

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

History III Description:

Students will examine the impact geography has on history, culture, economics and politics with the goal of improving student geographic literacy, critical thinking, and problem-solving skills - all of which better prepare students for the challenges of an increasingly interconnected global community. Students will study how different societies gain and use resources and how access to valuable resources can lead to conflict and tension. This course also places an emphasis on conducting research and analyzing primary and secondary sources.

Units of Study: (Sequential order of units subject to change)

- Unit 1: Sub-Saharan Africa
- Unit 2: Middle East and North Africa
- Unit 3: South and East Asia
- Unit 4: Europe and Russia
- Unit 5: Latin America
- Unit 6: Environment/Global Issues

Subject: History III	Grade: 11	Suggested Timeline: 7 weeks
Unit Title: Sub-Saharan Africa		
<p>Unit Overview/Essential Understanding: For many students, Sub-Saharan Africa is poorly understood or misunderstood. The many countries of Africa seem to be plagued with violence, disease, and poverty. In this unit, students will explore how earlier European colonialism continues to affect African nations today and how many countries are beginning to break free from this legacy. This unit also covers modern issues such as: disease spread and prevention, ethnic conflicts and genocides, the resource curse, and government instability throughout Sub-Saharan Africa.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the impact of the colonial era on the modern world? ● What modern conflicts have their roots in the colonial era? ● Why are some nations that have access to abundant natural resources plagued with poverty, conflict, and disease? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Understand what made sub-Saharan Africa the world's poorest region, and how it is finally breaking out of poverty. ● Explain how the region came to have the world's greatest HIV/AIDS and Ebola outbreaks, and how these epidemics can be prevented. ● Understand what corrupt leadership has done to impoverish people in countries with enormous wealth in natural resources, known as the resource curse, and what is being done to create more government transparency. ● Appreciate the diversity and richness of African cultures, and the role of ethnicity in the region's conflicts. ● Define what is considered a genocide and provide examples through case studies. ● Explain the events and circumstances that led to various genocides and civil wars throughout Africa since the early 1990s. 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> ● 8.1. U.A - Evaluate patterns of continuity and change over time, applying context of events ● 8.1. U.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. W.A - Evaluate patterns of continuity and change over time, applying context of events 		

- 8.4. W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4. W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4. W.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12. A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12. B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12. A - Write arguments focused on discipline-specific content
- CC.8.5.11-12. E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

Important Standards Addressed in this Unit:

- CC.8.5.11-12. G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12. H - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
- CC.8.5.11-12. I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

- CC.8.6.11-12. H - Draw evidence from informational texts to support analysis, reflection, and research

Misconceptions:

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- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Colonial Africa: Direct Rule, Indirect Rule, Settler Rule, King Leopold/Belgian Congo, Mercantilism, White Man's Burden, Scramble for Africa.
- Rwanda: Divide and Rule, Genocide, Hutu/Tutsi, Truth and Reconciliation
- South Africa: Colonial Period, Boers, Dutch and British colonies, Independence, Apartheid, ANC, Nelson Mandela
- Uganda: Lord's Resistance Army, Acholi, Idi Amin, Joseph Kony
- Post-Colonial Issues: AIDS, Ebola, Resource Curse - Gold, Diamonds, and Oil

Competencies/Skills:

- determine the central ideas of news sources and apply these ideas to essential questions
- evaluate fact versus opinion in multiple sources of information
- evaluate the causes and solutions to conflict in Africa

Description of Activities:

- Africa map
- Colonization project
- Genocide case study
- Teacher created activities
- Teacher created lectures

Assessments:

- Formative: Map quiz, film reviews, in-class discussions, student created presentations

- Summative: Unit test and/or culminating project

Interdisciplinary Connections:

- This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library research skills.

Additional Resources:

- District approved textbook
- District approved supplemental materials
- Teacher created materials
- Supplemental websites, databases, and technological resources



Subject: History III	Grade: 11	Suggested Timeline: 7 weeks
Unit Title: The Middle East and North Africa		
Unit Overview/Essential Understanding: Like Africa, students often have misconceptions about the Middle East and struggle to see a rich history in a region often plagued by conflict. In this unit, students will learn about: the basic beliefs of the three monotheistic religions, the origins of sectarian conflict between Muslims, the roots of conflict between Arabs and Israelis, the failure of the Arab Spring to produce democratic governments, and the importance of petroleum and natural gas to the region's economy.		
Essential Questions: <ul style="list-style-type: none">• What are the causes of terrorism?• What is the root cause of global animosity between fundamentalist Islam and people of other faiths?• What are the obstacles preventing 'peace in the Middle East'?		
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- CC.8.5.11-12. B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
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Important Standards Addressed in this Unit:

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<p>Concepts/Content:</p> <ul style="list-style-type: none"> ● Comparison of monotheistic religion ● Islam: history and practices; Sunni and Shia divide ● History of Israel- creation and relation with neighbors ● Terrorism: Al Qaeda, ISIS ● Iran- History of Iranian/US relations ● OPEC, global oil production and economy ● Arab Spring- pro-democracy movements, civil wars in Syria and Yemen 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> ● Analyze the strategies used to resolve conflicts in the Middle East ● Evaluate the roles that groups (political, ethnic, religious) and individuals (political and religious leaders) have played in the development of the Middle East and its conflicts 	<p>Description of Activities:</p> <ul style="list-style-type: none"> ● Middle East map ● Lecture on monotheistic religions ● Political cartoon analysis ● Various video clips ● Exploring obstacles to peace in the Middle East ● Research terror organizations ● Teacher created activities
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative: In-class discussions, student created presentations ● Summative: Unit project and/or culminating project 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library research skills. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved textbook ● District approved supplemental materials ● Teacher created materials ● Supplemental websites, databases, and technological resources 	



Subject: History III	Grade: 11	Suggested Timeline: 7 weeks
Unit Title: South and East Asia		
Unit Overview/Essential Understanding: This unit will explore the rich cultural, political, and economic histories of South and East Asia. Students will learn about: the geopolitical tensions in the region, the rise of regional insurgencies, the long-term effects of the colonization of India, and the economic discrepancies between China’s rural and urban populations.		
Essential Questions: <ul style="list-style-type: none">• What are the pros and cons of the strategy of civil disobedience/nonviolence resistance?• How does Gandhi’s philosophy for the basis of the actions of other historical leaders?• What are the pros and cons of outsourcing on other countries? On the United States?• What are the sources of geopolitical tensions in Asia?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Understand the geopolitical dimensions of the tensions between India and Pakistan; North Korea and the West; Islamists and governments in Pakistan.• Explain the factors that have given rise to regional insurgencies, including their relationships between religion and economics• Describe how the partition of India and other legacies of colonialism created lasting problems in political relations, resources use and industrial development.• Understand the economic discrepancies between China’s rural and urban populations and the forces behind rural-urban migrations.		
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Concepts/Content:

- Korea: North/South, Korean War, Kim Family, Famine, Nuclear Proliferation, MAD, Communism, Cold War, Economic Sanctions
- China: Outsourcing, Pollution, One-Child Policy, Gender Selection/Imbalance, International Adoption, Communist Revolution
- India's Colonial Era: The British Raj, British East India Company, Decolonization, Partition, Gandhi, Jinnah, Nehru, Muslim League, Indian National Congress, Civil Disobedience, Hindus, Muslims, Birth of Pakistan, Indian Independence.
- Kashmir, Nuclear Standoff, India-Pakistan Relations

Competencies/Skills:

- evaluate how commerce and changes in government have impacted China over time and today
- evaluate how war, geography, and ideology have impacted Korea historically and today
- evaluate how cultural attitudes towards women have impacted public policies related to population in China today
- analyze the arguments for competing proposals for post-colonial nation building (contrasting the multicultural state with the partitioned India/Pakistan)
- analyze the strategy of nonviolence as introduced by Gandhi

Description of Activities:

- Asia map
- Various video clips and/or current event articles
- Communism in Asia lecture
- Colonialism in India
- *Gandhi* Film Review
- South Asia Personalized Learning Project
- Teacher-created activities



<ul style="list-style-type: none"> ● Modern India: Technology/Culture/Social Issues: Sitar Music, Arranged Marriages, Marigolds, Caste System today, Saris, Mehndi, Bindi, Sikhs, Hinduism, Superhighway, Bollywood, Terrorism 	<ul style="list-style-type: none"> ● evaluate patterns of successful postcolonial nation building and contrast with failures in postcolonial nation building 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative: Map quiz, film reviews, In-class discussions, student created presentations ● Summative: Unit project and/or culminating project 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library research skills. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved textbook ● District approved supplemental materials ● Teacher created materials ● Supplemental websites, databases, and technological resources 	



Subject: History III

Grade: 11

Suggested Timeline: 6 weeks

Unit Title: Europe and Russia

Unit Overview/Essential Understanding:

Europe and Russia share a unique relationship because of their physical and economic connections. However, things have not always been friendly and are sometimes contentious between Russia and different countries in Europe. In this unit students will learn about: the rebuilding of Europe following the end of the world wars, the creation of the European Union and NATO, the ethnic and political struggles that plague Europe, the milestones in the development of Soviet Union and Russia, the differences between free-market and command economies, the reason for Russian aggression against its neighbors, and the importance of fossil fuels to the Russian economy.

Essential Questions:

- What is the impact of the European Union and the North Atlantic Treaty Organization (NATO) on member countries in Europe?
- What are the origins of Europe's ethnic and political struggles and the nationalistic, anti-immigration, anti-EU undercurrents?
- What are the milestones in the historical development of the Soviet Union and Russia?

Unit Objectives:

Students will be able to:

- Trace Europe's emergence from wartime divisions to supranational unity with the European Union (EU) and why the EU is important.
- Explain the trend toward greater unity under the EU and the North Atlantic Treaty Organization (NATO).
- Understand the origins of some of Europe's persistent ethnic and political struggles and the nationalistic, anti-immigration, anti-EU countercurrents.
- Understand the milestones in the historical development of the Soviet Union and Russia.
- Explain the differences between command and free-market economies and the post-Soviet difficulties shifting from one to the other.
- Understand Russia's motivations in seizing Ukrainian territory and its intervention in other neighboring states.
- Describe the importance of fossil fuels in Russia's economy, and how overdependence on natural resources is risky for the country's development.

Focus Standards Addressed in this Unit:

- 8.1. U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1. U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
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Concepts/Content:

- Changes in European populations; immigration policy, migrants
- European colonialism and consequences
- Economics and post-industrialization
- European Union; the Euro
- Brexit
- Geopolitical issues, relationship with Russia
- Regionalized politics and inequities
- Bosnian genocide
- Communism and fall of the Soviet Union

Competencies/Skills:

- Evaluate the causes and effects of immigration on Europe's population
- Investigate the reason for European economic dominance following World War II
- Explain the purpose of the European Union and the reasons for Brexit
- Examine the geopolitical issues between Europe and Russia
- Evaluate Russia's status in the world since the fall of Communism
- Examine the relationship between Russia and the West

Description of Activities:

- Map of Europe and Asia
- Political cartoon analysis
- Various video clips
- Genocide case studies: Armenia and Bosnia
- Teacher created activities
- Teacher created lectures



<ul style="list-style-type: none">● Second Russian Revolution and Putinomics● Geopolitical issues in Russia and abroad● Ukraine, the Balkans, and the Caucasus● Armenian Genocide		
Assessments: <ul style="list-style-type: none">● Formative: Map quiz, film reviews, In-class discussions, student created presentations● Summative: Unit project and/or culminating project		
Interdisciplinary Connections: <ul style="list-style-type: none">● This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library research skills.	Additional Resources: <ul style="list-style-type: none">● District approved textbook● District approved supplemental materials● Teacher created materials● Supplemental websites, databases, and technological resources	

Subject: History III	Grade: 11	Suggested Timeline: 6 weeks
Unit Title: Latin America		
<p>Unit Overview/Essential Understanding: Latin America’s environmental diversity and blending of Iberian and indigenous cultures created a truly unique region in the world. In this unit students will learn about: the long term effects of European conquest on the region, how ethnic patterns of the region affect wealth and political power, the obstacles facing Latin American economies today and the backlash against U.S. interests in the region, and the environmental issues facing the region.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the impact of European conquest and colonization on indigenous peoples and cultures of Latin America? ● What are the obstacles facing Latin American economies today? ● How has the foreign policies of the United States shaped the regions political and economic systems? ● How does human-environment interaction impact natural hazards, climate change, and economic development? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the accomplishments of indigenous cultures and how European conquest and colonization impacted indigenous peoples. ● Explain the ethnic patterns of the region and how ethnicity correlates with livelihood, wealth, and political power. ● Understand the obstacles Latin American economies face in transitioning from dependence on primary commodities to diversified manufacturing sectors, and the roles of free trade and fair trade. ● Explain how U.S. interests have shaped the region’s political and economic systems and how the Latin American ‘ideology of fury’ has pushed back against American influence ● Examine human-environment interacts in the contexts of natural hazards, climate change, and economic development. 		
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- CC.8.5.11-12 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

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Concepts/Content:

- Mexico: Drug Trade, Immigration
- Cuba: Communism, Castro, Political Refugees, Reform/Changing Relationship
- Brazil: Amazon Rainforest/Deforestation, MST/Landless Movement
- Guatemala: United Fruit Company, Banana Trade/Banana Republics, Cold War, CIA involvement in Guatemala, Free Trade Bananas

Competencies/Skills:

- evaluate competing interpretations of events in Guatemala related to the 1954 Coup and America's role in that event
- evaluate the effectiveness of government policy in Brazil regarding use of land and agricultural resources and the existence of poverty and starvation in that country
- analyze American policies (and their evolution over time) to resolve conflict between its interests and the existence of communist Cuba
- evaluate changing patterns of immigration to the United States from Latin and South America and changing U.S. immigration policies.

Description of Activities:

- Latin America map
- Banana republics lecture
- U.S.-Cuban relations lecture
- Latin America culture and travel project
- Teacher-created activities

- evaluate how cooperation among groups and organizations has impacted the drug trade and the level of drug use globally and in the United States

Assessments:

- Formative: Map quiz, in-class discussions, student created presentations
- Summative: Unit project and/or culminating project

Interdisciplinary Connections:

- This unit can be connected to AP Environmental Science, General Science, 11th grade English, and library research skills.

Additional Resources:

- District approved textbook
- District approved supplemental materials
- Teacher created materials
- Supplemental websites, databases, and technological resources



Subject: History III	Grade: 11	Suggested Timeline: 3–4 weeks
Unit Title: The Environment and Global Issues		
Unit Overview/Essential Understanding: As the world becomes more interconnected, regional concerns evolve into global issues. In this unit, students will explore: the areas of the world most threatened by climate change and the loss of habit that may endanger humans, the potential impacts of climate change and the efforts to prevent it, why some countries are rich and others poor, the problems created by rapid population growth, and the principles of sustainable development. Essential Questions: <ul style="list-style-type: none">• Why is the United States and China particularly important in issues related to climate change?• What natural areas are most threatened by human activity?• How does the potential loss of natural habitat endanger human welfare?• Why are some countries rich and others poor?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Explain why China and the United States are particularly important in issues related to climate change.• Identify the natural areas most threatened by human activity and explain how natural habitat loss may endanger human welfare.• Describe the potential impacts of global climate change and international efforts to prevent them.• Understand why some countries are rich and others poor and recognize the geographic distribution of wealth and poverty.• Explain the trends of failing population growth in richer countries and rapid population growth elsewhere.• Explore the principles of sustainable development.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1. U.A -Evaluate patterns of continuity and change over time, applying context of events• 8.1. U.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. W.A - Evaluate patterns of continuity and change over time, applying context of events		

- 8.4. W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4. W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4. W.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
- 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania
- CC.8.5.11-12. A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- CC.8.5.11-12. B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.6.11-12. A - Write arguments focused on discipline-specific content
- CC.8.5.11-12. E - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- CC.8.5.11-12 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

Important Standards Addressed in this Unit:

- CC.8.5.11-12. G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.5.11-12. H - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
- CC.8.5.11-12. I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

- CC.8.6.11-12. H - Draw evidence from informational texts to support analysis, reflection, and research

Misconceptions:

- Students frequently fail to see commonalities between members of their own culture and members of unfamiliar cultures.
- Students are unfamiliar with the origins of present-day countries and cultures.
- Students have difficulty making connections between current events and the distant past.

Concepts/Content:

- Global Warming; Water supply and safety, Environmental law; Environmental Activism, United Nations Policy making; Deforestation, Fracking; Carbon Emissions; Fossil Fuels and Alternative Energy
- Economic Development; Globalization; GDP; GNP; Dependency Theory; Digital Divide
- Population Change; Migration Patterns; Overpopulation Problems; Sustainable Development

Competencies/Skills:

- evaluate how individuals, groups, and nations cooperate to form environmental policies
- evaluate how conflict related to environmental issues is resolved
- evaluate the role of the media in American and global policy debate and formation
- evaluate competing environmental theories and policy proposals, using multiple resources, and develop well-supported policy opinions

Description of Activities:

- Various maps, graphs, and charts
- Current event articles
- Teacher created lecture
- In-class discussion
- Teacher created activities

Assessments:

- Formative: In-class discussions, student created presentations
- Summative: Unit project and/or culminating project



Interdisciplinary Connections:

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Additional Resources:

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