

**Course Description**

The World History course is intended to help students achieve a full and comprehensive understanding of events and developments around the world from the beginning of written history to today. This class will cover developments across all continents with a focus on ideas, influences, and changes that affected the world as whole instead of one group of people.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
6 Week(s)	Accelerated Exchange	1. Ancient Civilizations 2. Major World Religions 3. Feudalism, Crusades, Black Death 4. Renaissance
6 Week(s)	Age of Discovery	1. Protestant Reformation 2. The Large Land Empires 3. European Exploration
6 Week(s)	Age of Revolution (Part 1)	1. Absolutism 2. Enlightenment/Scientific Revolution 3. American Revolution
6 Week(s)	Age of Revolution (part 2)	1. French Revolution 2. Industrial Revolution 3. Age of Democracy(Democratic Reform and Activism)
6 Week(s)	Modern Era	1. Imperialism/Changes Around the World 2. World War I 3. Revolution and Nationalism Post WWI
6 Week(s)	Post-Modern Era	1. Years of Crisis/WWII 2. Cold War 3. Struggles for Democracy

**Course Instructional Resources/Textbook**

World History: Patterns of Interaction

**Course Details**

**UNIT: Accelerated Exchange** -- 6 Week(s)

**Unit Description**

This unit serves to briefly review ancient world civilizations and lay the foundation for the World History course. Students will also gain knowledge and understanding of major world religions, feudalism, the crusades, the black death and the Renaissance.

**Enduring Understandings/Essential Learner Outcomes**

Upon completion of this unit, students will be able to:

- a. Understand, differentiate, and explain major world religions
- b. Explain and connect Feudalism, the Crusades, and the Black Death as well as their impacts on society
- c. Know and explain the causes, activities, and effects of the Renaissance

**Academic Vocabulary**

Democracy, Dynasty, Empire, Judaism, Christianity, Islam, Hindu, Buddhism, Feudalism, Crusades, Black Death/Bubonic Plague, Renaissance, Divine Right, Eightfold Path, Ten Commandments, Printing Press, Technology.

**TOPIC: Ancient Civilizations** -- 5 Day(s)

**Description**

Students will review ancient civilizations, including Egypt, the Byzantine Empire, India, China, and Muslim Empires.

**Academic Vocabulary (What terms will students need to know?)**

democracy, republic, empire, monarchy, oligarchy, social hierarchy, city-state, direct democracy, limited democracy, polytheistic, monotheistic, military state, jury, helot, drama, comedy, patricians, plebeians, reincarnation, monsoons, animism, Justinian Code

**Learning Targets**

I can explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.

KCU.WH.9-  
12.T2S1.A

I can compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

KCU.WH.9-  
12.T2S1.B

I can compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.

KCU.WH.9-  
12.T2S2.A

I can analyze physical geography to explain how regions are connected or isolated from each other.

KCU.WH.9-  
12.T2S3.A

I can explain how scientific and technological advancements impacted the interconnectedness within and among regions.

KCU.WH.9-  
12.T2S5.A

I can create tools to analyze a chronological sequence of related events in history

DT.WH.9-  
12.T1S1.A

I can use an inquiry lens and develop compelling questions about world history post c. 1450.

DT.WH.9-  
12.T1S1.D

I can use an inquiry lens to determine helpful resources and consider multiple points of views represented in the resources.

DT.WH.9-  
12.T1S1.D

I can analyze the causes and consequences of a specific problem in world history post c. 1450.

DT.WH.9-  
12.T1S1.E

I can analyze specific challenges and opportunities faced by those trying to address specific problems post c. 1450.

DT.WH.9-  
12.T1S1.E

I can analyze laws to determine how governmental systems affect individuals and groups in society in world history post c. 1450.

DT.WH.9-  
12.T1S2.A

I can analyze policies and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.

DT.WH.9-  
12.T1S2.A

I can predict the consequences which can occur when individuals fail to carry out their personal responsibilities.

DT.WH.9-  
12.T1S2.B

I can predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

DT.WH.9-  
12.T1S2.C

I can create and use maps and other graphic representations to explain relationships in world history c. 1450-2010.

DT.WH.9-  
12.T1S3.A

I can create and use maps and other graphic representations in order to reveal patterns or trends in world history c. 1450-2010.

DT.WH.9-  
12.T1S3.A

I can analyze how the physical characteristics of world regions post c. 1450 are connected to changing identity and culture.

DT.WH.9-  
12.T1S3.B

I can analyze how the human characteristics of world regions c. 1450 are connected to changing identity and culture.

DT.WH.9-  
12.T1S3.B

I can locate major cities of the world and key world nations.

DT.WH.9-  
12.T1S3.C

I can locate the world's continents.

DT.WH.9-  
12.T1S3.C

I can locate the oceans of the world.

DT.WH.9-  
12.T1S3.C

I can locate major topographical features of the world.

DT.WH.9-  
12.T1S3.C

I can use a world history lens to analyze the opportunity costs and benefits of economic decisions on society post c. 1450.

DT.WH.9-  
12.T1S4.A

I can use a world history lens to analyze the opportunity costs and benefits of economic decisions on individuals post c. 1450.

DT.WH.9-  
12.T1S4.A

I can use a world history lens to describe how peoples' perspectives shaped the sources/artifacts they created.

DT.WH.9-  
12.T1S5.A

I can use a world history lens to examine the origins of social structure and stratification on societies and relationships between peoples.

DT.WH.9-  
12.T1S5.B

I can use a world history lens to examine the impact of social structure and stratification on societies and relationships between peoples.

DT.WH.9-  
12.T1S5.B

**TOPIC: Major World Religions** -- 5 Day(s)

**Description**

This topic covers the major world religions of Judaism, Christianity, Islam, Hinduism, and Buddhism.

**Academic Vocabulary (What terms will students need to know?)**

Abraham, Monotheistic, Messiah, Torah, Five Pillars of Islam, Ten Commandments, Quran, Jihad, Muhammed, Jesus Christ, Reincarnation, karma, jainism, enlightenment, nirvana, Siddhartha Gautama

**Learning Targets**

I can compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.

KCU.WH.9-  
12.T2S3.B

I can analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.

KCU.WH.9-  
12.T2S5.C

**TOPIC: Feudalism, Crusades, Black Death** -- 10 Day(s)

**Description**

These topics cover Feudalism in Europe, the European Crusades to the Holy Land, the Black Death in Europe and the impacts each had on the European continent and the rest of the world.

**Academic Vocabulary (What terms will students need to know?)**

Middle Ages, Feudal System, Knights, Lords, Vassals, Chivalry, Pope, Schism

**Learning Targets**

I can explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.

KCU.WH.9-  
12.T2S1.C

I can analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.

KCU.WH.9-  
12.T2S4.A

**TOPIC: Protestant Reformation** -- 2 Week(s)

**Description**

This topic will focus on the ties of the Protestant Reformation to the Renaissance and the proliferation of the ideas of the Protestant Reformation through the development of the printing press. Additionally, focus will be paid to the causes and effects

**Academic Vocabulary (What terms will students need to know?)**

Johann Gutenberg, indulgence, Reformation, Lutheran, Protestant, annul, Anglican, 95 Theses, excommunicate, Protestant,

**Learning Targets**

I can explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.

KCU.WH.9-  
 12.T2S1.C

I can I explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.

KCU.WH.9-  
 12.T2S2.B

I can analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.

KCU.WH.9-  
 12.T2S4.A

I can analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.

KCU.WH.9-  
 12.T2S5.B

**UNIT: Age of Discovery** -- 6 Week(s)

**Unit Description**

The Age of Discovery covers the Protestant Reformation; large land empires of Russia, China, and the Middle East(Islam);and European Exploration. Students will gain understanding of these topics and analyze their development & impact on the world.

**Enduring Understandings/Essential Learner Outcomes**

Upon completion of this unit, students will be able to:

- a. Demonstrate understanding the Protestant Reformation and its enduring legacy
- b. Explain the Scientific Revolution and its impact on society
- c. Provide an overview for each of the Large Land Empires (Russia, China, Middle East)
- d. Summarize the Columbian Exchange and European Expansion

**Academic Vocabulary**

Johann Gutenberg, indulgence, Reformation, Lutheran, Protestant, annul, Anglican, 95 Theses, excommunicate, Protestant, Martin Luther, John Calvin, Henry VIII, sacraments, predestination, Puritan, Hugenots, Presbyterian, theocracy, Anabaptist, Catholic Reformation, Jesuits, Council of Trent.

Tang Taizong, Wu Zhao, movable type, gentry, ghazi, Ottoman, sultan, Timur the Lame, Mehmed II, Suleyman the Lawgiver, devshirme, janissary, Safavid, Isma'il, shah, Shah Abbas, Esfahan, Bartolomeu Dias, Prince Henry, Vasco de Gama, Treaty of Tordesillas, Dutch East India Company, Ming Dynasty, Hongwu, Yonglo, Zheng He, Manchus, Qing Dynasty, Kangxi, Ivan the Terrible, boyar, Peter the Great, westernization

Christopher Columbus, colony, Hernando Cortes, conquistador, Francisco Pizarro,Atalhuapa, mestizo, encomiendo, New France, Jamestown, Pilgrims, Puritans, New Netherland, French and Indian War, Metacom, Atlantic Slave Trade, triangular trade, middle passage, Columbian Exchange, capitalism, joint-stock company, mercantilism, favorable balance of trade

**TOPIC: Protestant Reformation** -- 2 Week(s)

**Description**

This topic will focus on the ties of the Protestant Reformation to the Renaissance and the proliferation of the ideas of the Protestant Reformation through the development of the printing press. Additionally, focus will be paid to the causes and effects of the Protest Reformation on European/ World societies and how it influenced the spread of new ideas.

**Academic Vocabulary (What terms will students need to know?)**

Johann Gutenberg, indulgence, Reformation, Lutheran, Protestant, annul, Anglican, 95 Theses, excommunicate, Protestant, Martin Luther, John Calvin, Henry VIII, sacraments, predestination, Puritan, Hugenots, Presbyterian, theocracy, Anabaptist, Catholic Reformation, Jesuits, Council of Trent.

**Learning Targets**

I can analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.

KCU.WH.9-  
12.T3S1.A

I can analyze the style and function of a leader to determine his/her impact on a governmental system.

KCU.WH.9-  
12.T3S2.B

I can trace the development and impact of religious reform on exploration, interactions and conflicts among various groups and nations.

KCU.WH.9-  
12.T3S5.D

I can explain connections between historical context and peoples' perspectives at the time in world history.

DT.WH.9-  
12.T1S1.B

**TOPIC: The Large Land Empires -- 2 Week(s)**

**Description**

The topic of the large land empires will focus on the expansion of the Islamic Empire throughout the middle east and other areas and its influence over Europe. The Tang/Song Dynasties and their interaction with Europe. Finally, the focus will shift to the establishment of a russian empire and its rulers.

**Academic Vocabulary (What terms will students need to know?)**

Tang Taizong, Wu Zhao, movable type, gentry, ghazi, Ottoman, sultan, Timur the Lame, Mehmed II, Suleyman the Lawgiver, devshirme, janissary, Safavid, Isma'il, shah, Shah Abbas, Esfahan, Bartolomeu Dias, Prince Henry, Vasco de Gama, Treaty of Tordesillas, Dutch East India Company, Ming Dynasty, Hongwu, Yonglo, Zheng He, Manchus, Qing Dynasty, Kangxi, Ivan the Terrible, boyar, Peter the Great, westernization

**Learning Targets**

I can explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.

KCU.WH.9-12.T3S1.C

I can describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.

KCU.WH.9-12.T3S2.A

I can analyze the style and function of a leader to determine his/her impact on a governmental system.

KCU.WH.9-12.T3S2.B

I can analyze physical geography to explain the availability and movement of resources.

KCU.WH.9-12.T3S3.A

I can describe major changes in patterns of migration and human settlement In Africa, Asia and the Americas resulting from European expansion.

KCU.WH.9-12.T3S3.B

I can compare the extent, interaction and impact of African, European, American and Asian trade networks.

KCU.WH.9-12.T3S4.A

I can compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.

KCU.WH.9-12.T3S4.B

I can describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.

KCU.WH.9-12.T3S4.C

I can analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.

KCU.WH.9-12.T3S5.A

I can assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

KCU.WH.9-12.T3S5.C

I can trace the development and impact of religious. reform on exploration, interactions and conflicts among various groups and nations.

KCU.WH.9-12.T3S5.D

**TOPIC: European Exploration** -- 2 Week(s)

**Description**

The topic will focus on European exploration throughout the world, but primarily into North, Central, and South America. Countries that will be closely paid attention to are Spain, Portugal, France, England, and the Dutch. Particular attention will focus on the Columbian Exchange and the establishment of the Atlantic Slave Trade and the idea of Mercantilism.

**Academic Vocabulary (What terms will students need to know?)**

Christopher Columbus, colony, Hernando Cortes, conquistador, Francisco Pizarro, Atalhuapa, mestizo, encomiendo, New France, Jamestown, Pilgrims, Puritans, New Netherland, French and Indian War, Metacom, Atlantic Slave Trade, triangular trade, middle passage, Columbian Exchange, capitalism, joint-stock company, mercantilism, favorable balance of trade

**Learning Targets**

I can analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.

KCU.WH.9-12.T3S1.B

I can compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.

KCU.WH.9-12.T2S2.A

I can analyze the style and function of a leader to determine his/her impact on a governmental system.

KCU.WH.9-12.T3S2.B

I can analyze physical geography to explain the availability and movement of resources.

KCU.WH.9-12.T3S3.A

I can describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.

KCU.WH.9-12.T3S3.B

I can compare the extent, interaction and impact of African, European, American and Asian trade networks.

KCU.WH.9-12.T3S4.A

I can compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.

KCU.WH.9-12.T3S4.B

I can describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.

KCU.WH.9-12.T3S4.C

I can analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.

KCU.WH.9-12.T3S5.A

I can determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.

KCU.WH.9-12.T3S5.B

I can assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

KCU.WH.9-12.T3S5.C

I can trace the development and impact of religious reform on exploration, interactions and conflicts among various groups and nations.

KCU.WH.9-  
12.T3S5.D

**UNIT: Age of Revolution (Part 1)** -- 6 Week(s)

**Unit Description**

The Age of Revolution (part 1) will focus on the Age Absolutism, the Enlightenment Era(including the Scientific Revolution) and the American Revolution and the how this era has impacted society.

**Enduring Understandings/Essential Learner Outcomes**

Upon completion of this unit, students will be able to:

1. Understand the impacts of the Absolute Monarchs, and how the affected the world.
2. Understand the principles of the Enlightenment/Scientific Revolution and how these ideas sparked democratic reforms around the world.
3. Understand the reasons/influences for the American Revolution and the impacts it had on the rest of the world.

**Academic Vocabulary**

absolute monarch, divine right, Edict of Nantes, skepticism, intendant, War of Spanish Succession, Thirty Year's War, Seven Year's War, boyar, westernization, English Civil War, Restoration, *habeas corpus*, Glorious Revolution, constitutional monarchy, cabinet, geocentric theory, Scientific Revolution, heliocentric theory, scientific method, Enlightenment, social contract, philosophe, salon, baroque, neoclassical, enlightened despot, Declaration of Independence, checks and balances, federal system, Bill of Rights, navigation Acts, mercantilism, Sugar Act, Stamp Act, Boston Massacre, Boston Tea party, *Common Sense*

**TOPIC: Absolutism** -- 2 Week(s)

**Description**

Unit explores the absolute monarchy across Europe and the effects absolutism has on the world.

**Academic Vocabulary (What terms will students need to know?)**

Characteristics, laissez faire economics, market economies, mixed economies, command economies; social, political, and personal decisions, Limited government, absolute government, society, revolutions, conflict, Political revolutions, reform movements, self-government, liberty

**Learning Targets**

I can analyze political revolutions and reform movements.

KCU.WH.9-  
12.T4S1.C

I can determine effects of political revolutions on political expectations, self-government, and individual liberty around the world.

KCU.WH.9-  
12.T4S1.C

I can analyze responses and reactions to revolutions.

KCU.WH.9-  
12.T4S1.D

I can predict conflicts in the future in relation to past revolutions.

KCU.WH.9-  
12.T4S1.D

I can explain limited and absolute governments.

KCU.WH.9-  
12.T4S2.B

I can compare and contrast limited and absolute governments.

KCU.WH.9-  
12.T4S2.B

I can determine the impacts of limited and absolute government.

KCU.WH.9-  
12.T4S2.B

I can identify and explain the origins of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can identify and explain the characteristics of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can determine the effects of laissez faire, market, mixed, and command economic systems on personal, social, and political decisions.

KCU.WH.9-  
12.T4S4.A

**TOPIC: Enlightenment/Scientific Revolution -- 2 Week(s)**

**Description**

I introduction to Scientific Revolution and Enlightenment thinkers and the ideas that influenced scientific, political, and economic thought processes.

**Academic Vocabulary (What terms will students need to know?)**

Characteristics, laissez faire economics, market economies, mixed economies, command economies; social, political, and personal decisions, Intellectual, artistic, and literary achievements, social and educational reform, political, social, cultural, artistic and economic revolutions; race, tribe, class, slavery, caste affiliation, Enlightenment, natural law, natural rights, social contract, due process, separation of powers, Political revolutions

**Learning Targets**

I can compare and contrast the causes of political revolutions in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.B

I can compare and contrast the significant outcomes of political revolutions in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.B

I can identify and explain key ideas of the Enlightenment thinkers.

KCU.WH.9-  
12.T4S2.A

I can identify and explain key ideas such as natural law, natural rights, social contract, due process, and separation of powers.

KCU.WH.9-  
12.T4S2.A

I can identify and explain the origins of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can identify and explain the characteristics of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can determine the effects of laissez faire, market, mixed, and command economic systems on personal, social, and political decisions.

KCU.WH.9-  
12.T4S4.A

I can identify and explain intellectual, artistic, and literary achievements of the Enlightenment and revolutions that came after.

KCU.WH.9-  
12.T4S5.A

I can explain how intellectual, artistic, and literary achievements challenged the status quo.

KCU.WH.9-  
12.T4S5.A

I can identify and explain political, social, cultural, artistic and economic revolutions.

KCU.WH.9-  
12.T4S5.D

I can determine the impacts political, social, cultural, artistic and economic revolutions on class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-  
12.T4S5.D

**TOPIC: American Revolution** -- 2 Week(s)

**Description**

Will focus on the effects of the Enlightenment on the American Revolution and how the American revolution influenced other revolutionaries around the world.

**Academic Vocabulary (What terms will students need to know?)**

Republic, Pre-revolutionary, Age of Revolution, Political revolutions, reform movements, self-government, liberty, revolutions, conflict, Nationalism, nations, Government systems, Push-pull; revolutions; population distribution, settlements, and migration,

**Learning Targets**

I can identify and explain different forms of republics in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.A

I can identify and explain pre-revolutionary ideas and expectations of the Age of Revolution.

KCU.WH.9-  
12.T4S1.A

I can evaluate different forms of republics in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.A

I can evaluate pre-revolutionary ideas and expectations of the Age of Revolution.

KCU.WH.9-  
12.T4S1.A

I can identify the impacts of nationalism on existing and emerging peoples, and nations.

KCU.WH.9-  
12.T4S1.E

I can evaluate the impacts of nationalism on existing and emerging peoples, and nations.

KCU.WH.9-  
12.T4S1.E

I can identify government systems that resulted from political revolutions.

KCU.WH.9-  
12.T4S2.C

I can compare and contrast government systems that resulted from political revolutions.

KCU.WH.9-  
12.T4S2.C

I can identify how and why places change due to revolutions.

KCU.WH.9-  
12.T4S3.A

I can explain how and why places change due to revolutions.

KCU.WH.9-  
12.T4S3.A

I can explain why people have varying perceptions of an area after a revolution.

KCU.WH.9-  
12.T4S3.A

I can identify and explain the factors that cause a revolution.

KCU.WH.9-  
12.T4S3.B

I can determine the impacts of revolution on population distribution, settlements, and migration.

KCU.WH.9-  
12.T4S3.B

I can analyze political revolutions and reform movements.

KCU.WH.9-  
12.T4S1.C

I can determine effects of political revolutions on political expectations, self-government, and individual liberty around the world.

KCU.WH.9-  
12.T4S1.C

**UNIT: Age of Revolution (part 2)** -- 6 Week(s)

**Unit Description**

The students will have an understanding of the French Revolution and the era of Napoleon, the Industrial revolution and its effects on the world, and the Age of Democratic Reform and Activism.

**Enduring Understandings/Essential Learner Outcomes**

Upon completion of this unit, students will be able to:

1. Understand the impacts the French Revolution had on the world and the legacy of Napoleon.
2. Understand the impacts of the Industrial Revolution, its legacy for the world today.
3. Understand the implication of Democratic Reform and Activism.

**Academic Vocabulary**

Old Regime, estate, Estates-General, National Assembly, Tennis Court Oath, Great Fear, Legislative Assembly, emigre, sans-culotte, Jacobin, guillotine, Reign of Terror, coup d'etat, plebiscite, lycee, concordat, Napoleonic Code, Battle of Trafalgar, blockade, Continental System, guerilla, Peninsular War, scorched-earth policy, Waterloo, Hundred days War, Congress of Vienna, balance of power, legitimacy, Holy Alliance, Concert of Europe,

**TOPIC: French Revolution** -- 3 Week(s)

**Description**

A discussion of the origins and implications of the French Revolution on France, Europe, and the rest of the world.

**Academic Vocabulary (What terms will students need to know?)**

Republic, Pre-revolutionary, Age of Revolution, Political revolutions, reform movements, self-government, liberty conflict, Limited government, absolute government, society, Government systems, Intellectual, artistic, and literary achievements, social and educational reform, political, social, cultural, artistic and economic revolutions; race, tribe, class, slavery, caste affiliation

**Learning Targets**

I can analyze political revolutions and reform movements.

KCU.WH.9-  
12.T4S1.C

I can analyze responses and reactions to revolutions.

KCU.WH.9-  
12.T4S1.D

I can compare and contrast government systems that resulted from political revolutions.

KCU.WH.9-  
12.T4S2.C

I can compare and contrast limited and absolute governments.

KCU.WH.9-  
12.T4S2.B

I can compare and contrast the causes of political revolutions in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.B

I can compare and contrast the significant outcomes of political revolutions in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.B

I can determine effects of political revolutions on political expectations, self-government, and individual liberty around the world.

KCU.WH.9-  
12.T4S1.C

I can determine the impacts of limited and absolute government.

KCU.WH.9-  
12.T4S2.B

I can determine the impacts political, social, cultural, artistic and economic revolutions on class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-  
12.T4S5.D

I can evaluate different forms of republics in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.A

I can evaluate pre-revolutionary ideas and expectations of the Age of Revolution.

KCU.WH.9-  
12.T4S1.A

I can explain how and why places change due to revolutions.

KCU.WH.9-  
12.T4S3.A

I can explain how intellectual, artistic, and literary achievements challenged the status quo.

KCU.WH.9-  
12.T4S5.A

I can explain limited and absolute governments.

KCU.WH.9-  
12.T4S2.B

I can explain why people have varying perceptions of an area after a revolution.

KCU.WH.9-  
12.T4S3.A

I can identify and explain different forms of republics in the Age of Revolutions.

KCU.WH.9-  
12.T4S1.A

I can identify and explain intellectual, artistic, and literary achievements of the Enlightenment and revolutions that came after.

KCU.WH.9-  
12.T4S5.A

I can identify and explain political, social, cultural, artistic and economic revolutions.

KCU.WH.9-  
12.T4S5.D

I can identify and explain pre-revolutionary ideas and expectations of the Age of Revolution.

KCU.WH.9-  
12.T4S1.A

I can identify government systems that resulted from political revolutions.

KCU.WH.9-  
12.T4S2.C

I can identify how and why places change due to revolutions.

KCU.WH.9-  
12.T4S3.A

I can predict conflicts in the future in relation to past revolutions.

KCU.WH.9-  
12.T4S1.D

**TOPIC: Industrial Revolution** -- 2 Week(s)

**Description**

A discussion on the origins and implications of the Industrial Revolution.

**Academic Vocabulary (What terms will students need to know?)**

Push-pull; revolutions; population distribution, settlements, and migration, technology, capacity, environment, intended and unintended consequences, Characteristics, laissez faire economics, market economies, mixed economies, command economies; social, political, and personal decisions, natural resources, entrepreneurship, innovation, labor, capital, industrial economy, forms of energy, political, social, cultural, artistic and economic revolutions; race, tribe, class, slavery, caste affiliation

**Learning Targets**

I can determine the effects of laissez faire, market, mixed, and command economic systems on personal, social, and political decisions.

KCU.WH.9-  
12.T4S4.A

I can determine the impacts of revolution on population distribution, settlements, and migration.

KCU.WH.9-  
12.T4S3.B

I can determine the impacts political, social, cultural, artistic and economic revolutions on class, race, tribe, slavery, and caste affiliation.

KCU.WH.9-  
12.T4S5.D

I can identify and explain political, social, cultural, artistic and economic revolutions.

KCU.WH.9-  
12.T4S5.D

I can identify and explain the characteristics of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can identify and explain the factors that cause a revolution.

KCU.WH.9-  
12.T4S3.B

I can identify and explain the origins of laissez faire, market, mixed, and command economic systems.

KCU.WH.9-  
12.T4S4.A

I can identify new technologies and people's ability to use them to change their environment.

KCU.WH.9-  
12.T4S3.C

I can identify new technologies intended and unintended consequences on the physical environment

KCU.WH.9-  
12.T4S3.C

I can explain new technologies and people's ability to use them to change their environment.

KCU.WH.9-  
12.T4S3.C

I can explain new technologies intended and unintended consequences on the physical environment.

KCU.WH.9-  
12.T4S3.C

I can identify and explain the connections of natural resources, entrepreneurship, innovation, labor, and capital to industrial economies of Europe, Africa, Asia, and the Americas.

KCU.WH.9-  
12.T4S4.B

I can determine the effects of an industrial economy on the world.

KCU.WH.9-  
 12.T4S4.B

I can identify and explain new technologies and forms of energy.

KCU.WH.9-  
 12.T4S5.B

I can identify the impacts of nationalism on existing and emerging peoples, and nations.

KCU.WH.9-  
 12.T4S5.B

**TOPIC: Age of Democracy(Democratic Reform and Activism) -- 1 Week(s)**

**Description**

A discussion of the implementations of democracies in the early 19th centuries and democratic activism throughout the world.

**Academic Vocabulary (What terms will students need to know?)**

Nationalism, nations, Enlightenment, natural law, natural rights, social contract, due process, separation of powers, social and educational reform

**Learning Targets**

I can evaluate the impacts of nationalism on existing and emerging peoples, and nations.

KCU.WH.9-  
 12.T4S1.E

I can identify and explain key ideas of the Enlightenment thinkers.

KCU.WH.9-  
 12.T4S2.A

I can identify and explain key ideas such as natural law, natural rights, social contract, due process, and separation of powers.

KCU.WH.9-  
 12.T4S2.A

I can identify the impacts of nationalism on existing and emerging peoples, and nations.

KCU.WH.9-  
 12.T4S1.E

**UNIT: Modern Era -- 6 Week(s)**

**Unit Description**

The unit will focus on the areas of imperialism in the late 1800's, changes taking place around the globe, World War I, and revolutions and nationalistic fervor prior to World War II.

**Enduring Understandings/Essential Learner Outcomes**

At the conclusion of this unit students will be able to identify and understand the following:

1. The causes and effects of European Imperialism on Africa, India, and China.
2. Reasons for American Imperialism and the long-term effects imperialism had in the Philippines and Latin America.
3. Causes and long-term consequences of WWI.
4. Factors that led to the Russian Revolution and the long-term effects the revolution had upon the world.

**Academic Vocabulary**

Imperialism, racism, Social Darwinism, Berlin Conference, Shaka, Boer, Boer War, paternalism, assimilation, Menelik II, geopolitics, Crimean War, Suez Canal, Sepoy, "jewel in the crown", Sepoy Mutiny, Raj, Pacific Rim, Emilio Aguinaldo, annexation, Queen Liliuokalani, Opium War, extraterritorial rights, Taiping Rebellion, sphere of influence, Open Door Policy, Boxer Rebellion, Treaty of Kanagawa, Meiji Era, Russo-Japanese War, annexation, caudillo, Monroe Doctrine, Jose Marti, Spanish-American War, Panama canal, Roosevelt Corollary, Militarism, Triple Alliance, Kaiser Wilhelm II, Triple Entente, Central Powers, Allies, Western Front, Schlieffen Plan, trench warfare, Eastern Front, unrestricted submarine warfare, total war, rationing, propaganda, armistice, Woodrow Wilson, Georges Clemenceau, Fourteen Points, self-determination, Treaty of Versailles, League of Nations, Proletariat, Bolsheviks, Lenin, Rasputin, provisional government, soviet, Communist Party, Joseph Stalin, totalitarianism, Great Purge,

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command economy, Five-Year plan, collective farm, Albert Einstein, Theory of Relativity, Sigmund Freud, existentialism, Friedrich Nietzsche, surrealism, jazz, Charles Lindbergh, coalition government, Weimar Republic, Franklin D. Roosevelt, New Deal, Great Depression, fascism, Benito Mussolini, Adolf Hitler, Nazism, Mein Kampf, lebensraum, appeasement, Axis Powers, Francisco Franco, isolationism, Third Reich, Munich Conference, Monarchy, theocracy, totalitarianism, representative government, national order, international order, market economy, mixed economy, command economy, economic growth, labor markets, rights of citizens, resource allocation

**TOPIC: Imperialism/Changes Around the World -- 2 Week(s)**

**Description**

The two week sub-unit focuses on European Imperialism in areas such as Africa and India. Additionally, the focus will be on imperialistic influences in China, the modernization of Japan, and United States economic imperialism in the Philippines and Latin America. Finally, attention will focus on the leadup to WWI.

**Academic Vocabulary (What terms will students need to know?)**

Imperialism, racism, Social Darwinism, Berlin Conference, Shaka, Boer, Boer War, paternalism, assimilation, Menelik II, geopolitics, Crimean War, Suez Canal, Sepoy, "jewel in the crown", Sepoy Mutiny, Raj, Pacific Rim, Emilio Aguinaldo, annexation, Queen Liliuokalani, Opium War, extraterritorial rights, Taiping Rebellion, sphere of influence, Open Door Policy, Boxer Rebellion, Treaty of Kanagawa, Meiji Era, Russo-Japanese War, annexation, caudillo, Monroe Doctrine, Jose Marti, Spanish-American War, Panama canal, Roosevelt Corollary

**Learning Targets**

I can determine the causes and consequences of world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can determine the causes and consequences of world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can analyze world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can analyze world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

I can determine the impacts of world wars, revolutions, and global conflicts on the world today.

KCU.WH.9-  
12.T5S1.B

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can analyze physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can evaluate relationships of technological and scientific advancement and increasing global interaction.

KCU.WH.9-  
12.T5S3.C

I can analyze economic systems like market, mixed, and command economies.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can the causes of and patterns of human rights violations and genocide.

KCU.WH.9-  
12.T5S5.A

I can suggest resolutions for current and future conflicts.

KCU.WH.9-  
12.T5S5.A

I can analyze the process of globalization.

KCU.WH.9-  
12.T5S5.B

I can determine the effects of globalization on global conflict and cooperation.

KCU.WH.9-  
12.T5S5.B

I can analyze the causes and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the effects and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

**TOPIC: World War I** -- 2 Week(s)

**Description**

The WWI sub-unit will focus on the causes of WWI, the effects the war had on the soldiers and civilians of Europe, United States involvement(pre-war, during, and post-war), and the effects WWI on Europe, the United States, and the rest of the world.

**Academic Vocabulary (What terms will students need to know?)**

Militarism, Triple Alliance, Kaiser Wilhelm II, Triple Entente, Central Powers, Allies, Western Front, Schlieffen Plan, trench warfare, Eastern Front, unrestricted submarine warfare, total war, rationing, propaganda, armistice, Woodrow Wilson, Georges Clemenceau, Fourteen Points, self-determination, Treaty of Versailles, League of Nations

**Learning Targets**

I can determine the causes and consequences of world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can determine the causes and consequences of world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can analyze world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can analyze world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

I can determine the impacts of world wars, revolutions, and global conflicts on the world today.

KCU.WH.9-  
12.T5S1.B

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can analyze treaties, agreements and international organizations.

KCU.WH.9-  
12.T5S2.B

I can determine the impact of treaties, agreements and international organizations on world challenges.

KCU.WH.9-  
12.T5S2.B

I can determine the impact of treaties, agreements and international organizations on national and international order.

KCU.WH.9-  
12.T5S2.B

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can analyze physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can explain how technology has reduced barriers.

KCU.WH.9-  
12.T5S3.B

I can explain how technology has expanded people's capacity to use and modify the physical environment.

KCU.WH.9-  
12.T5S3.B

I can evaluate relationships of technological and scientific advancement and increasing global interaction.

KCU.WH.9-  
12.T5S3.C

I can analyze economic systems like market, mixed, and command economies.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can evaluate response of individuals, groups, and government to economic, environmental, health, and medical challenges.

KCU.WH.9-  
12.T5S4.B

I can understand the responses of individuals, groups, and governments to economic, environmental, health, and medical challenges and how these systems evolve.

KCU.WH.9-  
12.T5S4.B

I can the causes of and patterns of human rights violations and genocide.

KCU.WH.9-  
12.T5S5.A

I can suggest resolutions for current and future conflicts.

KCU.WH.9-  
12.T5S5.A

I can analyze the process of globalization.

KCU.WH.9-  
12.T5S5.B

I can determine the effects of globalization on global conflict and cooperation.

KCU.WH.9-  
12.T5S5.B

I can analyze the causes and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

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I can analyze the effects and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can distinguish the powers and responsibilities of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can address and solve world problems of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can develop a research plan and identify appropriate resources for investigating social studies topics.

DT.WH.9-  
12.T1S1.C

I can create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.

DT.WH.9-  
12.T1S1.C

**TOPIC: Revolution and Nationalism Post WWI** -- 2 Week(s)

**Description**

The 2 week sub-units primary focus is on the Russian Revolution and the implementation of a totalitarian state in what will become the Soviet Union.

**Academic Vocabulary (What terms will students need to know?)**

Proletariat, Bolsheviks, Lenin, Rasputin, provisional government, soviet, Communist Party, Joseph Stalin, totalitarianism, Great Purge, command economy, Five-Year plan, collective farm, Albert Einstein, Theory of Relativity, Sigmund Freud, existentialism, Friedrich Nietzsche, surrealism, jazz, Charles Lindbergh, coalition government, Weimar Republic, Franklin D. Roosevelt, New Deal, Great Depression, fascism, Benito Mussolini, Adolf Hitler, Nazism, Mein Kampf, lebensraum, appeasement, Axis Powers, Francisco Franco, isolationism, Third Reich, Munich Conference

**Learning Targets**

I can address and solve world problems of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can analyze economic systems like market, mixed, and command economies.

KCU.WH.9-  
12.T5S4.A

I can analyze physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can analyze the process of globalization.

KCU.WH.9-  
12.T5S5.B

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can determine the effects of globalization on global conflict and cooperation.

KCU.WH.9-  
12.T5S5.B

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impacts of world wars, revolutions, and global conflicts on the world today.

KCU.WH.9-  
12.T5S1.B

I can distinguish the powers and responsibilities of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can evaluate response of individuals, groups, and government to economic, environmental, health, and medical challenges.

KCU.WH.9-  
12.T5S4.B

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

I can understand the responses of individuals, groups, and governments to economic, environmental, health, and medical challenges and how these systems evolve.

KCU.WH.9-  
12.T5S4.B

I can analyze technological, intellectual, artistic, and literary achievements of the modern era.

KCU.WH.9-  
12.T5S5.C

I can determine how society reflects and challenges the status quo through technological, intellectual, artistic, and literary achievements in modern era

KCU.WH.9-  
12.T5S5.C

**UNIT: Post-Modern Era -- 6 Week(s)**

**Unit Description**

The unit will cover the years of crisis between from the end of the 20's to the start of World War II, the Cold War, modern era struggles for democracy throughout the world, and global interdependence.

**Enduring Understandings/Essential Learner Outcomes**

After completing this unit students will:

1. Identify the economic, political, social, and scientific changes that brought the world to the brink of a second world war.
2. Identify and explain the causes and results of World War II.
3. Explain how the United States and Soviet Union competed for economic and military superiority in the Cold War Era.
4. Determine how China and nations in Latin America, Africa, and the former Soviet bloc struggle for democracy.

**Academic Vocabulary**

Monarchy, theocracy, totalitarianism, representative government, national order, international order, market economy, mixed economy, command economy, economic growth, labor markets, rights of citizens, resource allocation, Albert Einstein, Theory of Relativity, Sigmund Freud, existentialism, Friedrich Nietzsche, surrealism, jazz, Charles Lindbergh, coalition government, Weimar Republic, Franklin D. Roosevelt, New Deal, Great Depression, fascism, Benito Mussolini, Adolf Hitler, Nazism, Mein Kampf, lebensraum, appeasement, Axis Powers, Francisco Franco, isolationism, Third Reich, Munich Conference, Nonaggression pact, blitzkrieg, Charles de Gaulle, Winston Churchill, Battle of Britain, Erwin Rommel, Atlantic Charter, Isoroku Yamamoto, Pearl Harbor, Battle of Midway, Douglas MacArthur, Battle of Guadalcanal, Aryan, Holocaust, Kristallnacht, ghetto, "Final Solution", genocide, Dwight D. Eisenhower, Battle of Stalingrad, D-Day, Battle of the Bulge, kamikaze, Nuremberg Trials, demilitarization, democratization, United Nations, Iron Curtain, containment, Truman Doctrine, Marshall Plan, Cold War, NATO, Warsaw Pact, brinkmanship, Mao Zedong, Jiang Jieshi(Chiang Kai-Shek), commune, Red Guards, Cultural Revolution, 38th Parallel, Douglas MacArthur, Ho Chi Minh, domino theory, Ngo Dinh Diem, Vietcong, Vietnamization, Khmer Rouge, Politburo, Mikhail Gorbachev, glasnost, perestroika, Boris Yeltsin, CIS, "shock therapy, Solidarity, Lech Walesa, reunification, ethnic cleansing, Zhou Enlai, Deng

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Required Course

Xiaoping, Four Modernization, Tiananmen Square, Hong Kong

**TOPIC: Years of Crisis/WWII -- 2 Week(s)**

**Description**

This mini-unit will explore cause and consequences of the actions taken that lead to World War II, the actions of governments during WWII, and the end results of WWII.

**Academic Vocabulary (What terms will students need to know?)**

Albert Einstein, Theory of Relativity, Sigmund Freud, existentialism, Friedrich Nietzsche, surrealism, jazz, Charles Lindbergh, coalition government, Weimar Republic, Franklin D. Roosevelt, New Deal, Great Depression, fascism, Benito Mussolini, Adolf Hitler, Nazism, Mein Kampf, lebensraum, appeasement, Axis Powers, Francisco Franco, isolationism, Third Reich, Munich Conference, Nonaggression pact, blitzkrieg, Charles de Gaulle, Winston Churchill, Battle of Britain, Erwin Rommel, Atlantic Charter, Isoroku Yamamoto, Pearl Harbor, Battle of Midway, Douglas MacArthur, Battle of Guadalcanal, Aryan, Holocaust, Kristallnacht, ghetto, "Final Solution", genocide, Dwight D. Eisenhower, Battle of Stalingrad, D-Day, Battle of the Bulge, kamikaze, Nuremberg Trials, demilitarization, democratization

**Learning Targets**

I can address and solve world problems of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can analyze economic systems like market, mixed, and command economies.

KCU.WH.9-  
12.T5S4.A

I can analyze physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can analyze technological, intellectual, artistic, and literary achievements of the modern era.

KCU.WH.9-  
12.T5S5.C

I can analyze the causes and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can analyze the effects and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze treaties, agreements and international organizations.

KCU.WH.9-  
12.T5S2.B

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can determine how society reflects and challenges the status quo through technological, intellectual, artistic, and literary achievements in modern era

KCU.WH.9-  
12.T5S5.C

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of treaties, agreements and international organizations on national and international order.

KCU.WH.9-  
12.T5S2.B

I can determine the impact of treaties, agreements and international organizations on world challenges.

KCU.WH.9-  
12.T5S2.B

I can determine the impacts of world wars, revolutions, and global conflicts on the world today.

KCU.WH.9-  
12.T5S1.B

I can distinguish the powers and responsibilities of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can suggest resolutions for current and future conflicts.

KCU.WH.9-  
12.T5S5.A

I can trace the causes of and patterns of human rights violations and genocide.

KCU.WH.9-  
12.T5S5.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

I can analyze major demographic patterns.

KCU.WH.9-  
12.T5S3.D

I can determine the effect of major demographic patterns on human and physical systems.

KCU.WH.9-  
12.T5S3.D

**TOPIC: Cold War** -- 2 Week(s)

**Description**

Students will examine the causes of the Cold War and the early conflicts between the U.S. and Soviet Union in the UN, Korea, Cuba, and Vietnam.

**Academic Vocabulary (What terms will students need to know?)**

United Nations, Iron Curtain, containment, Truman Doctrine, Marshall Plan, Cold War, NATO, Warsaw Pact, brinkmanship, Mao Zedong, Jiang Jieshi (Chiang Kai-Shek), commune, Red Guards, Cultural Revolution, 38th Parallel, Douglas MacArthur, Ho Chi Minh, domino theory, Ngo Dinh Diem, Vietcong, Vietnamization, Khmer Rouge

**Learning Targets**

I can address and solve world problems of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can analyze physical geography to explain the availability and movement of resources.

KCU.WH.9-  
12.T3S3.A

I can analyze technological, intellectual, artistic, and literary achievements of the modern era.

KCU.WH.9-  
12.T5S5.C

I can analyze the causes and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can analyze the effects and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the process of globalization.

KCU.WH.9-  
12.T5S5.B

I can analyze treaties, agreements and international organizations.

KCU.WH.9-  
12.T5S2.B

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can determine how society reflects and challenges the status quo through technological, intellectual, artistic, and literary achievements in modern era

KCU.WH.9-  
12.T5S5.C

I can determine the effects of globalization on global conflict and cooperation.

KCU.WH.9-  
12.T5S5.B

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of treaties, agreements and international organizations on national and international order.

KCU.WH.9-  
12.T5S2.B

I can distinguish the powers and responsibilities of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can evaluate relationships of technological and scientific advancement and increasing global interaction.

KCU.WH.9-  
12.T5S3.C

I can explain how technology has expanded people's capacity to use and modify the physical environment.

KCU.WH.9-  
12.T5S3.B

I can explain how technology has reduced barriers.

KCU.WH.9-  
12.T5S3.B

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can suggest resolutions for current and future conflicts.

KCU.WH.9-  
12.T5S5.A

I can the causes of and patterns of human rights violations and genocide.

KCU.WH.9-  
12.T5S5.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

**TOPIC: Struggles for Democracy** -- 2 Week(s)

**Description**

This mini-unit will explore the later conflicts of the Cold War and its subsequent demise. Additionally, the consequences of the fall of the Soviet Union will be examined and the struggles of countries to form democratic governments throughout the world.

**Academic Vocabulary (What terms will students need to know?)**

Politburo, Mikhail Gorbachev, glasnost, perestroika, Boris Yeltsin, CIS, "shock therapy, Solidarity, Lech Walesa, reunification, ethnic cleansing, Zhou Enlai, Deng Xiaoping, Four Modernization, Tiananmen Square, Hong Kong

**Learning Targets**

I can address and solve world problems of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can analyze economic systems like market, mixed, and command economies.

KCU.WH.9-  
12.T5S4.A

I can analyze major demographic patterns.

KCU.WH.9-  
12.T5S3.D

I can analyze physical geography to explain the availability and movement of resources.

KCU.WH.9-  
12.T3S3.A

I can analyze technological, intellectual, artistic, and literary achievements of the modern era.

KCU.WH.9-  
12.T5S5.C

I can analyze the causes and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the different processes of colonization and decolonization.

KCU.WH.9-  
12.T5S1.C

I can analyze the effects and changing roles of class, ethnicity, race, gender and age on world cultures post 1450.

KCU.WH.9-  
12.T5S5.D

I can analyze the process of globalization.

KCU.WH.9-  
12.T5S5.B

I can analyze treaties, agreements and international organizations.

KCU.WH.9-  
12.T5S2.B

I can analyze world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can analyze world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can compare and contrast the evolving governmental systems of monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can compare the impact and legacies of colonization and decolonization on the world today.

KCU.WH.9-  
12.T5S1.C

I can determine how society reflects and challenges the status quo through technological, intellectual, artistic, and literary achievements in modern era

KCU.WH.9-  
12.T5S5.C

I can determine the causes and consequences of world-wide imperialism in the late nineteenth century.

KCU.WH.9-  
12.T5S1.A

I can determine the causes and consequences of world-wide imperialism in the twentieth century.

KCU.WH.9-  
12.T5S1.A

I can determine the effect of major demographic patterns on human and physical systems.

KCU.WH.9-  
12.T5S3.D

I can determine the effects of globalization on global conflict and cooperation.

KCU.WH.9-  
12.T5S5.B

I can determine the impact of market, mixed, and command economies on economic growth and labor markets in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of market, mixed, and command economies on rights of citizens, the environment, and resource allocation in different regions of the world.

KCU.WH.9-  
12.T5S4.A

I can determine the impact of governmental systems such as monarchy, theocracy, totalitarianism and representative government.

KCU.WH.9-  
12.T5S2.A

I can determine the impact of treaties, agreements and international organizations on national and international order.

KCU.WH.9-  
12.T5S2.B

I can determine the impact of treaties, agreements and international organizations on world challenges.

KCU.WH.9-  
12.T5S2.B

I can determine the impacts of world wars, revolutions, and global conflicts on the world today.

KCU.WH.9-  
12.T5S1.B

I can distinguish the powers and responsibilities of citizens and institutions c. post 1450.

KCU.WH.9-  
12.T5S5.E

I can evaluate relationships of technological and scientific advancement and increasing global interaction.

KCU.WH.9-  
12.T5S3.C

I can evaluate response of individuals, groups, and government to economic, environmental, health, and medical challenges.

KCU.WH.9-  
12.T5S4.B

I can explain how technology has expanded people's capacity to use and modify the physical environment.

KCU.WH.9-  
12.T5S3.B

I can explain how technology has reduced barriers.

KCU.WH.9-  
12.T5S3.B

I can explain physical geography and the availability and movement of resources.

KCU.WH.9-  
12.T5S3.A

I can suggest resolutions for current and future conflicts.

KCU.WH.9-  
12.T5S5.A

I can the causes of and patterns of human rights violations and genocide.

KCU.WH.9-  
12.T5S5.A

I can trace the origins and relationships of the world wars, revolutions, and global conflicts of the twentieth century.

KCU.WH.9-  
12.T5S1.B

I can understand the responses of individuals, groups, and governments to economic, environmental, health, and medical challenges and how these systems evolve.

KCU.WH.9-  
12.T5S4.B