy Anglican Church Act of Uniformity Council of Trent Index of Prohibited Books Huguenots Presbyterians Calvinists Jesuits Augustinians	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

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Religious Wars	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>French Wars of Religion</p> <p>The Thirty Years' War</p> <p>The Dutch Revolt</p> <p>The Treat of Westphalia</p> <p><u>Related Vocabulary</u></p> <p>Thirty Years' War</p> <p>Defenestration of Prague</p> <p>Huguenots</p> <p>St. Bartholomew's Day Massacre</p> <p>Edict of Nantes</p> <p>Peace of Westphalia</p> <p>Council of Trent</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

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European Exploration	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Motives for Exploration</p> <p>Explorers and Exploration</p> <p>The Commercial Revolution</p> <p>Global Exchange</p> <p><u>Related Vocabulary</u></p> <p>Astrolabe</p> <p>Triangular trade</p> <p>Conquistador</p> <p>Compass</p> <p>Columbian Exchange</p> <p>Circumnavigate</p> <p>Epidemic</p> <p>Empire</p> <p>Reconquista</p> <p>Treaty of Tordesillas</p> <p>Encomienda System</p> <p>Joint Stock Company</p> <p>Middle Passage</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Absolute Monarchies	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Absolutism and Constitutionalism</p> <p>English Civil War: Parliament vs. the Crown</p> <p>The Glorious Revolution</p> <p>Enlighten Despotism</p> <p style="margin-left: 20px;"><u>Related Vocabulary</u></p> <p style="margin-left: 20px;">Absolutism</p> <p style="margin-left: 20px;">Constitutionalism</p> <p style="margin-left: 20px;">War of Devolution</p> <p style="margin-left: 20px;">Treaty of Utrecht</p> <p style="margin-left: 20px;">Grand Remonstrance</p> <p style="margin-left: 20px;">New Model Army</p> <p style="margin-left: 20px;">Restoration</p> <p style="margin-left: 20px;">Glorious Revolution</p> <p style="margin-left: 20px;">Act of Succession</p> <p style="margin-left: 20px;">Pragmatic Sanction</p> <p style="margin-left: 20px;">Enlighten Despotism</p> <p style="margin-left: 20px;">Junkers</p> <p style="margin-left: 20px;">Table of Ranks</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Scientific Revolution and the Enlightenment	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Heliocentric Model</p> <p>Scientific Observations</p> <p>Scientific Revolution's Impact on Europe</p> <p>Causes and Consequences of the Enlightenment</p> <p><u>Related Vocabulary</u> Heliocentric Model Geocentric Model Enlightenment Rationalism Natural Rights General Will Physiocrats Salons Encyclopedia Philosophes</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Changes to Early Life During Modern Europe	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Agriculture and the Land</p> <p>Beginnings of Population Explosion</p> <p>Cottage Industry</p> <p>The Building of the World Economy</p> <p><u>Related Vocabulary</u></p> <p>Agricultural Revolution</p> <p>Common Lands</p> <p>Cottage Industry</p> <p>Crop Rotation</p> <p>Enclosure</p> <p>Guild System</p> <p>Mercantilism</p> <p>Economic Liberalism</p> <p>Pietism</p> <p>Carnival</p> <p>Blood Sports</p> <p>Open Field System</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

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French Revolution and Napoleon	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Balance of Power Politics Causes of the French Revolution Phases of Revolution Interpretations of the Revolution The Rise of Napoleon European Reaction and the Congress of Vienna <u>Related Vocabulary</u> Estates System Assembly of Notables National Assembly Tennis Court Oath Bastille Declaration of Rights of Man and Citizen Jacobins Girondists Committee of Public Safety Reign of Terror Directory Peninsular Wars Battle of Waterloo Hundred Days Congress of Vienna	Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) World History 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.12.C Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Industrial Revolution	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Origins of the Industrial Revolution</p> <p>Rise of Urbanism</p> <p>Impact of the Industrial Revolution on Women and Family Structure</p> <p><u>Related Vocabulary</u> Putting-out System Urbanization Steam Engine Bessemer Process Essay on Principle of Population Factory Act of 1833 Peterloo Massacre Iron Law of Wages Mines Act of 1842 Combination Acts Socialism Capitalism The Communist Manifesto Grand National Consolidation Trades Union</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Europe 1815-1848	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Congress of Vienna and the Restructure of Europe After Napoleon</p> <p>Romanticism: Impact on Europe and Reaction to the Enlightenment</p> <p>Rise of Nationalism and Liberalism</p> <p>The Revolutions of 1848</p> <p><u>Related Vocabulary</u> Quadruple Alliance Holy Alliance Carlsbad Decrees Conservatism Utilitarianism Nationalism Romanticism Realism Socialism Feminism Utopian Socialism Decembrists Zollverein Corn Laws Realpolitik Congress of Vienna</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

Europe 1815-1848 (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Congress of Vienna and the Restructure of Europe After Napoleon</p> <p>Romanticism: Impact on Europe and Reaction to the Enlightenment</p> <p>Rise of Nationalism and Liberalism</p> <p>The Revolutions of 1848</p> <p><u>Related Vocabulary</u> Quadruple Alliance Holy Alliance Carlsbad Decrees Conservatism Utilitarianism Nationalism Romanticism Realism Socialism Feminism Utopian Socialism Decembrists Zollverein Corn Laws Realpolitik Congress of Vienna</p> <p>(continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Europe 1848-1914	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Rise of Nationalism in Europe</p> <p>German Unification Under Otto Von Bismarck</p> <p>Unification of Germany and Italy and Rise of the Austrian-Hungary Empire</p> <p>The Rise of Anti-Semitism in France</p> <p>Motives for Imperialism</p> <p>Conflicts Over Imperialism in Africa and Asia</p> <p>Native People's Response to Imperialism</p> <p><u>Related Vocabulary</u></p> <p>Realpolitik Grossdeutsch Kleindeutsch Piedmont-Sardinia Risorgimento Red Shirts North German Confederation Ems Dispatch Austro-Prussian War Franco-Prussian War Paris Commune Dreyfus Affair Kulturkampf Berlin Conference Imperialism White Man's Burden Sepoy Mutiny</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

Europe 1848-1914 (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Meiji Restoration Opium Wars Boer War Boxer Rebellion Anti-Semitism "Sick Man of Europe"</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

World War I and Russian Revolution	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Background Causes of the War: Militarism, Alliances, Imperialism, and Nationalism Mobilization of Society and "Total War" The Causes and Impact of the Russian Revolution Irish Rebellion and Independence The Impact of the Treaty of Versailles on Europe <u>Related Vocabulary</u> Alliance System Triple Alliance Triple Entente Dreadnought Powder Keg of Europe Black Hand Pan Slavism "Blank Check" Total War Lusitania Trench Warfare Bolsheviks Cheka League of Nations Irish Home Rule Treaty of Versailles Fourteen Points Paris Peace Conference Balfour Declaration Balkan Wars	Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) World History 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.12.C Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Europe between the Wars	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Cost of World War I and the Conditions of the Treaty of Versailles Stalin's Rise to Power France and Britain Between the War The Age of Anxiety The Great Depression The Chronological March Toward War: 1931 – 1939 <u>Related Vocabulary</u> Surrealism Dadaism Weimar Republic Pension Act of 1925 Fascism Great Depression Treaty of Versailles Modernism Law of Property of 1926 Existentialism Cubism Dawes Plan	Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) World History 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.12.C Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

World War II	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>A Study in Totalitarianism: Hitler, Mussolini, Stalin, Franco</p> <p>Nazi Seizure of Power</p> <p>Holocaust and Anti-Semitism</p> <p>The Spanish Civil War</p> <p>The Impact of Conferences on Europe: Yalta, Potsdam</p> <p>Post-War Germany</p> <p><u>Related Vocabulary</u></p> <p>Locarno Pact</p> <p>Kellogg Briand Pact</p> <p>Spanish Civil War</p> <p>Lebensraum</p> <p>Anschluss</p> <p>Appeasement</p> <p>Munich Conference</p> <p>Polish Corridor</p> <p>Nazi-Soviet Non-Aggression Pact</p> <p>“Scorched Earth” Policy</p> <p>Vichy France</p> <p>Final Solution</p> <p>Holocaust</p> <p>Wannsee Conference</p> <p>“Big Three”</p> <p>Yalta</p> <p>Potsdam</p> <p>United Nations</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

World War II (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Totalitarianism Fascism Lateran Agreement Enabling Act Blitzkrieg D-Day (continued)	

Cold War	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Emergency of the Cold War	Historical Analysis and Skills Development
Early Cold War Challenges: Germany, Israel, and the Korean War	8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.
Khrushchev and the Kennedy Years	8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
Decolonization	8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
Downfall of Soviet Hegemony	World History
<u>Related Vocabulary</u>	8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
Cold War	8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
Truman Doctrine	8.4.12.C Evaluate how continuity and change have impacted the world today.
Containment	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
Marshall Plan	8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
Berlin Blockade	
United Nations	
NATO	
Warsaw Pact	
Domino Theory	
Brinkmanship	
Space Race	
Sputnik	
Berlin Wall	
Cuban Missile Crisis	
Nuclear Test Ban Treaty	
Ostpolitik	
Détente	
Ping Pong Diplomacy	
Vietnam War	
Decolonization	

Cold War (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Geneva Conference Vietnamization Brezhnev Doctrine Prague Spring Velvet Revolution Perestroika Glasnost	

End of Communism and European Union	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Challenges to Communism in Eastern Europe and Within the Soviet Union</p> <p>The Fall of the Berlin Wall</p> <p>Policies of Gorbachev</p> <p>The Creation of the European Union</p> <p>Post-Cold War Challenges: The Crisis in the Balkans</p> <p><u>Related Vocabulary</u></p> <p>Chernobyl Perestroika Glasnost Solidarity Brandenburg Gate Ethnic Cleansing Balkanization European Union Maastricht Treaty Treaty of Rome European Economic Community Common Market European Parliament</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

End of Communism and European Union (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Challenges to Communism in Eastern Europe and Within the Soviet Union</p> <p>The Fall of the Berlin Wall</p> <p>Policies of Gorbachev</p> <p>The Creation of the European Union</p> <p>Post-Cold War Challenges: The Crisis in the Balkans</p> <p><u>Related Vocabulary</u></p> <p>Chernobyl</p> <p>Perestroika</p> <p>Glasnost</p> <p>Solidarity</p> <p>Brandenberg Gate</p> <p>Ethnic Cleansing</p> <p>Balkanization</p> <p>European Union</p> <p>Maastricht Treaty</p> <p>Treaty of Rome</p> <p>European Economic Community</p> <p>Common Market</p> <p>European Parliament</p> <p>(continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

Contemporary Problems	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Current European Union Economic and Political Issues</p> <p>9/11 and Post 9/11 European Thought on Terrorism</p> <p>Emerging Issues of Multiculturalism</p> <p><u>Related Vocabulary</u> Terrorism Jihad International Monetary Fund The World Bank European Court of Justice Single European Act Religious Fundamentalism European Free Trade Association</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

Contemporary Problems (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Current European Union Economic and Political Issues</p> <p>9/11 and Post 9/11 European Thought on Terrorism</p> <p>Emerging Issues of Multiculturalism</p> <p><u>Related Vocabulary</u></p> <p>Terrorism</p> <p>Jihad</p> <p>International Monetary Fund</p> <p>The World Bank</p> <p>European Court of Justice</p> <p>Single European Act</p> <p>Religious Fundamentalism</p> <p>European Free Trade Association</p> <p>(continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>