



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION  
**Social Studies | Modern World History**



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>UNIT 1: RENAISSANCE &amp; REFORMATION</b> (1300 - 1600)</p> <p><b>Suggested Time Frame:</b> Quarter 1</p>	<p><b>How do traditional authorities maintain or lose power?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>What is the role geography plays in history (e.g. start &amp; spread of the Renaissance)?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>Why do some consider the Renaissance the start of the modern era?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>To what extent are societal values reflected in culture (e.g. art, literature, etc.)?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>To what extent did the Renaissance lead to the Protestant and counter reformations?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How did the ideas and innovations of the Renaissance and Reformation influence the world?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul>
<p><b>UNIT 2: EXPLORATION &amp; EXPANSION</b> (1450 – 1700)</p> <p><b>Suggested Time Frame:</b> Quarter 1</p>	<p><b>What were the means and motives that led to the Age of Exploration?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>How did ideas about isolationism and expansionism affect various nations, their people and their history? How do different interpretations develop and why?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul>

	<p><b>To what extent did the Columbian Exchange impact Europe, Africa, and the Americas?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>To what extent did the age of Exploration impact world geography?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 3: ABSOLUTISM &amp; CONSTITUTIONALISM</b> (1550-1770)</p> <p><b>Suggested Time Frame:</b> Quarter 2</p>	<p><b>To what extent did the decline of religious unity and expansion of empires contribute to absolutist ideology?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do government systems of constitutionalism and absolutism compare, particularly in regards to the rights and responsibilities of citizens and leaders?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>How was absolutism justified?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>Why were some countries more inclined to become absolutist while others were more inclined to resist absolutism?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>What are the historical consequences of Absolutism; why is this era considered significant?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul>
<p><b>UNIT 4: SCIENTIFIC REVOLUTION &amp; ENLIGHTENMENT</b> (1550-1770)</p> <p><b>Suggested Time Frame:</b> Quarter 2</p>	<p><b>To what extent did the Renaissance, Reformation and Age of Exploration contribute to the Scientific Revolution?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>To what extent does the Scientific Revolution change the world view of Europeans?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>To what extent did the Enlightenment challenge conventional religious, social, political, and economic ideologies and what were the consequences of those challenges?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>When is one justified to challenge authority, if ever?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul>

<p><b>UNIT 5: FRENCH REVOLUTION &amp; NAPOLEONIC ERA</b> (1770-1815)</p> <p><b>Suggested Time Frame:</b> Quarter 2</p>	<p><b>To what extent has Enlightenment ideas contributed to revolutions?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>What were the social, economic and political inequalities of the Old Regime and to what extent did they contribute to the start of the French Revolution?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>To what extent did the Enlightenment and American Revolution alter French beliefs?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How does power corrupt (e.g. Robespierre, Napoleon, etc.)?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>In what ways do revolutions bring about change?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>
<p><b>UNIT 6: REVOLUTION &amp; REFORM</b> (1750-1850)</p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>What social, political, and economic consequences of this period in history have the greatest impact on the 20<sup>th</sup> Century; why?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>What is the role geography plays in history (e.g. spread of the Industrial Revolution)?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>To what extent did the Industrial Revolution establish a foundation for competing economic systems?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>When, how and why should a revolution be deemed a success?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>

<p><b>UNIT 7: NATIONALISM &amp; IMPERIALISM</b> (1800 – 1910)</p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>To what extent is nationalism a unifier or divider?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>Why did some nations desire to expand their influence and control over other territories while other nations preferred to be isolated?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>To what degree was nationalism a contributing factor to anti-colonialism during the Imperial age?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>Why are some nations more successful than others in resisting imperialism?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>To what extent did nationalism influence the global balance of power?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 8: THE WORLD AT WAR</b> (1910 – 1920)</p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>What were the long-term and short-term causes that led to the first world war?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>What conflicts exist between national security and individual rights?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>To what extent is World War I considered the first modern, global, industrialized war?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul>
<p><b>UNIT 9: THE WORLD AT WAR, AGAIN</b> (1920 – 1945)</p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>To what extent did the choices made at the Paris Peace Conference lead to future global conflicts?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul> <p><b>How does a totalitarian state develop and what are the consequences of totalitarianism?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul>

	<p><b>To what extent does World War II represent an evolution in warfare?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>What are the motivations behind wartime atrocities and how did they impact life?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>In what ways did the world change after the world wars (geographically, politically, socially, and economically)?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>
<p><b>UNIT 10: 20<sup>th</sup> &amp; 21<sup>st</sup> CENTURY CONFLICTS (1945 – present)</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>What critical factors influenced national decisions to align with the U.S. or the U.S.S. R.; what were the consequences of these alignments?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>To what extent should nations and international organizations respond to violations of human and civil rights in other nations around the world?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>How do the values of freedom and responsibility impact the post- World War II world?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>How did the invention of nuclear power change the world? How does the presence of nuclear weapons influence international relationships?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>To what extent did the Middle East become a vital region in the post-World War II era?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>To what extent did Asia become a vital region in the post-World War II era?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>To what extent is the post-Cold War world unified?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>

