

GLOBAL PERSPECTIVES II

LENGTH OF TIME: one semester, 90 minutes daily

GRADE LEVEL: 10

COURSE STANDARDS:

Students will:

1. Construct reasoned judgments about specific cultural responses to persistent human issues (PA Std 8.4A, NCSS Ig)
2. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations (PA Std 8.4D, NCSS IXb)
3. Identify and describe significant historical periods and patterns of change within and across cultures (PA Std 8.4B, NCSS IIc)
4. Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past (PA Std 8.4B, NCSS IId)
5. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. (PA Std 8.4C, NCSS IIe)
6. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals (PA Std 8.4C, NCSS IIIg)
7. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought (PA Std 8.4B, NCSS IIIj)
8. Examine the interactions of ethnic, national, or cultural influences in specific situations or events (PA Std 8.4C, NCSS IVe)
9. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity (PA Std 8.4D, NCSS IVf)
10. Apply economic concepts and reasoning when evaluating historical social developments and issues (PA Std 8.4C, NCSS VIIIh)
11. Analyze how science & technology influence the core values, beliefs, and attitudes of society; and how core values, beliefs, and attitudes of society shape scientific and technological change (PA Std 8.4D, NCSS VIIIc)
12. Analyze the similarities and differences in economic systems. (PA Std 6.1.9A; NCSS VII a,b)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance

- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

- 6.1 Economic Systems
 - A. Similarities and Differences in Economic Systems

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.4 World History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Designing, completing, and interpreting maps, charts, and graphs which demonstrate the relationship between environment and its effect on the development of a culture. (Course Standards 5, 7)
2. Preparing a team research presentation on Growth and Expansion Outside of Europe (Imperialism) and New Forces of Nationalism. (Course Standards 3, 6)
3. Writing an essay tracing the historical development of conflict between nations in the 20th century. (Course Standards 1, 4,10)
4. Conducting team debates which examine controversies resulting from the New World Order. (Course Standards 5,6)
5. Constructing a timeline, chart, or other graphic of major historical events of World War II. (Course Standards 4,11)
6. Creating multi-media projects which illustrate important developments of the 20th century. (Course Standards 2, 8)
7. Identifying and comparing changes in economic development experienced globally during the 20th century in written or oral form,. (Course Standards 1,2,10)
8. Designing and completing a research project, using library and media center sources, which focus on an issue confronting the citizens of the time. (Course Standards 4,5,9)

DESCRIPTION OF COURSE:

Global Perspectives II is a survey course designed to give students a grasp of the major historical events, philosophical, and social movements and cultural developments of people of the world during the 20th century. Students will read for information and comprehension, develop listening and speaking skills, participate in cooperative learning groups, simulations, role-plays, and class discussions. They will write in a variety of forms for various purposes and develop research skills which include utilizing available technology.

TITLES OF UNITS:

1. Themes of Geography - review 1 week
2. Growth and Expansion Outside of Europe - 1850-1900 (review) 1-1 1/2 weeks
 - a) South Asia
 - b) Africa (Northern and Sub-Saharan)
 - c) Latin America
 - d) East Asia (China, Japan, and Southeast Asia)
 - e) Development and Changes in cultures
3. National Rivalries in World War I - 1900-1917 1-2 weeks
 - a) Secret Treaties
 - b) Arms Race
 - c) Impact of Nationalism
 - d) Imperialism (4 causes of the war)
4. Aftermath of the War - 1917-1939 1 week
 - a) Russian Revolution
 - b) Treaty of Versailles
 - c) League of Nations and Search for Peace
 - d) Worldwide Depression
 - e) Rise of Dictators
5. World War II - 1935-1946 2-3 weeks
 - a) War in Europe
 - i) Hitler's Offensive/Blitzkrieg
 - ii) Battle of Britain
 - iii) War on the Eastern Front
 - iv) Holocaust
 - v) Normandy
 - vi) V-E Day
 - b) War in Pacific
 - i) Japanese Aggression/Pearl Harbor
 - ii) Allied Offensive
 - iii) A Bomb - Hiroshima/Nagasaki
 - iv) V-J Day
6. Era of Global Interdependence - 1946-1985 4-5 weeks
 - a) United Nations
 - b) Beginning of the Cold War
 - i) Division of Germany - Berlin Airlift
 - ii) Communist bloc nations
 - a) Truman Doctrine
 - b) Marshall Plan
 - c) NATO/Warsaw Pact
 - iii) New Forces of Nationalism
 - a) breakup of colonial empires
 - b) Sub-Saharan Africa (the 1960's; Apartheid)
 - c) Middle East (Israel)
 - d) Latin America

- e) Asia
- iv) Post World War II - Emerging Nations
 - a) China - Revolution, Great Leap Forward, Cultural Revolution
 - b) Japan - economic success
 - c) Middle East - oil; Egypt U.A.E.; Iran - Iraq
 - d) Independence of India
- v) Post War II - Crises
 - a) Korea
 - b) Cuba
 - c) Vietnam
 - d) Middle East conflicts
 - e) Iron Curtain - Berlin wall
 - f) Nuclear arms race
- 7. New World Order - 1985-present 3-4 weeks
 - a) Fall of Communism
 - i) USSR - Gorbachev and glasnost and perestroika
 - ii) Reunification of Germany
 - iii) Tiananmen Square
 - b) Dissolution of the Eastern Bloc
 - i) Break up of the USSR and Eastern Europe
 - ii) Bosnian Crisis
 - c) End of the Arms Race
 - d) Industrialized vs. Non-industrialized nations - Rank of Nations
 - i) Have vs. have-nots
 - ii) Change vs. tradition
 - iii) New level of cultural diffusion
 - e) New Alliances
 - i) Realigning
 - a) Demise of Warsaw Pact
 - b) The new NATO
 - c) Nuclear proliferation
 - ii) Persian Gulf War (Arab-Israeli conflict)
 - iii) Economic changes
 - a) Development of new market economies
 - b) NAFTA
 - c) GATT
 - d) EC
 - f) Technological Age
 - i) Computers
 - ii) Space Race
 - iii) Information and Communications
 - iv) Environment
 - v) Medical Issues (aids and population explosion)
 - vi) Energy
 - vii) Other Issues (e.g. poverty, human rights, role of government)

8. The Next Millennium

1 week

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Research assignments - both conventional and technology-assisted learning
2. Use of visual and audio learning tools
3. Written and oral presentations, both individually and/or with partners
4. Lecture and discussion
5. Study guides based on text material and supplemental readings
6. Independent reading and writing emphasizing analysis and synthesis of materials
7. Problem-solving exercises
8. Cooperative learning groups
9. Graphic organizers and jigsaw exercises for basic information

MATERIALS:

1. World History, Connections to Today, The Modern Era, Prentice Hall, 1999
2. Various supplemental readings.

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Use of appropriate level reading materials
2. Pairing students
3. Small group work
4. Adjusting level of expectations and delivery appropriately
5. Retesting and alternate methods of assessment
6. Variety of assignments and activities

PORTFOLIO DEVELOPMENT:

1. Project on topic(s) studied - could be alternate assessment for final exam.
(Graduation Requirement 1,2,3,6,8,13)
2. Report(s) on various course topics. (Grad. Req. 1,2,3,6,7,8,9,10,13)
3. Learning kits for variety of subject topics. (Grad. Req. 1,2,3,6,7,8,10,13)
4. 2- or 3-D project of graphic completed as part of performance assessments. (Grad. Req. 1,2,3,5,6,8,10,13)
5. Role-plays or simulations of historical events. (Grad. Req. 1,2,3,5,6,8,10,13)

METHODS OF EVALUATION:

1. Class participation, class work, homework, quizzes, and tests
2. Complete assignments/tasks promptly
3. Maintain notebooks, according to rubrics, for each of the units studied throughout the year (from class work and individual work)
4. Rubrics and standards for oral and visual presentations
5. Teacher-made and textbook quizzes/tests
6. Rubrics and standards for projects
7. Rubrics and standards for homework/written assignments
8. Rubrics and standards for notebooks
9. Rubrics and standards for problem solving and group work

INTEGRATED ACTIVITIES:

1. Concepts
 - demonstrate map, chart and graph use
 - compare cultural ideals
2. Communication
 - exhibit listening skills
 - exhibit reading skills
 - exhibit writing skills
 - respond orally (discuss/debate)
3. Thinking/Problem Solving
 - compare/contrast
 - analyze
 - evaluate
 - make predictions
4. Application of Knowledge
 - use map skills and global knowledge
 - demonstrate connections
5. Interpersonal Skills
 - demonstrate skills or communication, oral and written
 - work cooperatively (in small or large groups)
 - develop leadership skills/qualities
 - demonstrate ability to listen