



SCOPE & SEQUENCE
World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
Textbook - <i>World History: Patterns of Interaction</i> published by McDougal Littell Inc. in 2001					
CONTENT STANDARD - The Growth of the Nation State in Europe					
WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E) A. the rise of the French monarchy, including the policies and influence of Louis XIV B. the Thirty Years War and the Peace of Westphalia C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia D. the rise of Prussia E. Poland and Sweden	Standard addressed in Grade 8 as per June 2008 meeting of all 8 th -12 th grade social studies teachers, GMS Principal, GHS, Assistant Principal, and Curriculum Director				
WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C) A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688 B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament	Standard addressed in Grade 8 as per June 2008 meeting of all 8 th -12 th grade social studies teachers, GMS Principal, GHS, Assistant Principal, and Curriculum Director				
WHII.3 Summarize the important causes and events	The French Revolution and	Students will KNOW: ►How enlightened political thought, the	Prepare interactive lecture on the French revolution. This will include	Students take a teacher-generated test with multiple-choice, matching, and open	One



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of the French Revolution. (H, C, E) <i>Causes:</i> A. the effect of Enlightenment political thought B. the influence of the American Revolution C. economic troubles and the rising influence of the middle class D. government corruption and incompetence <i>Events:</i> A. the role of the Estates General and the National Assembly B. the storming of the Bastille on July 14, 1789 C. the 1789 Declaration of the Rights of Man and the Citizen D. the execution of Louis XVI in 1793 E. the Terror F. the rise and fall of Napoleon G. the Congress of Vienna	the Rise of Napoleon -Revolution Threatens the French King -Revolution Brings Reform and Terror -Napoleon Forges an Empire -Napoleon's Empire Collapses -The Congress of Vienna Convenes	American Revolution, economic crisis, the growing middle, and government corruption and incompetence caused the people of France to revolt against the absolute monarch of Louis XIV in France ►Major events of the French Revolution: Meeting of the Estates General and the creation of the National Assembly, the storming of the Bastille, the writing of the Declaration on the Rights of Man and the Citizen, the execution of Louis XVI, and the Reign of Terror. ►How the French Revolution led to the rise and fall of Napoleon. ►The importance of the Congress of Vienna in restoring peace and security in Europe. Students will be able to DO: ►Summarize the causes of the French Revolution. ►List the major events of the French Revolution. ►Describe the rise and fall of Napoleon. ►Analyze the importance of the Congress of Vienna in establishing peace and security in Europe in 1815. ►Complete an illustrated timeline of the causes of the revolution, the major events of the revolution, the rise and fall of Napoleon, and the Congress of Vienna.	sections on the cause and the events of the revolution the rise and fall of Napoleon, and the importance of the Congress of Vienna. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 23) Demonstrate how to create an illustrated timeline. * <i>Advanced will also:</i> participate in small group discussions on the importance of legitimacy in government.	response questions. Students will complete review worksheets of the assigned reading. Students complete a timeline of the causes and major events of the French Revolution, the rise and fall of Napoleon, and the Congress of Vienna * Advanced will also: participate in small group discussion on the importance of legitimacy in government.	
WHII.4 Summarize the major effects of the French Revolution. (H) A. its contribution to modern nationalism and its relationship to totalitarianism	The French Revolution and the Rise of Napoleon -The Congress of Vienna Convenes	Students will KNOW: ►The French Revolution's contribution to the ideas of nationalism, the abolition of theocratic absolutism and feudal restrictions and obligations, and the ideas of popular sovereignty, religious tolerance, and legal equality.	Prepare interactive lecture on the effects of the French Revolution. This includes its contributions to nationalism, abolition of theocratic absolutism and feudal restrictions and obligations, and its supports for the ideas of popular sovereignty,	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading.	One



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B. the abolition of theocratic absolutism in France C. the abolition of remaining feudal restrictions and obligations D. its support for the ideas of popular sovereignty, religious tolerance, and legal equality		Students will be able to DO: ►Write a five-paragraph essay that summarizes how the French Revolution contributed to nationalism, led to the abolition of theocratic absolutism and feudal restrictions and obligations, and supported the ideas of popular sovereignty, religious tolerance, and legal equality.	religious tolerance, and legal equality. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 23) Demonstrate how to write a five-paragraph essay on the effects of the French Revolution.	Students write a five-paragraph essay summarizing the effects of the French Revolution.	
CONTENT STANDARD - Industrial Revolution and Social and Political Change in Europe, 1800-1914					
WHII.5 Identify the causes of the Industrial Revolution. (H, E) A. the rise in agricultural productivity B. transportation improvements such as canals and railroads C. the influence of the ideas of Adam Smith D. new sources of energy such as coal and technological innovations such as the steam engine	The Industrial Revolution -The Rise of Industry -An Age of Reform	Students will KNOW: ►The causes of the Industrial Revolution: rise in agricultural productivity, improvements in transportation, the ideas of Adam Smith, and new sources of energy like coal and the steam engine. Students will be able to DO: ►Identify the causes of the Industrial Revolution including the rise in agricultural productivity, the improvements in transportation, the ideas of Adam Smith, and new sources of energy such as coal and the steam engine. ►Create an illustrated flow chart of the causes of the Industrial Revolution. ►Participate in small group discussions on the importance of legitimacy in government.	Prepare interactive lecture on the causes of the Industrial Revolution. This will include sections on the agricultural revolution, improvements in transportation, the ideas of Adam Smith, and new sources of energy such as coal and the steam engine. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 25) Demonstrate how to create an illustrated flow chart.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students complete an illustrated flow chart of the causes of the Industrial Revolution. <i>* Advanced will also:</i> participate in small group discussion on capitalism and the ideas of Adam Smith.	Two
WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E) A. the vast increases in productivity and wealth B. population and urban growth	The Industrial Revolution -Industry Case Study: Manchester	Students will KNOW: ►The social and economic impacts of the Industrial revolution: increase in productivity and wealth, population and urban growth, the growth of the middle class and problems caused by urbanization and working conditions.	Prepare interactive lecture on the impacts of the Industrial Revolution. This includes the increase in productivity and wealth, population and urban Assign textbook reading on the above topics. (World History:	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students write a five-paragraph essay	Two



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C. the growth of a middle class D. problems caused by urbanization and harsh working conditions		Students will be able to DO: ►Summarize the social and economic impact of the Industrial Revolution including the increase in productivity and wealth, population and urban growth, the growth of the middle class and problems caused by urbanization and working conditions. ►Write a five-paragraph essay evaluating the positive and negative impacts of the Industrial Revolution.	Patterns of Interaction, Chapter 25) Demonstrate how to write a five-paragraph essay on the impacts of the Industrial Revolution.	evaluating the positive and negative impacts of the Industrial Revolution.	
WHII.7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)	The Industrial Revolution -An Age of Reform	Students will KNOW: ►How the rise of unions and the idea of socialism impacted society. This will include the ideas of Robert Owen and Karl Marx. Students will be able to DO: ►Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. ► Discuss the economic theories of resource allocation.	Prepare interactive lecture on the rise of unions and socialism. This will include sections on the ideas and influences of Robert Owen and Karl Marx. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 25) Facilitate “Rock, Paper, Scissors” economic simulation about theories of resource allocation.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. * <i>Advanced will also:</i> participate in a simulation of economic theory.	Two
WHII.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies. (H)	The Industrial Revolution -An Age of Reform	Students will KNOW: ►The Significance of the antislavery sentiment in Britain, including the abolition of the British slave trade, and the abolition of slavery in Britain and the British Empire. Students will be able to DO: ►Describe the antislavery movement in Britain. This will include the abolition of the slave trade, the abolition of slavery, and the role of antislavery societies. ►Create an illustrated timeline of the abolition movement I Britain and the British Empire.	Prepare interactive lecture on the significance of antislavery movement in Britain and the abolition of slavery throughout Britain and the British empire. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 26) Demonstrate how to create an illustrated timeline.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students complete an illustrated timeline of the abolition movement in Britain and the British Empire.	Two



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WHII.9 Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E) A. liberalism B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance C. the expansion of voting rights	The Industrial Revolution -An Age of Reform	Students will KNOW: ►The impact of social and political reform movements in Europe. This includes liberalism, child labor laws and social legislation, and the expansion of suffrage. Students will be able to DO: ►Explain the impact of social and political reform movements in Europe. This includes liberalism, child labor laws and social legislation, and the expansion of suffrage. ►Create a historic comic book of the social and political reforms in Europe following the Industrial Revolution.	Prepare interactive lecture on the impact of social and political reforms and reform movements in Europe. This will include liberalism, child labor laws and social legislation, and the expansion of suffrage. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 24) <i>* Advanced will also:</i> - Facilitate small group discussions on the need for reforms following the Industrial Revolution. Demonstrate how to create a historic comic book.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. <i>* Advanced will also:</i> - Participate in small group discussions on the need for reforms following the Industrial Revolution. Students complete a historic comic book of the social and political reforms in Europe following the Industrial Revolution.	Two
WHII.10 Summarize the causes, course, and consequences of the unification of Italy and Germany. (H) A. Germany's replacement of France as the dominant power in continental Europe B. the role of Cavour and Bismarck in the unification of Italy and Germany	Nationalist Revolutions Sweep the West -Nationalism Case Study: Italy & Germany	Students will KNOW: ►The causes, course, and consequences of the unification of Italy and Germany. This includes Germany becoming the dominant power in continental Europe and the roles of Cavour and Bismarck. Students will be able to DO: ►Summarize the causes, course, and consequences of the unification of Italy and Germany. This includes Germany becoming the dominant power in continental Europe and the roles of Cavour and Bismarck. ►Create flow-charts showing the events surrounding the unification of Italy and Germany.	Prepare interactive lecture on the causes, course, and consequences of the unification of Italy and Germany. This includes Germany becoming the dominant power in continental Europe and the roles of Cavour and Bismarck. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 24) Demonstrate how to create an illustrated flow-chart.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students complete a flow-chart showing the events surrounding the unification of Italy and Germany.	Two
WHII.11 Describe the causes of 19th century European	The Age of Imperialism	Students will KNOW: The causes of 19th century European	Prepare interactive lecture on the causes of 19th century European	Students take a teacher-generated test with multiple-choice, matching, and open	Two



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imperialism. (H, E) A. the desire for economic gain and resources B. the missionary impulse and the search for strategic advantage and national pride.	-Imperialist Divide Africa	imperialism. These include the desire for economic gain, resources, the missionary impulse, strategic advantages, and nationalism. Students will be able to DO: ►Describe the causes of 19th century European imperialism. These include the desire for economic gain, resources, the missionary impulse, strategic advantages, and nationalism. ►Create an illustrated spoke diagram/graphic organizer of 19th century European imperialism.	imperialism. These include the desire for economic gain, resources, the missionary impulse, strategic advantages, and nationalism. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 27) Demonstrate how to create an illustrated spoke diagram/graphic organizer.	response questions. Students will complete review worksheets of the assigned reading. Students complete a spoke diagram/graphic organizer depicting the causes of 19th century European imperialism.	
CONTENT STANDARD - Asian, African, and Latin American History in the 19th and early 20th centuries					
WHII.12 Identify major developments in Indian history in the 19th and early 20th century. (H, E) A. the economic and political relationship between India and Britain B. the building of roads, canals, railroads, and universities C. the rise of Indian nationalism and the influence and ideas of Gandhi	The Age of Imperialism -British Imperialism in India	Students will KNOW: ►The major developments in Indian history in the 19th and early 20th century. These include the economic and political relationship between India and Britain and the rise of Indian nationalism including the influence and ideas of Mohandas K. Gandhi. Students will be able to DO: ►Identify the major developments in Indian history in the 19th and early 20th century: economic and political relationship between India and Britain and the rise of Indian nationalism including the influence and ideas of Mohandas K. Gandhi. ►Write letters representing the Indian and British perspectives on British imperialism and Indian Nationalism.	Prepare interactive lecture on the major developments in Indian history in the 19th and early 20th century. These include the economic and political relationship between India and Britain and the rise of Indian nationalism including the influence and ideas of Mohandas K. Gandhi. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 27 and 30) Demonstrate how to write letters representing historic perspectives.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write letters representing the Indian and British perspectives on British imperialism and Indian Nationalism. <i>* Advanced will also:</i> Participate in discussion of Imperialism vs. Nationalism.	Two & Three
WHII.13 Identify major developments in Chinese history in the 19th and early 20th centuries.	Transformation Around the Globe -China Responds to	Students will KNOW: ►The major developments in Chinese history in the 19th and early 20th centuries. These include the Chinese population growth, the	Prepare interactive lecture on the major developments in Chinese history in the 19th and early 20th centuries. These include the	Students take a teacher-generated test with multiple-choice, matching, and open response questions.	Three



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(H, E) A. China's explosive population growth between 1750 and 1850 B. decline of the Manchu dynasty beginning in the late 18th century C. growing Western influence D. The Opium War E. The Taiping rebellion from 1850 to 1864 F. The Boxer Rebellion G. Sun Yat-Sen and the 1911 nationalist revolution	Pressures from the West	decline of the Manchu dynasty, growing Western influence, the Opium War, the Taiping Rebellion, the Boxer Rebellion and the rise of Sun Yat-Sen and the Nationalist revolution. Students will be able to DO: ►Identify the major developments in Chinese history in the 19th and early 20th centuries: Chinese population growth, the decline of the Manchu dynasty, growing Western influence, the Opium War, the Taiping Rebellion, the Boxer Rebellion and the ideas of Sun Yat-Sen and the Nationalist revolution. ►Create a historic comic book of Chinese history in the 19th and early 20th centuries.	Chinese population growth, the decline of the Manchu dynasty, growing Western influence, the Opium War, the Taiping Rebellion, the Boxer Rebellion and the rise of Sun Yat-Sen and the Nationalist revolution. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 30) Demonstrate how to create a historic comic book.	Students will complete review worksheets of the assigned reading. Students will create a historic comic book of Chinese history in the 19th and early 20th centuries. <i>* Advanced will also:</i> Participate in discussion of decline of Dynasty and growth of Western influence.	
WHII.14 Identify major developments in Japanese history in the 19th and early 20th centuries. (H, E) A. the Meiji Restoration B. the abolition of feudalism C. the borrowing and adaptation of western technology and industrial growth D. Japan's growing role in international affairs	Transformation Around the Globe -Japan Modernizes	Students will KNOW: ►The major developments in Japanese history in the 19th and early 20th centuries. These include the Meiji Restoration, the abolition of Feudalism, the borrowing and adaptation of western technology, and Japan's growing role in international affairs. Students will be able to DO: ►Identify the major developments in Japanese history in the 19th and early 20th centuries. These include the Meiji Restoration, the abolition of Feudalism, the borrowing and adaptation of western technology, and Japan's growing role in international affairs. ►Create a historic comic book of Japanese history in the 19th and early 20th centuries.	Prepare interactive lecture on the major developments in Japanese history in the 19th and early 20th centuries. These include the Meiji Restoration, the abolition of Feudalism, the borrowing and adaptation of western technology, and Japan's growing role in international affairs. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 30) Demonstrate how to create a historic comic book.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a historic comic book of Japanese history in the 19th and early 20th centuries. <i>* Advanced will also:</i> Participate in discussion of Japan's growing role in international affairs.	Three
WHII.15 Identify major developments of African	The Age of Imperialism	Students will KNOW: ►The major developments in Japanese	Prepare interactive lecture on the major developments in African	Students take a teacher-generated test with multiple-choice, matching, and open	Three



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history in the 19th and early 20th centuries. (H, E) A. Africa's interaction with imperialism B. agricultural changes and new patterns of employment C. the origins of African nationalism	-Imperialist Divide Africa -Imperialism Case Study: Nigeria	history in the 19th and early 20th centuries. These include Africa's interaction with imperialism, agricultural changes and new patterns of employment, and the origins of African nationalism. Students will be able to DO: ►Identify the major developments in African history in the 19th and early 20th centuries. These include Africa's interaction with imperialism, agricultural changes and new patterns of employment, and the origins of African nationalism. ►Create a historic comic book of African history in the 19th and early 20th centuries.	history in the 19th and early 20th centuries. These include Africa's interaction with imperialism, agricultural changes and new patterns of employment, and the origins of African nationalism. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 27) Demonstrate how to create a historic comic book.	response questions. Students will complete review worksheets of the assigned reading. Students will create a historic comic book of African history in the 19th and early 20th centuries. <i>* Advanced will also:</i> Participate in discussion of the origins of African Nationalism.	
WHII.16 Identify the major developments of Latin American history to the early 20th century. (H, E) A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions B. economic and social stratification C. the role of the church D. the importance of trade E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal F. the Mexican Revolution	Nationalist Revolutions Sweep the West -Latin American peoples Win Independence Transformation Around the Globe -U.S. Economic Imperialism in Latin America -The Mexican Revolution	Students will KNOW: ►The major developments in Latin American history in the 19th and early 20th centuries: wars of independence and the ideas of Simon Bolivar and Jose de San Martin, economic and social stratification, the role of the church, the importance of trade, the growing influence of the U.S., and the Mexican Revolution. Students will be able to DO: ►Identify the major developments in Latin American history in the 19th and early 20th centuries. These include the wars of independence and the ideas of Simon Bolivar and Jose de San Martin, economic and social stratification, the role of the church, the importance of trade, the growing influence of the U.S, and the Mexican Revolution. ►Create a historic comic book of Latin American history in the 19th and early 20th	Prepare interactive lecture on the major developments in Latin American history in the 19th and early 20th centuries. These include the wars of independence and the ideas of Simon Bolivar and Jose de San Martin, economic and social stratification, the role of the church, the importance of trade, the growing influence of the U.S., and the Mexican Revolution. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 24 and 30) Demonstrate how to create a historic comic book.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a historic comic book of Latin American history in the 19th and early 20th centuries. <i>* Advanced will also:</i> Participate in discussion of economic and social stratification.	Three



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		centuries.			
CONTENT STANDARD - The Great Wars, 1914-1945					
WHII.17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. (H, E)	The Great War -The Stage is Set for War	Students will KNOW: ►The causes of The Great War, including the importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of Russian, Austrian, and Ottoman Empires. Students will be able to DO: ►Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. ►Create a spoke diagram of the major causes of the Great War,	Prepare interactive lecture on the causes of the Great War. This will include the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 29) Demonstrate how to create a spoke diagram.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a historic spoke diagram of the causes of the Great War. <i>* Advanced will also:</i> Participate in discussion of causes of World War I.	Three
WHII.18 Summarize the major events and consequences of World War I. (H, E) A. physical and economic destruction B. the League of Nations and attempts at disarmament C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia D. post-war economic and political instability in	The Great War -War Consumes Europe -War Affects the World	Students will KNOW: ►The major events and consequences of World War I: physical and economic destruction, the League of Nations and attempts at disarmament, the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia, post-war economic and political instability in Germany, the Armenian genocide in Turkey, and the unprecedented loss of life from prolonged trench warfare. Students will be able to DO: ►Summarize the major events and consequences of World War I. These include the physical and economic destruction, the	Prepare an interactive lecture that summarizes the major events and consequences of World War I. These include the physical and economic destruction, the League of Nations and attempts at disarmament, the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia, post-war economic and political instability in Germany, the Armenian genocide in Turkey, and the unprecedented loss of life from prolonged trench warfare.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a newspaper front-page that summarizes the major events and consequences of the Great War. <i>* Advanced will also:</i> Participate in discussion of consequences of World War I.	Three



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Germany E. the Armenian genocide in Turkey F. the unprecedented loss of life from prolonged trench warfare		League of Nations and attempts at disarmament, the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia, post-war economic and political instability in Germany, the Armenian genocide in Turkey, and the unprecedented loss of life from prolonged trench warfare. ►Create a newspaper front-page that features stories about the major events and consequences of the Great War.	Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapter 29) Demonstrate how to create a newspaper front-page.		
WHII.19 Identify the major developments in the Middle East before World War II. (H, E) A. the end of the Ottoman Empire B. the Balfour Declaration of 1917 C. the expulsion of the Greeks from Asia Minor D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British F. the growing importance of Middle Eastern oil fields to world politics and the world economy	Revolution & Nationalism -Nationalism in Southwest Asia & India The Colonies Become New Nations -Conflicts in the Middle East	Students will KNOW: ►The major developments in the Middle East before World War II: end of the Ottoman Empire, the Balfour Declaration of 1917, the expulsion of the Greeks from Asia Minor, the establishment of a secular Turkish state under Mustafa Kemal Ataturk, the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British, and the growing importance of Middle Eastern oil fields to world politics and the world economy. Students will be able to DO: ►Identify the major developments in the Middle East before World War II. These include the end of the Ottoman Empire, the Balfour Declaration of 1917, the expulsion of the Greeks from Asia Minor, the establishment of a secular Turkish state under Mustafa Kemal Ataturk, the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British, and the growing importance of Middle Eastern oil	Prepare an interactive lecture that identifies the major developments in the Middle East before World War II. These include the end of the Ottoman Empire, the Balfour Declaration of 1917, the expulsion of the Greeks from Asia Minor, the establishment of a secular Turkish state under Mustafa Kemal Ataturk, the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British, and the growing importance of Middle Eastern oil fields to world politics and the world economy. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 29 & 34) Demonstrate how to create a news magazine.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a news magazine that identifies the major developments in the Middle East before World War II. <i>* Advanced will also:</i> Participate in discussion of major developments in Middle East prior to World War II.	Three



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		fields to world politics and the world economy. ►Create a news magazine that identifies the major developments in the Middle East before World War II.			
WHII.20 Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E) A. restrictive monetary policies B. unemployment and inflation C. political instability D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman	Years of Crisis -A Global Depression	Students will KNOW: ►The various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. These include the restrictive monetary policies, unemployment and inflation, political instability, the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman. Students will be able to DO: ►Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. These include the restrictive monetary policies, unemployment and inflation, political instability, the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman. ►Create a flow chart that shows the causes and consequences of the global depression of the 1930s.	Prepare an interactive lecture that describes the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. These include the restrictive monetary policies, unemployment and inflation, political instability, the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 31) Demonstrate how to create a flow chart.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create flow chart that shows the causes and consequences of the global depression of the 1930s. * <i>Advanced will also:</i> Participate in discussion of causes and consequences of the Great Depression.	Three
WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. (H)	Years of Crisis -Fascism Rises in Europe Revolution & Nationalism -Revolutions in	Students will KNOW: ►The rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. Students will be able to DO: ►Describe the rise and goals of	Prepare an interactive lecture on the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. Assign textbook reading on the	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write a biography of	Three



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	Russia -Totalitarianism Case Study: Stalinist Russia	totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. ►Write a biography of Mussolini, Hitler, or Lenin that includes sections on their policies and main ideas and how these led to the rise of totalitarianism in their nation.	above topics. (World History: Patterns of Interaction, Chapters 31) Demonstrate how to write a biography,	Mussolini, Hitler, or Lenin that includes sections on their policies and main ideas and how these led to the rise of totalitarianism in their nation.	
WHII.22 Summarize the consequences of Soviet communism to 1945. (H, E) A. the establishment of a one-party dictatorship under Lenin B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization C. the destruction of individual rights and the use of mass terror against the population D. the Soviet Union's emergence as an industrial power	Revolution & Nationalism -Revolutions in Russia -Totalitarianism Case Study: Stalinist Russia	Students will KNOW: The consequences of Soviet communism to 1945. These include the establishment of a one-party dictatorship under Lenin, the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization, the destruction of individual rights and the use of mass terror against the population, and the Soviet Union's emergence as an industrial power. Students will be able to DO: ►Summarize the consequences of Soviet communism to 1945. These include the establishment of a one-party dictatorship under Lenin, the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization, the destruction of individual rights and the use of mass terror against the population, and the Soviet Union's emergence as an industrial power. ►Write a newspaper article that compares and contrasts the Soviet government description of life in the U.S.S.R. with the reality for the average Soviet citizen.	Prepare an interactive lecture on the consequences of Soviet communism to 1945. These include the establishment of a one-party dictatorship under Lenin, the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization, the destruction of individual rights and the use of mass terror against the population, and the Soviet Union's emergence as an industrial power. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 30) Demonstrate how to write a compare and contrast essay,	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write a newspaper article that compares and contrasts the Soviet government description of life in the U.S.S.R. with the reality for the average Soviet citizen.	Three
WHII.23 Describe the German, Italian, and Japanese	Years of Crisis	Students will KNOW: ►The German, Italian, and Japanese drives	Prepare an interactive lecture on	Students take a teacher-generated test with multiple-choice, matching, and open	Three



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
drives for empire in the 1930s. (H) A. Italy's invasion of Ethiopia in 1935 B. the Japanese invasion of China and the Rape of Nanking C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland	-Aggressors on the March	for empire in the 1930s. Including Italy's invasion of Ethiopia in 1935, the Japanese invasion of China and the Rape of Nanking, Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland. Students will be able to DO: ►Describe the German, Italian, and Japanese drives for empire in the 1930s. Including Italy's invasion of Ethiopia in 1935, the Japanese invasion of China and the Rape of Nanking, Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland. ►Create a descriptive timeline of the events that led to World War II.	Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 31) Demonstrate how to create a descriptive timeline of the events that led to World War II.	response questions. Students will complete review worksheets of the assigned reading. Students will create a descriptive timeline of the events that led to World War II. <i>* Advanced will also:</i> Participate in discussion of Germany's militarization of the Rhineland.	
WHII.24 Summarize the key battles and events of World War II. (H) A. The German conquest of continental Europe B. The Battle of Britain C. Pearl Harbor D. The Bataan Death March E. El Alamein F. Midway G. Stalingrad H. D-Day I. Battle of the Bulge J. Iwo Jima K. Okinawa	World War II -Hitler's Lightning War -Japan Strikes in the Pacific -The Allies are Victorious	Students will KNOW: ►The key battles and events of World War II. These include the German conquest of continental Europe, the Battle of Britain, Pearl Harbor, the Bataan Death March, El Alamein, Midway, Stalingrad, D-Day, Battle of the Bulge, Iwo Jima, and Okinawa. Students will be able to DO: ►Summarize the key battles and events of World War II. These include the German conquest of continental Europe, the Battle of Britain, Pearl Harbor, the Bataan Death March, El Alamein, Midway, Stalingrad, D-Day, Battle of the Bulge, Iwo Jima, and Okinawa.	Prepare an interactive lecture on the key battles and events of World War II. These include the German conquest of continental Europe, the Battle of Britain, Pearl Harbor, the Bataan Death March, El Alamein, Midway, Stalingrad, D-Day, Battle of the Bulge, Iwo Jima, and Okinawa. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 32) Demonstrate how to create a descriptive illustrated timeline on	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a descriptive illustrated timeline on the major battles and events of World War II. <i>* Advanced will also:</i> Participate in discussion of German conquest of continental Europe.	Three



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		►Create a descriptive illustrated timeline on the major battles and events of World War II.	the major battles and events of World War II.		
WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders. (H) A. Winston Churchill B. Franklin D. Roosevelt C. Joseph Stalin	World War II -The Allies are Victorious	Students will KNOW: ►The goals, leadership, and post-war plans of the allied leaders Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin. Students will be able to DO: ►Identify the goals, leadership, and post-war plans of the allied leaders Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin. ►Create a Venn Diagram that includes the goals, leadership and postwar plans of Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin.	Prepare an interactive lecture on the goals, leadership, and post-war plans of the allied leaders Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 32) Demonstrate how to create a Venn Diagram that includes the goals, leadership and postwar plans of Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a Venn Diagram that includes the goals, leadership and postwar plans of Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin. <i>* Advanced will also:</i> Participate in discussion of allies post-war plans.	Three
WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)	World War II -The Holocaust	Students will KNOW: ►The background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 th century ideas about race and nation, and Nazi dehumanization of the Jews. Students will be able to DO: ►Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 th century ideas about race and nation, and Nazi dehumanization of the Jews. ►Create an illustrated computer slide show that details the course and consequences of the Holocaust and the extent of Jewish resistance.	Prepare an interactive lecture on the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 th century ideas about race and nation, and Nazi dehumanization of the Jews. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 32) Demonstrate how to create an illustrated computer slide show that details the course and consequences of the Holocaust and the extent of Jewish resistance.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create an illustrated computer slide show that details the course and consequences of the Holocaust and the extent of Jewish resistance. <i>* Advanced will also:</i> Participate in discussion of consequences and causes of the Holocaust.	Three
WHII.27 Explain the reasons	World War II	Students will KNOW:	Prepare an interactive lecture on the	Students take a teacher-generated test with	Three



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
for the dropping of atom bombs on Japan and its short and long-term effects. (H)	-The Allies are Victorious	►The reasons for the dropping of atom bombs on Japan and its short and long-term effects. Students will be able to DO: ►Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. ►Write a dramatic letters explaining the reasons for dropping of atom bombs on Japan and its long short and long-term effects.	reasons for the dropping of atom bombs on Japan and its short and long-term effects. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 32) Demonstrate how to write a dramatic letter.	multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write a dramatic letters explaining the reasons for dropping of atom bombs on Japan and its long short and long-term effects.	
WHII.28 Explain the consequences of World War II. (H, E) A. physical and economic destruction B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities C. support in Europe for political reform and decolonization D. the emergence of the U.S. and the Soviet Union as the world's two superpowers	World War II -The Devastation of Europe & Japan	Students will KNOW: ►The consequences of World War II. These include the physical and economic destruction, the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities, the support in Europe for political reform and decolonization, and the emergence of the U.S. and the Soviet Union as the world's two superpowers. Students will be able to DO: ►Explain the consequences of World War II. These include the physical and economic destruction, the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities, the support in Europe for political reform and decolonization, and the emergence of the U.S. and the Soviet Union as the world's two superpowers. ►Create a museum exhibit that explains the consequences of World War II	Prepare an interactive lecture on the consequences of World War II. These include the physical and economic destruction, the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities, the support in Europe for political reform and decolonization, and the emergence of the U.S. and the Soviet Union as the world's two superpowers Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 32) Demonstrate how to create a museum exhibit.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a museum exhibit that explains the consequences of World War II	Three



SCOPE & SEQUENCE **World Studies – Advanced**

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)	World War II -The Devastation of Europe & Japan	Students will KNOW: ►The reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. Students will be able to DO: ►Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. ►Create an iMovie Television commercial selling the newly established United Nations and summarizing the Universal Declaration of Human Rights.	Prepare an interactive lecture on the reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33) Demonstrate how to create an iMovie Television commercial selling the newly established United Nations and summarizing the Universal Declaration of Human Rights.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create an iMovie Television commercial selling the newly established United Nations and summarizing the Universal Declaration of Human Rights.	Four
CONTENT STANDARD - Cold War Era, 1945-1989					
WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. (H, C)	Restructuring the Postwar World -Two Superpowers Face Off	Students will KNOW: ►The factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. Students will be able to DO: ►Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. ►Create a map of Soviet expansion in Eastern Europe.	Prepare an interactive lecture on the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33) Demonstrate how to Create a map of Soviet expansion in Eastern Europe.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a map of Soviet expansion in Eastern Europe.	Four
WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet	Restructuring the Postwar World -Two Superpowers Face Off	Students will KNOW: ►The policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.	Prepare an interactive lecture on the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets	Four



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
expansionist policies. (H)		Students will be able to DO: ▶Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America’s response to Soviet expansionist policies. ▶Write and perform a short dramatic skit that describes elements of the U.S. policy of Soviet containment.	policies. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33) Demonstrate how to Write and perform a short dramatic skit that describes elements of the U.S. policy of Soviet containment.	of the assigned reading. Students will write and perform a short dramatic skit that describes elements of the U.S. policy of Soviet containment.	
WHIL.32 Describe the development of the arms race and the key events of the Cold War era. (H) A. the Korean War B. the emergence of the People’s Republic of China as a major power C. the 1956 uprising in Hungary D. Soviet-U.S. competition in the Middle East E. conflicts involving Cuba and Berlin F. the Vietnam War G. the “Prague Spring” H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon I. the Soviet war in Afghanistan	Restructuring the Postwar World -War in Korea & Vietnam -Cold War Around the World	Students will KNOW: ▶The development of the arms race and the key events of the Cold War era. These include the Korean War, the emergence of the People’s Republic of China as a major power, the 1956 uprising in Hungary, Soviet-U.S. competition in the Middle East, conflicts involving Cuba and Berlin, the Vietnam War, the “Prague Spring”, arms control agreements (including the ABM and SALT treaties) and détente under Nixon, and the Soviet war in Afghanistan. Students will be able to DO: ▶Describe the development of the arms race and the key events of the Cold War era. These include the Korean War, the emergence of the People’s Republic of China as a major power, the 1956 uprising in Hungary, Soviet-U.S. competition in the Middle East, conflicts involving Cuba and Berlin, the Vietnam War, the “Prague Spring”, arms control agreements (including the ABM and SALT treaties) and détente under Nixon, and the Soviet war in Afghanistan. ▶Create an illustrated timeline of the key	Prepare an interactive lecture on the development of the arms race and the key events of the Cold War era. These include the Korean War, the emergence of the People’s Republic of China as a major power, the 1956 uprising in Hungary, Soviet-U.S. competition in the Middle East, conflicts involving Cuba and Berlin, the Vietnam War, the “Prague Spring”, arms control agreements (including the ABM and SALT treaties) and détente under Nixon, and the Soviet war in Afghanistan. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33 & 35) Demonstrate how to create an illustrated timeline of the key events of the Cold War era.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create an illustrated timeline of the key events of the Cold War era. <i>* Advanced will also:</i> Participate in discussion of development of the arms race.	Four



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)	Restructuring the Postwar World -Communists Triumph in China	events of the Cold War era. Students will KNOW: ►The Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. Students will be able to DO: ►Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. ►Create a comic book that describes the years of and immediately following the Chinese Civil War.	Prepare an interactive lecture on the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33) Demonstrate how to create a comic book that describes the years of and immediately following the Chinese Civil War.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a comic book that describes the years of and immediately following the Chinese Civil War.	Four
WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E) A. Communist Party attempts to eliminate internal opposition B. the Great Leap Forward and its consequences (famine) C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps) D. the 1989 Tiananmen Square demonstration E. China's economic modernization and its growing involvement in world trade	Restructuring the Postwar World -Communists Triumph in China	Students will KNOW: ►The political and economic upheavals in China after the Chinese Revolution. These include the Communist Party attempts to eliminate internal opposition, the Great Leap Forward and its consequences (famine), the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps), the 1989 Tiananmen Square demonstration, and China's economic modernization and its growing involvement in world trade. Students will be able to DO: ►Identify the political and economic upheavals in China after the Chinese Revolution. These include the Communist Party attempts to eliminate internal opposition, the Great Leap Forward and its consequences (famine), the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of	Prepare an interactive lecture on the political and economic upheavals in China after the Chinese Revolution. These include the Communist Party attempts to eliminate internal opposition, the Great Leap Forward and its consequences (famine), the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps), the 1989 Tiananmen Square demonstration, and China's economic modernization and its growing involvement in world trade. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33 & 35) Demonstrate how to create a comic	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a comic book that describes the political and economic upheavals in China after the Chinese Revolution.	Four



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		labor camps), the 1989 Tiananmen Square demonstration, and China's economic modernization and its growing involvement in world trade. ►Create a comic book that describes the political and economic upheavals in China after the Chinese Revolution.	book that describes the political and economic upheavals in China after the Chinese Revolution.		
WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E) A. the rise in living standards B. the economic recovery and development of Germany and Japan	Restructuring the Postwar World -The Cold War Thaws	Students will KNOW: ►The global surge in economic productivity during the Cold War and describe its consequences. These include the rise in living standards and the economic recovery and development of Germany and Japan. Students will be able to DO: ►Describe the global surge in economic productivity during the Cold War and describe its consequences. These include the rise in living standards and the economic recovery and development of Germany and Japan. ►Create a graph that shows the global surge in economic productivity during the Cold War.	Prepare an interactive lecture on the global surge in economic productivity during the Cold War and describe its consequences. These include the rise in living standards and the economic recovery and development of Germany and Japan. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 33) Demonstrate how to create a graph that shows the global surge in economic productivity during the Cold War.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a graph that shows the global surge in economic productivity during the Cold War. <i>* Advanced will also:</i> Participate in discussion of the economic surge during the Cold War.	Four
WHII.36 Explain the various factors that contributed to post-World War II economic and population growth. (H, E) A. the long post-war peace between democratic nations B. the policies of international economic organizations C. scientific, technological, and medical advances	Restructuring the Postwar World -The Cold War Thaws	Students will KNOW: ►The various factors that contributed to post-World War II economic and population growth. These include the long post-war peace between democratic nations, the policies of international economic organizations, and scientific, technological, and medical advances. Students will be able to DO: ►Explain the various factors that contributed to post-World War II economic and population growth. These include the long	Prepare an interactive lecture on the various factors that contributed to post-World War II economic and population growth. These include the long post-war peace between democratic nations, the policies of international economic organizations, and scientific, technological, and medical advances. Assign textbook reading on the above topics. (World History:	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write a newspaper article that explains the factors that contributed to the post-war economic and population growth. <i>* Advanced will also:</i> Participate in discussion of post-World War II economic	Four



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
		post-war peace between democratic nations, the policies of international economic organizations, and scientific, technological, and medical advances. ►Write a newspaper article that explains the factors that contributed to the post-war economic and population growth.	Patterns of Interaction, Chapters 35) Demonstrate how to write a newspaper article that explains the factors that contributed to the post-war economic and population growth.	and population growth.	
WHII.37 Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H) A. Albert Einstein and the Theory of Relativity B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy C. Wernher von Braun and space exploration D. Jonas Salk and the polio vaccine E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project	Global Interdependence -Science & Technology Shape Human Outlook	Students will KNOW: ►How the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. These include Albert Einstein and the Theory of Relativity, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy, Wernher von Braun and space exploration, Jonas Salk and the polio vaccine, and James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project. Students will be able to DO: ►Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. These include Albert Einstein and the Theory of Relativity, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy, Wernher von Braun and space exploration, Jonas Salk and the polio vaccine, and James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project. ►Write and present a biography of one of the scientist whose works influenced historic events and changed the lives of the general	Prepare an interactive lecture on how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. These include Albert Einstein and the Theory of Relativity, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy, Wernher von Braun and space exploration, Jonas Salk and the polio vaccine, and James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 36) Demonstrate how to write and present a biography of one of the scientist whose works influenced historic events and changed the lives of the general populace.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write and present a biography of one of the scientist whose works influenced historic events and changed the lives of the general populace.	Four



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World Studies – Advanced

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. (H) A. Fidel Castro (Cuba) B. Patrice Lumumba (Congo) C. Ho Chi Minh (Vietnam) D. Gamal Abdel Nasser (Egypt) E. Jawaharlal Nehru (India) F. Juan Peron (Argentina)	Restructuring the Postwar World -War in Korea & Vietnam -Cold War Around the World The Colonies Become New Nations -Indian Subcontinent Gains Independence -New Nations in Africa	populace. Students will KNOW: ►The development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. These include Fidel Castro, Patrice Lumumba, Ho Chi Minh, Gamal Abdel Nasser, Jawaharlal Nehru, and Juan Peron. Students will be able to DO: ►Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. These include Fidel Castro, Patrice Lumumba, Ho Chi Minh, Gamal Abdel Nasser, Jawaharlal Nehru, and Juan Peron. ►Create an iMovie mini biographic documentary video of one of the African, Asian, Latin American, or Middle Eastern nationalist leaders.	Prepare an interactive lecture on the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. These include Fidel Castro, Patrice Lumumba, Ho Chi Minh, Gamal Abdel Nasser, Jawaharlal Nehru, and Juan Peron. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 34) Demonstrate how to create an iMovie mini biographic documentary video of one of the African, Asian, Latin American, or Middle Eastern nationalist leaders.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create an iMovie mini biographic documentary video of one of the African, Asian, Latin American, or Middle Eastern nationalist leaders.	Four
WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H) A. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine B. anti-Semitism and the Holocaust C. the UN vote in 1947 to	The Colonies Become New Nations -Conflicts in the Middle East	Students will KNOW: ►The background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. These include the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine, anti-Semitism and the Holocaust, the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries, the 1967 and 1973 wars between Israel and neighboring Arab states,	Prepare an interactive lecture on the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. These include the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine, anti-Semitism and the Holocaust, the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection of surrounding Arab countries of the	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will participate in a simulation of United Nation sessions dedicated to the formation of Israel and the subsequent military and political conflicts with the Arab world. <i>* Advanced will also:</i> Participate in discussion of establishment of Israel.	Four



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
partition the western part of the Palestine Mandate into two independent countries D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries E. the 1967 and 1973 wars between Israel and neighboring Arab states F. the attempts to secure peace between Palestinians and Israelis		and the attempts to secure peace between Palestinians and Israelis. Students will be able to DO: ►Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. These include the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine, anti-Semitism and the Holocaust, the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries, the 1967 and 1973 wars between Israel and neighboring Arab states, and the attempts to secure peace between Palestinians and Israelis. ►Participate in a simulation of United Nation sessions dedicated to the formation of Israel and the subsequent military and political conflicts with the Arab world.	UN decision and the invasion of Israel by Arab countries, the 1967 and 1973 wars between Israel and neighboring Arab states, and the attempts to secure peace between Palestinians and Israelis. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 34) Demonstrate how to Participate in a simulation of United Nation sessions dedicated to the formation of Israel and the subsequent military and political conflicts with the Arab world.		
CONTENT STANDARD - The Contemporary World, 1989-2001					
WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E) A. the weaknesses of the Soviet command economy B. the burdens of Soviet military commitments C. the anticommunist policies	Struggles for Democracy -Gorbachev Moves Toward Democracy	Students will KNOW: ►The causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. These include the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, the anticommunist policies of President Reagan, and the resistance to communism in the Soviet Union and Eastern Europe.	Prepare an interactive lecture on the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. These include the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, the anticommunist policies of President Reagan, and the resistance to communism in the Soviet Union	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a cause and effect flow chart that identifies the causes for the decline and collapse of the Soviet Union.	Four



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of President Reagan D. the resistance to communism in the Soviet Union and Eastern Europe		Students will be able to DO: ►Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. These include the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, the anticommunist policies of President Reagan, and the resistance to communism in the Soviet Union and Eastern Europe. ►Create a cause and effect flow chart that identifies the causes for the decline and collapse of the Soviet Union.	and Eastern Europe. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 34) Demonstrate how to create a cause and effect flow chart that identifies the causes for the decline and collapse of the Soviet Union.	* <i>Advanced will also:</i> Participate in discussion of the collapse of the Soviet Union and the communist regime's of Eastern Europe.	
WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. (H, C) A. Mikhail Gorbachev B. Vaclav Havel C. Andrei Sakharov D. Aleksander Solzhenitsyn E. Lech Walesa	Struggles for Democracy -Gorbachev Moves Toward Democracy	Students will KNOW: ►The role of various leaders in transforming the Soviet Union and Eastern Europe. These include Mikhail Gorbachev, Vaclav Havel, Andrei Sakharov, Aleksander Solzhenitsyn, and Lech Walesa. Students will be able to DO: ►Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. These include Mikhail Gorbachev, Vaclav Havel, Andrei Sakharov, Aleksander Solzhenitsyn, and Lech Walesa. ►Create an iMovie mini biographic documentary video of one of the leaders in transforming the Soviet Union & Eastern Europe.	Prepare an interactive lecture on the role of various leaders in transforming the Soviet Union and Eastern Europe. These include Mikhail Gorbachev, Vaclav Havel, Andrei Sakharov, Aleksander Solzhenitsyn, and Lech Walesa. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 35) Demonstrate how to create an iMovie mini biographic documentary video of one of the leaders in transforming the Soviet Union & Eastern Europe.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create an iMovie mini biographic documentary video of one of the leaders in transforming the Soviet Union & Eastern Europe.	Four
WHII.42 Analyze the consequences of the Soviet Union's breakup. (H, E) A. the development of market economies B. political and social	Struggles for Democracy -Collapse of the Soviet Union	Students will KNOW: ►Analyze the consequences of the Soviet Union's breakup. These include the development of market economies, political and social instability, and the danger of the spread of nuclear technology and other technologies of mass destruction to rogue	Prepare an interactive lecture on the consequences of the Soviet Union's breakup. These include the development of market economies, political and social instability, and the danger of the spread of nuclear technology and other technologies	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading.	Four



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
instability C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations		states and terrorist organizations. Students will be able to DO: ►Analyze the consequences of the Soviet Union’s breakup. These include the development of market economies, political and social instability, and the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations. ►consequences of the Soviet Union’s breakup.	of mass destruction to rogue states and terrorist organizations. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 35)	* <i>Advanced will also:</i> Participate in discussion of the dangers of nuclear proliferation.	
WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions. (H) A. Northern Ireland B. the Balkans C. Sudan and Rwanda D. Sri Lanka E. Kashmir	The Colonies Become New Nations -Indian Subcontinent Gains Independence Struggles for Democracy -Democratic Challenges in African Nations	Students will KNOW: ►The sources of ethnic and religious conflicts in the following nations and regions. These include Northern Ireland, the Balkans, Sudan and Rwanda, Sri Lanka, and Kashmir. Students will be able to DO: ►Identify the sources of ethnic and religious conflicts in the following nations and regions. These include Northern Ireland, the Balkans, Sudan and Rwanda, Sri Lanka, and Kashmir. ►Create a matrix with rows for the nations/regions of Northern Ireland, the Balkans, Sudan, Rwanda, Sri Lanka, & Kashmir as well as columns for sources of ethnic & religious conflicts.	Prepare an interactive lecture on the sources of ethnic and religious conflicts in the following nations and regions. These include Northern Ireland, the Balkans, Sudan and Rwanda, Sri Lanka, and Kashmir. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 35 & 36) Demonstrate how to create a matrix with rows for the nations/regions of Northern Ireland, the Balkans, Sudan, Rwanda, Sri Lanka, & Kashmir as well as columns for sources of ethnic & religious conflicts.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a matrix with rows for the nations/regions of Northern Ireland, the Balkans, Sudan, Rwanda, Sri Lanka, & Kashmir as well as columns for sources of ethnic & religious conflicts.	Four
WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela. (H)	Struggles for Democracy -Democratic Challenges in African	Students will KNOW: ►The reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.	Prepare an interactive lecture on the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets	Five



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
	Nations	Students will be able to DO: ► Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.	Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 35)	of the assigned reading. <i>* Advanced will also:</i> Participate in discussion of apartheid in South Africa.	
WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)	Struggles for Democracy -Democratic Challenges in African Nations	Students will KNOW: ► The social and economic effects of the spread of AIDS in Asian and African countries. Students will be able to DO: ► Explain the social and economic effects of the spread of AIDS in Asian and African countries. ► Write a dramatic letter from an International Aid worker that explains the economic & social effects of AIDS in Asian & African nations.	Prepare an interactive lecture on the social and economic effects of the spread of AIDS in Asian and African countries. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 36) Demonstrate how to write a dramatic letter from an International Aid worker that explains the economic & social effects of AIDS in Asian & African nations.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will write a dramatic letter from an International Aid worker that explains the economic & social effects of AIDS in Asian & African nations.	Five
WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)	Global Interdepen-dence -Science & Technology Shape Human Outlook	Students will KNOW: ► How the computer revolution contributed to economic growth and advances in science, medicine, and communication. Students will be able to DO: ► Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. ► Create a museum exhibit that shows the economic growth as well as the advances in science, medicine, and communication that are attributed to the computer revolution.	Prepare an interactive lecture on how the computer revolution contributed to economic growth and advances in science, medicine, and communication. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 36) Demonstrate how to create a museum exhibit that shows the economic growth as well as the advances in science, medicine, and communication that are attributed to the computer revolution.	Students take a teacher-generated test with multiple-choice, matching, and open response questions. Students will complete review worksheets of the assigned reading. Students will create a museum exhibit that shows the economic growth as well as the advances in science, medicine, and communication that are attributed to the computer revolution.	Five
WHII.47 Explain the rise and funding of Islamic fundamentalism in the last	Global Interdepen-dence	Students will KNOW: ► The rise and funding of Islamic fundamentalism in the last half of the 20 th	Prepare an interactive lecture on the rise and funding of Islamic fundamentalism in the last half of	Students take a teacher-generated test with multiple-choice, matching, and open response questions.	Five



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E) A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others B. the Iranian Revolution of 1978-1979 C. defeat of the Soviet Union by the Mujahideen in Afghanistan D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein E. the financial support of radical and terrorist organizations by the Saudis F. the increase in terrorist attacks against Israel and the United States	-Global Security Issues	century and identify the major events and forces in the Middle East over the last several decades. These include the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others, the Iranian Revolution of 1978-1979, defeat of the Soviet Union by the Mujahideen in Afghanistan, the origins of the Persian Gulf War and the post-war actions of Saddam Hussein, the financial support of radical and terrorist organizations by the Saudis, and the increase in terrorist attacks against Israel and the United States. Students will be able to DO: ► Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. These include the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others, the Iranian Revolution of 1978-1979, defeat of the Soviet Union by the Mujahideen in Afghanistan, the origins of the Persian Gulf War and the post-war actions of Saddam Hussein, the financial support of radical and terrorist organizations by the Saudis, and the increase in terrorist attacks against Israel and the United States. ► Create an illustrated timeline of the growth and funding of Islamic fundamentalism in the last half of the 20th century.	the 20th century and identify the major events and forces in the Middle East over the last several decades. These include the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others, the Iranian Revolution of 1978-1979, defeat of the Soviet Union by the Mujahideen in Afghanistan, the origins of the Persian Gulf War and the post-war actions of Saddam Hussein, the financial support of radical and terrorist organizations by the Saudis, and the increase in terrorist attacks against Israel and the United States. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 36) Demonstrate how to create an illustrated timeline of the growth and funding of Islamic fundamentalism in the last half of the 20th century.	Students will complete review worksheets of the assigned reading. Students will create an illustrated timeline of the growth and funding of Islamic fundamentalism in the last half of the 20th century. <i>* Advanced will also:</i> Participate in discussion of the Mujahideen in Afghanistan.	
WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist	Global Interdependence -Global Security	Students will KNOW: ► America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in	Prepare an interactive lecture on America's response to and the wider consequences of the September 11, 2001 terrorist attack	Students take a teacher-generated test with multiple-choice, matching, and open response questions.	Five



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)	Issues	New York City and the Pentagon in Washington, D. C. (H) Students will be able to DO: ►Describe America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. ►Write an expository essay that describes America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.	on the World Trade Center in New York City and the Pentagon in Washington, D. C. Assign textbook reading on the above topics. (World History: Patterns of Interaction, Chapters 36) Demonstrate how to write an expository essay that describes America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.	Students will complete review worksheets of the assigned reading. Students will write an expository essay that describes America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.	

Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
HISTORY AND GEOGRAPHY CONCEPTS AND SKILLS					
1. Apply the skills of pre-kindergarten through grade seven.	Various	Students will KNOW: ►The skills of pre-kindergarten through grade seven. Students will be able to DO: ►Apply the skills of pre-kindergarten through grade seven.			
2. Identify multiple ways to express time relationships and dates (for example, 1066 AD		Students will KNOW: ►Multiple ways to express time relationships and dates. Identify countries that use a	Teach multiple ways to express time relationships and dates. Teach the countries that use a different	Students will be able to DO: Identify multiple ways to express time relationships and dates. Identify countries	



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<i>is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s).</i> Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)	Various	different calendar from the one used in the U.S. and explain the basis for the difference. Students will be able to DO: ►Identify multiple ways to express time relationships and dates. Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference.	calendar from the one used in the U.S. and explain the basis for the difference.	that use a different calendar from the one used in the U.S. and explain the basis for the difference.	
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)	Various	Students will KNOW: ►How to interpret and construct timelines that show how events and eras in various parts of the world are related to one another. Students will be able to DO: ►Interpret and construct timelines that show how events and eras in various parts of the world are related to one another.	Teach how to interpret and construct timelines that show how events and eras in various parts of the world are related to one another.	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another.	
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)	Various	Students will KNOW: ►How to interpret and construct charts and graphs that show quantitative information. Students will be able to DO: ►Interpret and construct charts and graphs that show quantitative information.	Teach how to interpret and construct charts and graphs that show quantitative information.	Interpret and construct charts and graphs that show quantitative information.	
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)	Various	Students will KNOW: ►How a cause and effect relationship is different from a sequence or correlation of events. Students will be able to DO: ►Explain how a cause and effect relationship is different from a sequence or correlation of events.	Teach how a cause and effect relationship is different from a sequence or correlation of events.	Explain how a cause and effect relationship is different from a sequence or correlation of events.	
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C,		Students will KNOW: ►How to distinguish between long-term and short-term cause and effect relationships.	Teach how to distinguish between long-term and short-term cause and effect relationships.	Distinguish between long-term and short-term cause and effect relationships.	



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
E)	Various	Students will be able to DO: ►Distinguish between long-term and short-term cause and effect relationships.			
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)	Various	Students will KNOW: ►How to show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. Students will be able to DO: ►Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.	Teach how to show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.	
8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)	Various	Students will KNOW: ►How to interpret the past within its own historical context rather than in terms of present-day norms and values. Students will be able to DO: ►Interpret the past within its own historical context rather than in terms of present-day norms and values.	Teach how to interpret the past within its own historical context rather than in terms of present-day norms and values.	Interpret the past within its own historical context rather than in terms of present-day norms and values.	
9. Distinguish intended from unintended consequences. (H, E, C)	Various	Students will KNOW: ►How to distinguish intended from unintended consequences. Students will be able to DO: ►Distinguish intended from unintended consequences.	Teach how to distinguish intended from unintended consequences.	Distinguish intended from unintended consequences.	
10. Distinguish historical fact from opinion. (H, E, C)	Various	Students will KNOW: ►How to distinguish historical fact from opinion. Students will be able to DO: ►Distinguish historical fact from opinion.	Teach how to distinguish historical fact from opinion.	Distinguish historical fact from opinion.	



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Massachusetts Standards	Topics	Curriculum Benchmarks	Possible Instructional Strategies	Evidence of Student Learning (Assessment)	Month
11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)	Various	Students will KNOW: ►How to using historical maps to locate the boundaries of the major empires of world history at the height of their powers. Students will be able to DO: ►Using historical maps, locate the boundaries of the major empires of world history at the height of their powers.	Teach how to using historical maps to locate the boundaries of the major empires of world history at the height of their powers.	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers.	
CIVICS AND GOVERNEMENT CONCEPTS AND SKILLS					
12. Define and use correctly the following words and terms: <i>Magna Carta</i> , <i>parliament</i> , <i>habeas corpus</i> , <i>monarchy</i> , and <i>absolutism</i> . (C)		Standard not addressed in this course			
GENERAL ECONOMICS CONCEPTS AND SKILLS					
13. Define and use correctly <i>mercantilism</i> , <i>feudalism</i> , <i>economic growth</i> , and <i>entrepreneur</i> . (E)		Standard not addressed in this course			
14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)		Standard not addressed in this course			
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)		Standard not addressed in this course			



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16. Define and use correctly <i>gross domestic product</i> , <i>economic growth</i> , <i>recession</i> , <i>depression</i> , <i>unemployment</i> , <i>inflation</i> , and <i>deflation</i> . (E)				Standard not addressed in this course	
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)				Standard not addressed in this course	
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)				Standard not addressed in this course	
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)				Standard not addressed in this course	
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)				Standard not addressed in this course	
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)				Standard not addressed in this course	



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22. Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)				Standard not addressed in this course	
23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)				Standard not addressed in this course	
24. Differentiate between fiscal and monetary policy. (E)				Standard not addressed in this course	
U.S. ECONOMICS SKILLS					
25. Explain the basic economic functions of the government in the economy of the United States. (E)				Standard not addressed in this course	
26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)				Standard not addressed in this course	
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)				Standard not addressed in this course	
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)				Standard not addressed in this course	