

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



World History

| | |
|--------------------|--------------------|
| Length of Course: | Full Year |
| Elective/Required: | Required |
| Schools: | High School |
| Eligibility: | Grade 11 |
| Credit Value: | 5 Credits |
| Date Approved: | September 28, 2021 |

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Modifications will be made to accommodate IEP mandates for classified students.

World History Executive Summary

The World History course aims to develop an understanding and appreciation of the complexities that have created and continue to affect human society from the Renaissance to the modern era. Major social, economic, political and cultural phenomena are explored as they relate to the evolution of both Eastern and Western civilizations.

In this course, students will learn about the events, developments, processes, and people, both as individuals and groups, that shaped the course of world history. Students will also hone the essential skills that reside at the heart of the social studies discipline. This includes, but is not limited to research, writing, and presenting through grade-level, year-long projects that will culminate their high school experience (colloquially referred to as the “Junior Project” and “Hawk Talk”). Additionally, at regular intervals, students will be asked to employ historical reasoning skills such as comparison, causation, contextualization, and continuity and change over time, to name a few.

All content learned and skills practiced are guided by the most recent New Jersey Student Learning Standards (adopted June, 2020). This includes the performance expectations outlined in strands 6.2 (World History / Global Studies), and 6.3 (Active Citizenship in the 21st Century), and through active resources that support New Jersey’s Amistad Commission, Holocaust Education, and the LGBTQ & Disabilities law.

**World History
Course Objectives**

The student will be able to:

1. Recognize the contributions of significant individuals and groups in world history, as well as understand and analyze significant ideas, developments, and events that undergird the narrative of world history from the age of the Renaissance to the present day.
2. Leverage the course themes to apply historical reasoning and interpret data to develop evidence-based arguments that assess cause and effect, continuity and change over time, comparison, and contextualization.
3. Develop the skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language.

Resources for NJ State Mandates

In order to address the New Jersey Department of Education mandates to the fullest extent, the following links have been provided for teachers that direct them to resources that can enable them to effectively incorporate the history and experiences of Black Americans, the LGBTQ community, and Americans with disabilities. These are active resources, which are constantly updated. Additional active links can be found embedded throughout the guide itself in each Unit of study.

[Amistad Commission & Anti-Racism Resources](#)

[LGTBQ / Disability Resources](#)

**World History
Timeline**

| MP | Unit # | Unit | <i>MWH: Patterns of Interaction</i> Chapters |
|-----------|---------------|--|---|
| 1 | 1 | Recap & Review- Comparative Religions and Philosophies | -- |
| | 2 | Renaissance and Reformation | 1 |
| | 3 | Muslim World Expands | 2 |
| | 4 | Explorations and Isolation | 3, 4 |
| 2 | 5 | Absolute Monarchs in Europe | 5 |
| | 6 | Enlightenment and Resolution | 6 |
| | 7 | French Revolution/Napoleon | 7 |
| | 8 | Nationalist Revolutions Sweep the West | 8 |
| 3 | 9 | Industrial Revolution | 9 |
| | 10 | Age of Imperialism (2 Chapters) | 11 |
| | 11 | The Great War 1914- 1918 (causes/results) | 13 |
| | 12 | Revolution and Nationalism (1900- 1939) | 14 |
| | 13 | Years of Crisis (1900- 1939) | 15 |
| 4 | 14 | World War II (causes/results) | 16 |
| | 15 | Restructuring the Postwar World | 17 |
| | 16 | Colonies Become New Nations/Struggles for Democracy | 18, 19 |
| | 17 | Global Interdependence and Modern World Issues | 20 |

Unit of Study: 1 - RECAP & REVIEW COMPARATIVE RELIGIONS AND PHILOSOPHIES

Targeted Standards: 6.2 World History: Global Studies: The Classical Civilization of the Mediterranean World, India and China (1000 BCE-600 CE); 6.2 World History: Global Studies: Expanding Exchanges and Encounters (500 CE- 1450 CE); 6.2 World History: Global Studies: The Emergence of the First Global Age (1350-1770); 6.2: Global Studies: The 20th Century Since 1945: Challenges for the Modern World.

Unit Objectives/Conceptual Understandings: Student will know that monotheistic and polytheistic religions and eastern philosophies helped shape many areas of the Western World and shared many ideologies through contact with each other. Students will also understand the ramifications of religions upon political systems, social systems, economic systems, and upon the international relationships.

Overarching Essential Question: How does religion shape and affect civilizations?

Essential Questions: : How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Venn Diagram of Monotheistic and Polytheistic Faiths; Primary and Secondary Source Readings of Religious and Philosophical Texts of Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Daoism and Shintoism; Historical study of Holy Wars and Comparative study of the conflicts between the three major monotheistic faiths in the Holy Lands; Mapping of expansion of faiths around the world (holy wars/crusades, teachings/missionary work, etc.)

| | Core Content Objectives | | Instructional Actions | |
|---|---|--|---|--|
| Cumulative Progress Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.c | Monotheism, Polytheism Major books/philosophies: <u>Torah, Bible, Quran, Four Noble Truths, and the Analects.</u> Major people to shape each religion/philosophy: | Identify differences amongst faiths and shared ideas/philosophies. Comparison of monotheistic faiths and their philosophies (Christianity, Judaism, Islam) Analysis of the historical background of monotheistic | Internet research on major religions. PowerPoint of religious icons, god(s), books/texts, holy places of worship. Primary/secondary readings of religious texts/books | Quizzes/Tests Analytical writings comparing religions. PowerPoint presentation. Primary source readings and |

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|---|---|---|--|--------------------------------------|
| | <p>Hebrews, Moses, Abraham, Jesus, Buddha, Muhammad, Confucius, Sunnis, Shiites, Caste System/Roles, Pope, Papacy, Rabbi, Priest, Imam,</p> | <p>and polytheistic faiths and their reasons for conflict.</p> <p>Evaluation of major religious</p> <p>Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p> | <p>(Bible, Torah, Quran, Ramayana, Analects, etc.)</p> | <p>evaluative reaction paper(s).</p> |
| <p>Resources: Modern World History Patterns of Interaction <u>Five Major World Religions (TED clip)</u> <u>The Blind Men and the Elephant (Donelle Blubaugh)</u> <u>Buddhist Parables</u> <u>Confucius and his Proverbs</u> <u>World Religions and Ethical Systems (Holt McDougal text)</u> Thought Questions: How does religion shape and affect civilizations?; What do all religions share in their beliefs?; What is the difference between a polytheistic and monotheistic religion?; What is the difference between a religion and a philosophy?; How do Western and Eastern religions compare in their beliefs?; What role has religion played in uniting and splitting people and/or countries? How do religions expand and affect other civilizations</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.'s and 504's.</p> | |

UNIT OF STUDY: 2 - RENAISSANCE AND REFORMATION**Targeted State Standards: 6.2 World History/Global Studies**

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the new ideas and values that led to the Renaissance and Reformation.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Cumulative Progress Indicator | Core Content | | Instructional Actions | |
|--|---|--|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.EconGE.2.a 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a RH.11-12.10 WHST-11-12.10. | Ideas developed during the Renaissance, Scientific Revolution, Reformation and Enlightenment led to political, economic and cultural changes that have had a lasting impact. The Renaissance changed values, art, literature and politics. | 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. | Continue the Avalon Law Project (http://avalon.law.yale.edu/) handbook creating worksheets and own assessments on primary sources from the Reformation Create a Power Point presentation explaining how the Catholic Church has | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide's Appendix • Projects involving research, reading, writing, and presenting |

| | | | | |
|--|---|---|--|--|
| | <p>The ideas that spread in the Italian Renaissance began to spread to Northern Europe.</p> <p>Martin Luther’s protest of abuses in the Catholic Church led to the founding of Protestant churches.</p> <p>As Protestant reformers divided, the Catholic Church made reforms.</p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p>stood up to the challenges of other faiths.</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 32-68 Online textbook pages 937-1005 <u>Chapter European Renaissance and Reformation (Holt McDougal text)</u> <u>Niccolo Machiavelli: The Prince (excerpts) 1513</u> <u>Niccolo Machiavelli: The Prince (Level 1 excerpts) 1513</u> <u>Machiavelli Advice Activity (Google Doc)</u> <u>An Introduction to Niccolo Machiavelli’s The Prince (Macat Clip)</u> <u>Baldesar Castiglione: Courtier Excerpts, 1528</u> <u>Courtier Activity (Google Doc t-chart)</u> <u>Was the Renaissance a Thing? (Crash Course Clip)</u> <u>Luther Leads the Reformation (Crash Course Clip)</u> <u>Martin Luther and 95 Theses Explained (Clip)</u> History Education CD-Rom Lesson: DaVinci and the Renaissance DBQ Project DBQ- What Was the Most Important Consequence of the Printing Press? DBQ Project Mini-DBQ: How Did the Renaissance Change Man’s View of Man? DBQ Project Mini-DBQ: Exploration or Reformation: Which Was the More Important Consequence of the Printing Press? www.history.com/classroom History Channel clip Humanism Triggers the Renaissance</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. . Modifications specified in I.E.P.’s and 504’s.</p> | |

ESSENTIAL ELEMENTS

The People

Castiglione

DaVinci

Raphael

Machiavelli

Sir Thomas More

Gutenberg

Martin Luther

Pope Leo X

Henry VIII

Elizabeth I

John Calvin

Ignatius of Loyola

Pope Paul III

The Terms

Vernacular

Utopia

Reformation

Peace of Augsburg

Catholic Reformation

Council of Trent

The Printing Press

UNIT OF STUDY: 3 - THE MUSLIM WORLD EXPANDS**Targeted State Standards: 6.2 World History/Global Studies**

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes for the rise and decline of Muslim empires between 1300 and 1700.

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Cumulative Progress Indicators | Core Content | | Instructional Actions | |
|---|--|---|--|--|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.8.HistoryCC.4.b 6.2.8.HistoryCC.4.f 6.2.8.HistoryCC.4.g 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.f RH.11-12.10 WHST.11-12.1-10 | The Muslim World expanded and the Ottoman Empire gained control of the Middle East The Safavid Empire produced a rich and complex blended culture in Persia. The Mughal Empire brought Turks, Persians, and Indians together in a vast empire. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most | Create a database which discusses the religious and ethnic makeup of the modern nations of the empires discussed. Students write a journal entry from the perspective of being a janissary in the court of Suleyman the Lawgiver. | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide's Appendix • Projects involving research, |

| | | significant for a specific purpose and audience. | | reading, writing, and presenting |
|---|--|--|--|----------------------------------|
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 70-90 Online textbook pages 1006-1045 History Education CD-Rom Lesson: Secrets of the Koran History Education CD-Rom Lesson: The Mughals: Warrior Empire DBQ Project Mini-DBQ: Why Did Islam Spread So Quickly? <u>Muslim World Expands (Holt McDougal text)</u> <u>The Turkish Letters (Ottoman Empire), 1555 CE-1562 CE by Ogier Ghiselin de Busbecq</u> <u>Report of Persia, Persians, and Abbas I, 1604 (Father Simon)</u> <u>The Turkish Method of Inoculation for the Small Pox</u> <u>The Ladies of the Coffeehouse or Turkish Baths, 1717</u> <u>Fear and Love in the Muslim Empires Activity Chart (Google Doc)</u> <u>It's a church. It's a mosque. It's Hagia Sophia. (TED Ed Clip)</u> <u>PBS Empire of Faith: Part I, Part II, Part III</u> <u>PBS Empire of Faith Viewing Guide Blank</u> <u>Islamic Contributions to World Culture DBQ</u> www.history.com/classroom History Channel clip Hagia Sophia</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Mehmed II
Suleyman the Lawgiver
Shah Abbas
Babur
Akbar
Shah Jahan
Sikhs
Aruganzeb

The Terms

Ghazi
Ottoman
sultan
devshirme
janissary
shah
Mughal
Safavid
Taj Mahal

UNIT OF STUDY: 4 - EXPLORATIONS AND ISOLATION (CAUSE AND EFFECT)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the ambitions that fueled the age of exploration and why China and Japan withdrew into isolation. Students will be able to identify, understand, and explain the impact of European exploration and the colonization of the Americas.

The methods and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of indigenous culture, population, and environment.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|--|--|---|--|--|
| Cumulative Progress Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d | Advances in sailing technology enable Europeans to explore other parts of the World. To meet their growing labor needs, Europeans enslaved millions of Americans in the Americas. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Compare present and past Events to evaluate the | Plan a newsletter using Microsoft publisher explaining either Europeans' perception of the Far East or the Far East's perception of Europeans. | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide's Appemdix ● Projects |

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|---|--|---|--|--|
| <p>6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g 6.2.12.GeoPP.2.a</p> <p>RH.11-12.10 WHST.11-12.1-10.</p> | <p>Colonization of the Americas introduced new items to the hemispheres.</p> | <p>consequences of past decisions and to apply lessons learned.</p> | | <p>involving research, reading, writing, and presenting.</p> |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 92-115 Online textbook pages 1046-1095 www.history.com/classroom History Channel clip Ming Dynasty Wall Building <u>An Age of Exploration (Holt McDougal text)</u> <u>Exploration Infographic (Image)</u> <u>Age of Exploration DBQ</u> <u>Age of Exploration (Crash Course)</u> <u>Age of Exploration Webquest Activity (Google Doc)</u></p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Bartolomeu Dias
Prince Henry
Vasco de Gama

The Terms

Treaty of Tordesillas
Triangular Trade
Columbian Exchange
Mercantilism
Middle passage
Capitalism
Joint-Stock Company
Favorable Balance of Trade

UNIT OF STUDY: 5 - ABSOLUTE MONARCHS IN EUROPE

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes and effects of absolute monarchies in Europe from 1500 until 1800.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|---|---|--|---|---|
| Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will .be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.8.CivicsPI.4.a 6.2.8.CivicsDP.4.a 6.2.8.HistoryCC.4.a 6.2.12.CivicsPR.2.b RH.11-12.10 WHST.11-12.1-10. | During a time of religious and economic instability, Philip II ruled Spain with a strong hand. After long term turmoil, Louis XIV was the most powerful monarch of his time. Absolute monarch ruled in Austria and the Germanic state of Prussia. Peter the Great moved to make Russia more like Western Europe. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Continue Avalon Law Project (http://avalon.law.yale.edu/) by analyzing the importance of Columbus’ travelogue. Creating worksheets and assessments Participate in a Web Quest Collect and organize data about a product: varieties and tariffs, identify 5 countries that import the product. | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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|--|--|--|--|--|
| | <p>Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)</p> | | | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 152-185 Online textbook pages 1166-1229 www.history.com/classroom History Channel clip Ivan the Terrible: Might and Madness</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Phillip II
Louis XIV (Sun King)
Jean Baptiste Colbert
Maria Theresa
Frederick the Great
Ivan the Terrible
Maria Theresa
Charles I
Oliver Cromwell
Peter the Great

The Terms

absolute monarch
divine right
Edict of Nantes
War of Spanish Succession
Thirty Years War
westernization
English Civil War
Restoration
Habeas corpus
Glorious Revolution
Constitutional monarchy
Cabinet

UNIT OF STUDY: 6 - ENLIGHTENMENT AND REVOLUTION

Targeted State Standards: 6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain what led Enlightenment scientists and thinkers to question old ideas.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|--|---|---|--|---|
| Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsPR.2a 6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a RH.11-12.10 WHST.11-12.1-10. | In the mid- 1500’s , scientists began to question accepted beliefs and make new theories based on experimentation. A revolution in intellectual activity changed Europeans; view of government and society. Enlightenment ideas spread through the Western world, | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most | Recognize how scientists questioned accepted beliefs and make new theories based on experimentation by creating a flow chart of the scientific method. Analyze the revolution in intellectual activity, particularly Europeans' changing views of government and society. Read primary sources from Hobbes and Locke, break each document into its | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix • Projects involving research, reading, writing, and presenting |

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| | <p>influencing the arts and government.</p> | <p>significant for a specific purpose and audience.</p> | <p>constituent parts, then utilize a Venn Diagram to compare and contrast their views on natural law.</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 186-213 Online textbook pages 1230-1291 www.history.com/classroom History Channel clip Sir Isaac Newton: The Gravity of Genius hmhsocialstudies.com Multimedia Connections: The American Revolution</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Galileo
Voltaire
Locke
Hobbes
Newton
Voltaire
Montesquieu
Rousseau

The Terms

Scientific Revolution
geocentric theory
heliocentric theory
social contract
scientific method
Bill of Rights
salons
baroque
enlightened despots

UNIT OF STUDY: 7 - THE FRENCH REVOLUTION AND NAPOLEON, 1789-1815

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the impact of the French Revolution, the rise and fall of Napoleon, and the Congress of Vienna.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|---|---|--|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.Civics.PD.3.a 6.2.12.Civics.DP.3.a 6.2.12.Civics.DP.3.b RH.11-12.10 WHST.11-12.1-10. | <p>Economic and social inequalities in the Old Regime helped cause the French Revolution.</p> <p>The revolutionary government of France made reforms but also used terror and violence to retain power.</p> <p>Napoleon Bonaparte seized power in France and made himself emperor and his conquests aroused</p> | <p>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.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or</p> | <p>Recognize the economic and social inequalities in the Old Regime helped cause the French Revolution by creating a Venn Diagram of the Estates system with conceptual necessities.</p> <p>Recall the political reform instituted by the revolutionary government of France, and the terror and violence used to retain power, by creating a chart that contrasts legal and extra-legal enforcement of the reforms.</p> | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide's Appendix ● Projects involving research, reading, writing, and presenting |

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|---|---------------------------------------|--|--|--|
| | nationalistic feelings across Europe. | shared writing products in response to ongoing feedback, including new arguments or information. | | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 214-243 Online textbook pages 1292-1352 History Education CD-Rom Lesson: The French Revolution www.history.com/classroom History Channel clip Napoleon Bonaparte: The Glory of France</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Louis XVI
Marie Antoinette
Jacobins
Maximilien Robespierre
Napoleon Bonaparte
Klemens Von Metternich

The Terms

Old Regime
estates
Estates-Genera
National Assembly
Tennis Court Oath
Great Fear
Legislative Assembly
Émigrés
Sans-culottes
Guillotine
Reign of Terror
Coup d'état
concordat
Napoleonic Code
Battle of Trafalgar
Continental System
Peninsular War
Scorched-earth policy
Waterloo
Hundred Days
Congress of Vienna
Balance of power
Legitimacy
Holy Alliance
Concert of Europe

Unit of Study: 8 - Nationalist Revolutions Sweep the West

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the great shifts in thinking that altered politics and the arts between 1789 and 1900.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|--|--|--|---|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a 6.2.12.GeoGI.3.a RH.11-12.10 WHST.11-12.1-10. | Spurred by discontent and Enlightenment ideas, people in Latin America fought colonial rule. Liberal and nationalist uprisings challenged the old conservative order of Europe. Nationalism contributed to the formation of two new nations and a new political order in Europe. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. | Recognize how the discontentment and Enlightenment ideas influenced Latin Americans to fight colonial rule by filling in a flow chart and concept web depicting manifold effects from causes. Establish how and why the liberal and nationalist uprisings challenged the old conservative order of Europe by participating in a historical | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide's Appendix • Projects involving research, reading, writing, and presenting |

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| | <p>Artistic and intellectual movements both reflected and fueled change in Europe during the 1800's.</p> | | <p>debate—liberals v. nationalists.</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 244-277 Online textbook pages 1353-1416 www.history.com/classroom History Channel clip Miguel Hidalgo's Call to Arms</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Creoles
Alexander II
Camillo di Cavour
Giuseppe Garibaldi
Otto von Bismarck

The Terms

peninsulares
mulattos
radical
nationalism
nation-state
the Balkans
Russification
realpolitik
Kaiser

Unit of Study: 9 - Industrial Revolution, 1700-1900

Targeted State Standards: 6.2 World History/Global Studies 6.3 Active Citizenship in the 21st Century

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain how the Industrial Revolution began, spread, and affected economics, politics, and society itself.

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had lasting impact.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|--|---|---|---|---|
| Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsPI.3.a 6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconET.3.a 6.2.12.EconET.3.b 6.2.12.HistoryCC.3.b RH.11-12.10 WHST.11-12.1-10. | The Industrial Revolution started in Europe and soon spread to other countries. The factory system changed the way people lived and worked. The industrialization that began in Great Britain soon spread to other countries. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most | Cooperative Learning: Jigsaw activity with students in groups representing the following: key inventions, key improvements in transportation, living and working conditions, the impact of industrialization, labor unions and key reforms, and capitalism vs. socialism. Use primary and secondary source analysis of | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix • Projects involving research, reading, writing, and presenting |

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| | <p>The Industrialization that led to economic, social, and political reforms.</p> | <p>significant for a specific purpose and audience.</p> | <p>Industrialization era writings and political cartoons.</p> <p>Investigate a 3rd World Country exhibiting modern examples of the historical downside of industrialization we are studying (child labor, sweatshops, long hours, low pay, dangerous</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 280-309 Online textbook pages 1417-1483 The DBQ Project DBQ- Female Mill Workers in England and Japan: How Similar Were Their Experiences? www.history.com/classroom History Channel clip- Andrew Carnegie: Prince of Steel</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Adam Smith
Karl Marx
Eli Whitney
James Watt

The Terms

Industrial Revolution
enclosures
crop rotation
Industrialization
factors of production
factories
entrepreneur
urbanization
middle class
corporation
laissez faire
capitalism
utilitarianism
socialism
communism

Unit of Study: 10 - The Age of Imperialism (1850 – 1914)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the changes that resulted from European colonial expansion. Students will be able to identify, understand, and explain the impact imperialism, economic instability, and revolution had on developing nations.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|--|---|--|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.EconET.3.a 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.3.c RH.11-12.10 WHST.11-12.1-10. | Ignoring the claims of African ethnic groups, kingdoms, and city, states, Europeans established colonies. Europeans embarked on a new phase of empire building. European nations expanded their empires by seizing territories from Muslim states. As the Mughal Empire declined, Britain seized Indian territory. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, | Create visual presentations of contemporary editorial cartoons Read and interpret imperialistic literature from several nations and viewpoints Create maps showing the extent of imperialistic expansion Write a news article about the effects of colonization. Be sure to address the following points: Background on the | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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| | <p>Western economic pressure forced China to open to foreign trade and influence.</p> <p>Japan followed the model of Western powers by modernizing their military and government.</p> | <p>and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p>country, where the colonizers are from, how the colonizers treat the indigenous people, quotations from both parties, and your own conclusions about each side's opinion of the other.</p> | |
| <p>Resources: Modern World History: Patterns of Interaction pages 336-367 Online textbook pages 1542-1608 History Education CD-Rom Lesson: The British Empire History Education CD-Rom Lesson: The Ottoman Empire The DBQ Project DBQ: How Did Colonialism Affect Kenya? www.history.com/classroom History Channel clip Dr. Livingstone, I Presume? History.com: Dr. Livingstone, I Presume? Imperialism in Africa Map. Rudyard Kipling's White Man's Burden Scramble for Africa and the Berlin Conference video European Imperialism in Africa DBQ pdf Opium War/China Video: beginning-2:05 Boxer Rebellion video Pierre Loti: When the Allies Entered Peking, 1900</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

David Livingstone
Cecil Rhodes
Raj
Commodore Matthew Perry
Emperor Mutsuhito

The Terms

Imperialism (forms: colony/sphere of influence/annexation)
Racism
Social Darwinism—White Man’s Burden
Methods of management—direct/indirect control
The Berlin Conference
Zulu
Shaka
Boers/Afrikaners
Boer War/South African War
Ottoman Empire
Crimean War
Suez Canal
British East India Company
“Jewel in the Crown”
Sepoy Mutiny
Dutch East India Company
****Set stage of China & Japan**
Opium War—Qing (isolated China)
Treaty of Nanking
Extraterritorial Rights
Taiping Rebellion
Sphere of Influence
Open Door Policy
Boxer Rebellion
The Treaty of Kanagawa—Tokugawa Japan (unified & isolated)
Meiji Era (modern)
Sino-Japanese War Russo-Japanese War

Unit of Study: 11 - The Great War (1914 – 1918)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes, events, and effects of World War I.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|--|--|--|--|---|
| Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsHR.4.a 6.2.12.GeoSP.4.a 6.2.12.GeoGI.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a RH.11-12.10 WHST.11-12.1-10. | Military buildup, alliances, and nationalistic feelings made Europe a “powder keg.” One European nation after another was drawn into the conflict. World War I spread to several continents and required the full resources of governments. After winning the war, the allies dictated harsh peace terms that left many nations feeling betrayed. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Create maps of pre and post war Europe. Conduct primary source readings from the literature of the period Identify the use of techniques of propaganda in posters produced by the belligerent states | <ul style="list-style-type: none"> Quizzes Essays Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix Projects involving research, reading, writing, and presenting |

Resources: Modern World History: Patterns of Interaction pages 404-429
Online textbook pages 1676-1734
The DBQ Project DBQ- What Were The Underlying Causes of WWI?
www.history.com/classroom History Channel clip The Last Day of World War I
hmhsocialstudies.com Multimedia Connections: Dear Home: Letters From World War I
Europe in 1914 & 1919
In Flanders Field pdf
WWI song: Over There
WWI Poem: Dulce et Decorum Est, Wilfred Owen, PDF

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.

ESSENTIAL ELEMENTS

The People

Archduke Ferdinand
Woodrow Wilson
George Clemenceau
David Lloyd George
Vittorio Orlando

The Terms

Nationalism--Imperialism—Militarism (long term causes)
Triple Alliance
Triple Entente
“Powder Keg” of Europe
Total War
Propaganda
Armistice
Self-determination
Treaty of Versailles
League of Nations
May 4th Movement

Unit of Study: 12 – Revolution and Nationalism (1900 – 1939)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the results of political upheavals that swept through Russia, China, and India before, during, and after World War I.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|--|--|---|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsPI.4.a 6.2.12.HistoryCC.4.d 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCC.5.f RH.11-12.10 WHST.11-12.1-10. | <p>Social unrest in Russia exploded in revolution, ushering in the first Communist government.</p> <p>Stalin seized power and transformed the S.U. into a totalitarian state.</p> <p>After the fall of the Qing dynasty, nationalist and Communist movements struggled for power.</p> <p>Nationalism triggered independence movements overthrow colonial powers (India).</p> | <p>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.</p> | <p>Read primary source on the revolutionary movements for each region.</p> <p>Complete DBQ featuring the merits of the competing sides.</p> <p>Compare nationalist movements in China, Japan, and Latin American nations by creating a Google Hyperdoc showing strategies of leaders, groups, successes, and failures of each movement</p> | <ul style="list-style-type: none"> • Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix • Projects involving research, reading, writing, and presenting |

Resources: Modern World History: Patterns of Interaction pages 430-459

Online textbook pages 1735-1793

History Education CD-Rom Lesson: Russia Land of the Tsars

www.history.com/classroom History Channel clip Russia: The Romanovs

Bloody Sunday Petition to the Tsar, 1905

Jennings, Peter and Brewster, Todd. "The Crushing of the Ukraine: "They all died of starvation," said

the girl. "I, too will die soon." *The Century*. Doubleday. 1998. 178.

Jennings, Peter and Brewster, Todd. Aristocratic and Russian: Life inside "the class that had to be

destroyed." *The Century*. Doubleday. 1998. 75.

May the 4th Movement primary source

Stalin propaganda poster

Jiang Jieshi's China's Destiny, 1943

Gandhi's Satyagraha

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.

ESSENTIAL ELEMENTS

The People

Karl Marx
Vladimir Lenin
Czar Nicholas II
Rasputin
Leon Trotsky
Joseph Stalin

The Terms

Proletariat
Collective Farms
Bolsheviks
Russo-Japanese War
Revolution of 1905/"Bloody Sunday"
Duma
The March Revolution
Soviets
Bolshevik Revolution
Treaty of Brest-Litovsk
New Economic Policy (NEP)
Union of Soviet Socialist Republics (USSR)
Communist Party
Totalitarianism
The Great Purge
Five-Year Plans

Unit of Study: 13 - Years of Crisis (1900 – 1939)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the economic, political, social, and scientific changes that brought the world to the brink of the second world war.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| | Core Content | | Instructional Actions | |
|--|--|---|--|---|
| Indicators | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.EconEM.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryUP.4.a 6.2.12.HistoryCA.4.c RH.11-12.10 WHST.11-12.1-10. | <p>The postwar period was one of loss and uncertainty, but also one of invention, creativity, and new ideas.</p> <p>An economic depression in the United States spread throughout the world and lasted for a decade.</p> <p>In response to political turmoil and economic crisis, Italy and Germany turned to totalitarian states.</p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p>Create map detailing Japanese imperialism</p> <p>Conduct primary source readings from within and outside these regimes</p> <p>Create visual presentations showing the use of propaganda by these states and those in opposition</p> | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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| | <p>As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.</p> | | | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 460-487 Online textbook pages 1794-1850 www.history.com/classroom History Channel clip Adolf Hitler hmhsocialstudies.com Multimedia Connections: The Great Depression <u>Hitler's speech to the Reichstag, Jan 30, 1937</u> <u>Mussolini's speech in Rome, Feb 23, 1941</u> <u>Stalin's speech at the Red Square, Moscow, Nov 7, 1941</u> <u>Tojo speech declaring war, Dec 8, 1941</u></p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

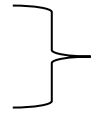
The People

Charles Lindbergh
Franklin D. Roosevelt
Benito Mussolini
Adolf Hitler
Neville Chamberlain

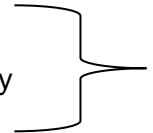
The Terms

Surrealism
Role of Women
New technology
Coalition Government
Weimar Republic
Inflation
The Dawes Plan
The Kellogg-Briand Peace Pact
The Great Depression
Global Depression
Fascism
Nazism
Mein Kampf
Maginot Line
Anti-Semitism
Kristallnacht
Japanese Militarists
Manchuria
Appeasement
Isolationism
Third Reich
Munich Conference
Nonaggression Pact

Results of WWI



False sense of security



Unit of Study: 14 - World War II (1939 – 1945)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes and results of World War II.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|---|--|--|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.b 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a RH.11-12.10 | Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa. Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II. During the Holocaust, Hitler’s Nazi’s killed six million Jews and five million other “non-Aryans.” The Allies won the war, but Europe and Japan were left in ruins. | 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. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in | Create maps detailing the major campaigns in both theaters Conduct primary source readings and videos Conduct debate on the use of atomic weapons Evaluate the cultural impact of WWII by analyzing the representation of warfare expressed in art, literature, and music | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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| WHST.11-12.1-10. | | response to ongoing feedback, including new arguments or information. | | |
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| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 488-525 Online textbook pages 1851-1928 The DBQ Project DBQ: Why Did Japan Attack Pearl Harbor? www.history.com/classroom History Channel clip The African Front hmhsocialstudies.com Multimedia Connections: Memories of World War II <u>Peter Jennings: The Century: Civilians at War on YouTube</u></p> | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> |
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ESSENTIAL ELEMENTS

The People

Winston Churchill

The Terms

Nonaggression Pact

Blitzkrieg

Maginot Line

Atlantic Charter

Pearl Harbor

Holocaust

Battle of Stalingrad

D-Day

Manhattan Project

Nuremberg Trials

Demilitarization

Democratization

Unit of Study: 15 - Restructuring the Postwar World

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain how the United States and Soviet Union competed for economic and military superiority in the Cold War era.

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|--|--|---|---|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h RH.11-12.10 WHST.11-12.1-10. | <p>The opposing economic and political philosophies of the U.S. and the Soviet Union led to a. global competition.</p> <p>Postwar, Chinese Communists defeated nationalist forces and two separate Chinas emerged.</p> <p>In Asia, the Cold War actually flared into actual wars supported by the superpowers.</p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p>Using the Avalon Law Project (http://avalon.law.yale.edu) create a law document handbook that analyzes the constitutions of the United States and the Soviet Union.</p> <p>Create a database comparing democratic election practices, enforcement of laws regarding freedom of speech, and peaceful transfer of power. Compare the US with Russia or a third world power.</p> | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide's Appendix ● Projects involving research, reading, writing, and presenting |

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| | <p>The superpowers supported different sides in Latin American and Middle Eastern revolutions/ conflicts.</p> <p>The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy.</p> | | <p>Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate.</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 526-559 Online textbook pages 1929-2000 The DBQ Project Mini DBQ- The Geography of the Cold War: What Was Containment? CHOICES Curriculum- Confronting Cuba's Past and Present www.history.com/classroom History Channel clip Josef Stalin hmhsocialstudies.com Multimedia Connections: October Fury: The Cuban Missile Crisis</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Mao Zedong
Jiang Jieshi/Chiang Ka Shek
Ho Chi Minh
Fidel Castro
Ayatollah Ruholla Khomeini
Nikita Khrushchev
John F. Kennedy

The Terms

United Nations
Long March
iron curtain --- containment
Cold War (NATO & Warsaw Pact)
commune
Red Guards
Cultural Revolution
Third World
Nonaligned nations
Détente (Nixon)

Unit of Study: 16 - Colonies Become New Nations/ Struggles for Democracy

Targeted State Standards: 6.2 World History/Global Studies 6.3 Active Citizenship in the 21st Century

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the independence movements and political conflicts that took place in Africa and Asia as colonialism gave way after World War II. : Students will be able to identify, understand, and explain how China and countries in Latin America, Africa and the former Soviet Union have struggled for Democracy.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|---|--|--|---|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.5.a 6.2.12.GeoPP.5.a 6.2.12.GeoSV.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g RH.11-12.10 WHST.11-12.1-10. | New nations emerged from the British colony of India. Former colonies in Southeast Asia worked to build new governments and economies. After WWII, African leaders threw off colonial rule and created independent countries. Division of Palestine made the Middle East a hotbed of nationalist movements. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate. Use maps juxtaposing/overlying the old empires and newly emerging countries. Reinforce the historical antecedent of modern nations. Using the CHOICES role-playing curriculum, students will be asked to represent one | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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| | <p>Lands controlled or influenced by the Soviet Union struggled with the challenges of establishing new nations. As the recent histories of Nigeria and South Africa show, ethnic conflicts can hinder democracy.</p> <p>Democratic reforms brought changes to the Soviet Union.</p> <p>Changes in the Soviet Union led to changes throughout Central and Eastern Europe.</p> <p>China's government has experimented with Capitalism, but rejected calls for democracy.</p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p>of four distinct policy positions in a class presentation/debate.</p> <p>suggestions on how to move a Communist economy to a free-market economy. In your report, provide details on actions that other governments have taken and focus in on the following: unemployment, inflation, political effects and social upheaval.</p> <p>Create a database comparing democratic election practices, enforcement of laws regarding freedom of speech, and the peaceful transfer of power. Compare the US with Russia or a third world power</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 560-595 <u>Modern World History: Patterns of Interaction</u> pages 596-633 Online textbook pages 2001-2071 (Colonies Become New Nations) Online textbook pages 2072-2145 (Struggles for Democracy)</p> <p>The DBQ Project DBQ- Gandhi, King and Mandela: What Made Non-Violence Work? CHOICES Curriculum- Indian Independence and the Question of Pakistan CHOICES Curriculum- Shifting Sands: Balancing U.S. Interests in the Middle East www.history.com/classroom History Channel clip Israel: Birth of a Nation CHOICES Curriculum- China on the World Stage: Weighing the U.S. Response CHOICES Curriculum- Looking at the Tank Man CHOICES Curriculum- Russia's Transformation: Challenges for U.S. Policy CHOICES Curriculum- Freedom in our Lifetime: South Africa's Struggle www.history.com/classroom History Channel clip Tiananmen Square</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The People

Gandhi
Jawaharal Nehru
Aung San Su Kyi
Kwame Nkrumah
Jomo Kenyatta
Mobuto Sese Seko
Anwar Sadat
Golda Meir
Yaisr Arafat
Nelson Mandela
Lech Walesa
Deng Xiaoping
Slobodan Milosevic

The Terms

Congress Party
Muslim League
Partition of India
Negritude movement
PLO
Kashmir
Camp David Accords
Intifada
Oslo Peace Accords
Transcausian Republics
Central Asian Republics
Hong Kong (return to China)
Taliban
Apartheid (Mandela-P. 609)
Glasnost
Perestroika (Gorbachev-Cold War—P. 612)
Ethnic cleansing--Milosevic
Tiananmen Square

Unit of Study: 17 - Global Interdependence and Modern World Issues

Targeted State Standards: 6.2 World History/Global Studies 6.3 Active Citizenship in the 21st Century

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain how advances in science and technology have made the world more globally interdependent and how these advances have affected people’s lives. Students will investigate the current technological, environmental, economic and global security issues facing the world community.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

| Indicators | Core Content | | Instructional Actions | |
|---|--|--|--|---|
| | Concepts <i>What students will know.</i> | Skills <i>What students will be able to do.</i> | Activities/Strategies Technology Implementation/ Interdisciplinary Connections | Assessment Check Points |
| 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE.6.b 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1 RH.11-12.10 WHST.11-12.1-10 8.1.12.A.2.2 Produce and edit for a commercial or professional audience and | New technologies hold promise as well as challenges for people around the world. Technology and industrialization have created environmental problems that affect the entire world. Increased global interaction has led to increases in quality of life, increased contact among the world’s people and changed cultures. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate. Students will research, create and present multimedia presentations detailing a current world issue and positing their distinct solution/position/thesis to confront this concern. Students will be expected to | <ul style="list-style-type: none"> ● Quizzes ● Essays ● Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix ● Projects involving research, reading, writing, and presenting |

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| <p>present it to peers and/or professionals in that related area for review. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple source.</p> | <p>War, terrorism and weapons of mass destruction threaten the safety of people around the globe. Since 1945, countries have used collective security efforts to solve problems. Human rights and freedom have become a major international concern. Population growth has put great pressure on the earth's resources.</p> | | <p>direct their presentation to the appropriate national or international governmental and/or nongovernmental organizations.</p> | |
| <p>Resources: <u>Modern World History: Patterns of Interaction</u> pages 634-699 Online textbook pages 2146-2222 CHOICES Curriculum- International Trade: Competition and Cooperation in a Globalized World CHOICES Curriculum- The United Nations: Challenges and Change CHOICES Curriculum- The U.S. Role in a Changing World CHOICES Curriculum- Responding to Terrorism: Challenges for Democracy Alan Singer PowerPoint- TERRORISM CASE STUDY: SEPTEMBER 11, 2001 CHOICES Curriculum- A Global Controversy: The U.S. Invasion of Iraq CHOICES Curriculum- The U.S. in Afghanistan CHOICES Curriculum- Competing Visions of Human Rights: Questions for U.S. Policy CHOICES Curriculum- Confronting Genocide: Never Again CHOICES Curriculum- Global Environmental Problems: Implications for U.S. Policy www.history.com/classroom History Channel clip- Renewable Energy CHOICES Curriculum- U.S. Immigration Policy in an Unsettled World CHOICES Curriculum- The Challenge of Nuclear Weapons CHOICES Curriculum- North Korea and the Nuclear Threat</p> | | | <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.'s and 504's.</p> | |

ESSENTIAL ELEMENTS

The Terms

International Space Station
The Internet
Genetic engineering/cloning
Green revolution
Developed nations
Emerging nations
Global economy
Free trade
Ozone layer
Sustainable growth
Proliferation
Universal Declaration of Human Rights
Political dissent
Gender inequality
AIDS
Refugees
Terrorism
Cyberterrorism
Department of Homeland Security
USA Patriot Act
Popular culture
Materialism
Mass media
Greenhouse effect
Sustainable development
Overpopulation
Biorevolution
LDC's (Less Developed Countries)
Investment capital

The World Bank
Conventional Arms
Bioweapons