

GRADE LEVEL: 9-12

SUBJECT: WORLD CIVILIZATIONS

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

MASTER 2-27-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>ANCIENT CULTURES AND CIVILIZATIONS: c.8000 B.C./B.C.E. to c.600 B.C/B.C.E</b>					
<b>Students Examine The Movement Toward Civilization, Including Those of North Africa, Southwest Asia, South Asia and East Asia From 8000 B.C./B.C.E. to 600 B.C/B.C/E.</b>	<b>WH.1.1:</b> Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization. (Economics, Geography)	<ul style="list-style-type: none"> <li>Describe social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.</li> <li>Evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 1 Lesson Quizzes</li> <li>Ch. 1 Geography in History Worksheet</li> <li>UNIT 1 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Archaeology</li> <li>Anthropology</li> <li>Hominid</li> <li>Homo sapiens sapiens</li> <li>Systematic agriculture</li> <li>Artisans</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Civilization Differences</li> </ul>	<p><b>WH.1.2:</b> Identify the key components that make up a civilization and the key differences between civilizations and other forms of social organization. (Geography, Sociology)</p>	<ul style="list-style-type: none"> <li>• Identify the key components that make up a civilization</li> <li>• Identify the key differences between civilizations and other forms of social organization.</li> </ul>		<ul style="list-style-type: none"> <li>• Culture</li> <li>• Civilization</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Early River Civilizations <ul style="list-style-type: none"> <li>– Mesopotamia</li> <li>– Egypt</li> <li>– Indus River Valley</li> <li>– Shang China</li> </ul> </li> </ul>	<p><b>WH.1.3:</b> Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China. (Geography, Sociology)</p>	<ul style="list-style-type: none"> <li>• Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China. (Geography, Sociology)</li> </ul>		<ul style="list-style-type: none"> <li>•City-state</li> <li>•Polytheistic</li> <li>•Ziggurat</li> <li>•Cuneiform</li> <li>•Theocracy</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Early Empires</li> </ul>	<p><b>WH.1.4:</b> Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou. (Geography, Sociology)</p>	<ul style="list-style-type: none"> <li>• Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou. (Geography, Sociology)</li> </ul>		<ul style="list-style-type: none"> <li>•Empire</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• <b>Classical Civilization: c.1000 B.C. / B.C.E. to c.600 A.D. / C.E.</b></li> </ul>	<p><b>WH 2.1:</b> Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam. (Sociology)</p>	<ul style="list-style-type: none"> <li>• Review the development of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.</li> <li>• Review the key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson quiz 2.2</li> <li>• UNIT 1 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Monotheistic</li> <li>• Hinduism</li> <li>• Reincarnation</li> <li>• Karma</li> <li>• Dharma</li> <li>• Buddhism</li> <li>• Nirvana</li> <li>• Confucianism</li> <li>• Daoism</li> <li>• Clergy</li> <li>• Missionary</li> <li>• Nun</li> <li>• Monk</li> <li>• Quran</li> <li>• Five Pillars of Islam</li> <li>• Muslim</li> <li>• Allah</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENTS	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Judaism</li> <li>• Monotheism</li> <li>• Hebrew Bible</li> <li>• Ten Commandments</li> </ul>	<p><b>WH2.2:</b> Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.</p>	<ul style="list-style-type: none"> <li>• Examine the development of Judaism and the civilization of Ancient Israel.</li> <li>• Examine the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization</li> </ul>			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>AN ERA OF GLOBAL CONFLICTS, CHALLENGES, CONTROVERSIES, AND CHANGES: 1900 CE TO PRESENT</b>					
<ul style="list-style-type: none"> <li>• <b>Students Analyze and Explain Trends and Events of Global Significance, Such as World Wars, International Controversies and Challenges, and Cross-Cultural Changes Which Have Influenced Our Modern World.</b></li> </ul>	<p><b>WH.6.11:</b> Investigate current global issues such as terrorism, genocide, and environmental issues.</p>	<ul style="list-style-type: none"> <li>• Investigate current global issues such as terrorism, genocide, and environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 35 Lesson Quizzes</li> <li>• Ch. 35 Quiz</li> <li>• Up Front magazine Reading Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Peacekeeping forces</li> <li>• Nuclear proliferation</li> <li>• Bioterrorism</li> <li>• Pandemic</li> <li>• Nongovernmental organization</li> <li>• Multinational corporation</li> <li>• Globalization</li> <li>• Subprime investments</li> <li>• Microchip</li> <li>• Ecology</li> <li>• Deforestation</li> <li>• Desertification</li> <li>• Greenhouse effect</li> <li>• Sustainable development</li> </ul>	<p><b>CRITICAL</b></p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>					
<b>Read and Comprehend</b> <ul style="list-style-type: none"> <li>• History/Social Studies Texts</li> <li>• Write Effectively For a Variety of Discipline-Specific Tasks</li> </ul>	<b>LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>• Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> <li>• Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> </ul>			CRITICAL
Write Routinely <ul style="list-style-type: none"> <li>• Variety of Time Frames</li> <li>• Range of Discipline-Specific Tasks, Purposes, and Audiences</li> </ul>	<b>LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>			CRITICAL



GRADE LEVEL: 9-12

SUBJECT: WORLD CIVILIZATIONS

DATE: 2018-2019

GRADING PERIOD: QUARTER 2

MASTER 2-27-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>CLASSICAL CIVILIZATION: c.1000 B.C. TO c.600 A.D.</b>					
<b>Students explore the Classical civilizations of The Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from c.600 B.C./B.C.E. to c.600 A.D./C.E.</b>	<ul style="list-style-type: none"> <li><b>WH 2.1:</b> Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam. (Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>Review the development of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.</li> <li>Review the key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson quiz 5.1</li> <li>Lesson quiz 5.2</li> <li>Lesson quiz 8.1</li> <li>Ch. 5 TEST</li> <li>Ch. 7 &amp; 8 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Buddhism</li> <li>Nirvana</li> <li>Confucianism</li> <li>Daoism</li> <li>Clergy</li> <li>Missionary</li> <li>Nun</li> <li>Monk</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Greek Civilization</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.3:</b> Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars. (Sociology, Economics, Government, Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Examine the development of Greek civilization including differing political and social structures.</li> <li>Examine the development of Greek civilization including conflicts such as the Persian and Peloponnesian wars.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 4.1</li> <li>Guided Reading Worksheet 4.2</li> <li>Guided Reading Worksheet 4.3</li> <li>Lesson Quiz 4.4</li> <li>Ch. 4 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Polis</li> <li>Agora</li> <li>Tyrant</li> <li>Oligarchy</li> <li>Ephor</li> <li>Acropolis</li> <li>Phalanx</li> <li>Democracy</li> <li>Helot</li> </ul>	CRITICAL
	<ul style="list-style-type: none"> <li><b>WH.2.4:</b> Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the rise of Alexander the Great</li> <li>Describe the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 4.5</li> </ul>	<ul style="list-style-type: none"> <li>Hellenistic Era</li> <li>Epicureanism</li> <li>Stoicism</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Roman Republic</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.5:</b> Analyze the development of Roman Republican government and society. (History, Government)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the development of Roman Republican government.</li> <li>Analyze the development of Roman Republican society.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson quiz 7.1</li> <li>Ch. 7&amp;8 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Republic</li> <li>Plebeian</li> <li>Patrician</li> <li>Praetor</li> <li>Consul</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.6:</b> Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Trace the changes that culminated in the end of the Republic</li> <li>Trace the changes that culminated in the formation of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 7.2</li> <li>Lesson Quiz 7.3</li> </ul>	<ul style="list-style-type: none"> <li>Triumvirate</li> <li>Dictator</li> <li>Imperator</li> <li>Paterfamilias</li> <li>Insulae</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Rise of Christianity</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.7:</b> Examine the origins, rise, and spread of Christianity including the life of Jesus, and Christianity's impact on the Roman Empire. (Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>Examine the origins, rise, and spread of Christianity including the life of Jesus</li> <li>Examine Christianity's impact on the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 8.1</li> <li>Lesson Quiz 8.2</li> <li>Lesson Quiz 8.3</li> </ul>	<ul style="list-style-type: none"> <li>Procurator</li> <li>Laity</li> <li>Clergy</li> <li>Monk</li> <li>Monasticism</li> <li>Missionary</li> <li>Nun</li> <li>Abbess</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Follow the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.8:</b> Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 8.2</li> </ul>	<ul style="list-style-type: none"> <li>Plague</li> <li>Inflation</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Impact of Greeks and Romans</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.2.9:</b> Examine the significant achievements of the Greeks and Romans and their impact on the modern world. (Individuals, Society and Culture)</li> </ul>	<ul style="list-style-type: none"> <li>Examine the significant achievements of the Greeks and Romans</li> <li>Examine the impact of the Greeks and Romans on the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 4.3</li> <li>Lesson Quiz 4.2</li> <li>Lesson Quiz 4.5</li> <li>Lesson Quiz 7.1</li> <li>Lesson Quiz 8.1</li> </ul>	<ul style="list-style-type: none"> <li>Republic</li> <li>Christianity</li> <li>Clergy</li> </ul>	CRITICAL
	<ul style="list-style-type: none"> <li><b>WH.2.10:</b> Trace the development and major achievements of civilizations in India such as the Mauryan and Gupta empires. (Geography, Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>Trace the development and major achievements of the Mauryan empire.</li> <li>Trace the development and major achievements of the Gupta empire.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 5.3</li> </ul>	<ul style="list-style-type: none"> <li>Silk Road</li> <li>Pilgrim</li> <li>Vedas</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<ul style="list-style-type: none"> <li>• <b>WH.2.11:</b> Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's spread throughout Asia. (Psychology, Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the influence of Hinduism and Buddhism on civilization in India.</li> <li>• Compare and contrast the spread of Hinduism and Buddhism throughout Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 5.1</li> <li>• Lesson Quiz 5.2</li> <li>• Ch. 5&amp;6 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Varnas</li> <li>• Caste system</li> <li>• Karma</li> <li>• Dharma</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Nirvana</li> <li>• Reincarnation</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Eastern Religions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.2.12:</b> Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations. (Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 6.1</li> </ul>	<ul style="list-style-type: none"> <li>• Confucianism</li> <li>• Daoism</li> <li>• Legalism</li> </ul>	CRITICAL
	<ul style="list-style-type: none"> <li>• <b>WH.2.13:</b> Trace the developments and achievements of the Qin and Han Dynasties. (Government, Sociology)</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the developments and achievements of the Qin Dynasty.</li> <li>• Trace the developments and achievements of the Han Dynasty.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 6.2</li> <li>• Lesson Quiz 6.3</li> </ul>	<ul style="list-style-type: none"> <li>• Regime</li> <li>• Censorate</li> <li>• Civil service</li> <li>• Martial</li> <li>• Great Wall</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MAJOR CIVILIZATIONS AND CULTURAL INTERACTIONS: c.600 A.D./C.E. to c. 1300 A.D./C.E.</b>					
<b>Students Trace the Development and Interactions of Major Civilizations and Empires in Different Regions of the World From 600 to 1300 CE</b>	<ul style="list-style-type: none"> <li><b>WH.3.1:</b> Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the impact of trade networks such as the Silk Road.</li> <li>Analyze the impact of trade networks such as the Indian Ocean trade network.</li> </ul>			CRITICAL
<ul style="list-style-type: none"> <li>Byzantine Empire</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.3.2:</b> Explain the rise and achievements of the Byzantine Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the rise of the Byzantine Empire.</li> <li>Explain the achievements of the Byzantine Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 8.5</li> </ul>	<ul style="list-style-type: none"> <li>Patriarch</li> <li>Icon</li> <li>Idolatry</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Eastern and Western Branches of Christianity</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.3.3:</b> Explain the division between the Eastern and Western branches of Christianity as a result of the Great Schism of 1054.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the division between the Eastern and Western branches of Christianity as a result of the Great Schism of 1054.</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p><b>WH.3.4:</b> Examine the origins, rise, and spread of Islam including the life of Muhammad, and Islam's division into the Sunnis and Shiites.</p>	<ul style="list-style-type: none"><li>• Examine the origins, rise, and spread of Islam including the life of Muhammad, and Islam's division into the Sunnis and Shiites.</li></ul>			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>					
<b>Read and Comprehend</b> <ul style="list-style-type: none"> <li>• History/Social Studies Texts</li> <li>• Write Effectively For a Variety of Discipline-Specific Tasks</li> </ul>	<b>LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>• Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> <li>• Comprehend history/social studies texts within a range of complexity appropriate.</li> </ul>			CRITICAL
<ul style="list-style-type: none"> <li>• Write Routinely</li> <li>• Variety of Time Frames</li> <li>• Range of Discipline-Specific Tasks, Purposes, and Audiences</li> </ul>	<b>LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>			CRITICAL

GRADE LEVEL: 9-12

SUBJECT: WORLD CIVILIZATIONS

DATE: 2018-2019

GRADING PERIOD: QUARTER 3

MASTER 2-27-2019

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MAJOR CIVILIZATIONS AND CULTURAL INTERACTIONS: 600 to 1300 CE</b>					
<b>Students Trace the Development and Interactions of Major Civilizations and Empires in Different Regions of the World From 600 to 1300 CE.</b>	<ul style="list-style-type: none"> <li>● <b>WH.3.5:</b> Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● Trace the spread of Islam throughout Southern Europe, Northern Africa and Asia.</li> <li>● Trace the impact of Islam Southern Europe, Northern Africa and Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 9.2</li> <li>● Lesson Quiz 9.3</li> <li>● Ch. 9 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Bazar</li> <li>● Dowry</li> <li>● Astrolabe</li> <li>● Minaret</li> <li>● Arabesques</li> <li>● Muezzin</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Roman Catholic Church</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.6:</b> Explain the role of Christianity as a unifying force in medieval Europe.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the role of Christianity as a unifying force in medieval Europe.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 12.1</li> <li>● Ch. 10&amp;12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Sacrament</li> <li>● Heresy</li> <li>● Relics</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Holy Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.7:</b> Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the rise and achievements of Charlemagne.</li> <li>● Describe the birth of the Holy Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 10.1</li> <li>● 10&amp;12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Feudalism</li> <li>● Knight</li> <li>● Vassal</li> <li>● Fief</li> <li>● Chivalry</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENTS	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Feudal Contract</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.3.8:</b> Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism on Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the consequences of the fall of the Western Roman Empire</li> <li>• Analyze the development of feudalism and manorialism on Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 10.1</li> <li>• Lesson Quiz 10.2</li> <li>• Ch. 10&amp;12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Serf</li> <li>• Manor</li> <li>• Bourgeoisie</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Council of Clermont</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.3.9:</b> Explain the cultural, political and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the cultural, political and religious causes of the Crusades.</li> <li>• Explain their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 12.2</li> <li>• Ch. 10 &amp; 12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Crusades</li> <li>• Infidel</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Crusades</li> <li>• Growth of Towns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.3.10:</b> Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 12.3</li> <li>• Chapter 10 &amp; 12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Scholasticism</li> <li>• Vernacular</li> <li>• Theology</li> <li>• Trade fair</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● African Society</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.11:</b> Examine the key achievements of civilizations in Africa prior to European contact.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the key achievements of civilizations in Africa prior to European contact.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 13.1</li> <li>● Lesson Quiz 13.2</li> </ul>	<ul style="list-style-type: none"> <li>● Plateau</li> <li>● Savanna</li> <li>● Matrilineal</li> <li>● Patrilineal</li> <li>● Subsistence farming</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>● Pre-Columbian America</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.12:</b> Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the developments and achievements of the Maya, Aztec and Inca civilizations.</li> <li>● Contrast the developments and achievements of the Maya, Aztec and Inca civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 14.1</li> <li>● Lesson Quiz 14.2</li> </ul>	<ul style="list-style-type: none"> <li>● Longhouse</li> <li>● Clan</li> <li>● Tepee</li> <li>● Maize</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>● Religion and Government</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.13:</b> Explain and understand the achievements of the Tang and Song Dynasties.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the achievements of the Tang and Song Dynasties.</li> <li>● Understand the achievements of the Tang and Song Dynasties</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 11.1</li> </ul>	<ul style="list-style-type: none"> <li>● Scholar-gentry</li> <li>● Dowry</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>● Mongols</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WH.3.14:</b> Describe and explain the rise, expansion and decline of the Mongol Empire and</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the rise, expansion and decline of the Mongol Empire and its consequences for Eurasian peoples.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 11.2</li> </ul>	<ul style="list-style-type: none"> <li>● Khanate</li> <li>● Neo-Confucianism</li> <li>● Porcelain</li> </ul>	IMPORTANT

its consequences for Eurasian peoples.

- Explain the rise, expansion and decline of the Mongol Empire and its consequences for Eurasian peoples.

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Shogun</li> <li>Daimyo</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.3.15:</b> Examine the development of feudalism in Japan and its impact on Japanese society and government.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the development of feudalism in Japan and its impact on Japanese society and government.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 11.3</li> </ul>	<ul style="list-style-type: none"> <li>Samurai</li> <li>Shogun</li> <li>Shinto</li> <li>Bushido</li> </ul>	IMPORTANT
<b>THE RISE OF WESTERN CIVILIZATION AND GLOBAL INTERACTION: 1300-1750 CE</b>					
<ul style="list-style-type: none"> <li><b>Students Explore the Rise of Europe and its Consequences for Worldwide Exploration and Colonization —1300 to 1750 CE.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>WH.4.1:</b> Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Trace the origins and developments of the European Renaissance</li> <li>Trace the impact of the European Renaissance throughout Western Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 15.1</li> <li>Lesson Quiz 15.2</li> <li>Ch. 15 &amp; 16 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Humanism</li> <li>Fresco</li> <li>Vernacular</li> <li>Perspective</li> <li>Mercenary</li> <li>Burgher</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Reformation</li> <li>Catholic Reformation</li> </ul>	<ul style="list-style-type: none"> <li><b>WH.4.2:</b> Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.</li> </ul>		<ul style="list-style-type: none"> <li>Salvation</li> <li>Indulgence</li> <li>Lutheranism</li> <li>Christian Humanism</li> <li>Justification</li> <li>Predestination</li> <li>Annul</li> <li>Ghetto</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• New Monarchies</li> <li>• Nation-State</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.3:</b> Discuss the emergence of nationalism and nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the emergence of nationalism and nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 12.4</li> <li>• Ch. 10&amp; 12 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• New Monarchy</li> <li>• Taille</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Christendom</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.4:</b> Explain the causes of the worldwide voyages of exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes of the worldwide voyages of exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 17.1</li> <li>• Ch. 17 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Caravel</li> <li>• Colony</li> <li>• Conquistador</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Columbian Exchange</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.5:</b> Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 17.3</li> <li>• Ch. 17 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Peninsulare</li> <li>• Creole</li> <li>• Encomienda</li> <li>• Mestizo</li> <li>• Mulatto</li> <li>• Mita</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Mercantilism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.6:</b> Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 17.2</li> <li>• Ch. 17 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Mercantilism</li> <li>• Plantations</li> <li>• Middle Passage</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Ottoman Empire</li> <li>• Mughal Empire</li> <li>• Ming Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.7:</b> Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their reaction to Western interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their reaction to Western interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 19.1</li> <li>• Lesson Quiz 19.2</li> <li>• Lesson Quiz 20.1</li> </ul>	<ul style="list-style-type: none"> <li>• Gunpowder empire</li> <li>• Sultan</li> <li>• Grand Vizier</li> <li>• Harem</li> <li>• Suttee</li> <li>• Zamindars</li> <li>• Porcelain</li> <li>• Han</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Absolutism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.8:</b> Trace the development and impact of absolute monarchies in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the development and impact of absolute monarchies in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 18.3</li> </ul>	<ul style="list-style-type: none"> <li>• Absolutism</li> <li>• Boyar</li> <li>• Czar</li> <li>• Divine Right</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Revolutions In England</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WH.4.9:</b> Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 18.2</li> </ul>	<ul style="list-style-type: none"> <li>• Puritans</li> <li>• Cavaliers</li> <li>• Roundheads</li> <li>• Natural rights</li> <li>• Commonwealth</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>					
<b>Read and Comprehend</b> <ul style="list-style-type: none"> <li>● History/Social Studies Texts</li> <li>● Write Effectively For a Variety of Discipline-Specific Tasks</li> </ul>	<b>LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>● Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> </ul>			CRITICAL
	<b>LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>			CRITICAL

GRADE LEVEL: 9-12

SUBJECT: WORLD CIVILIZATIONS

DATE: 2018-2019

GRADING PERIOD: QUARTER 4

MASTER 2-27-2019

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>REVOLUTIONS, NATIONALISM, AND IMPERIAL POWER: 1500 TO 1900 CE</b>					
<b>Students Examine the Causes, Events, and Global Consequences of Intellectual, Economic, Social, and Political Movements and Revolutions From 1500 to 1900 CE.</b>	<b>WH.5.1:</b> Explain the key developments of the Scientific Revolution and its impact on the world.	<ul style="list-style-type: none"> <li>Explain the key developments of the Scientific Revolution and its impact on the world.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 21.1</li> <li>Ch. 21 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Geocentric</li> <li>Heliocentric</li> <li>Rationalism</li> <li>Scientific Method</li> <li>Inductive reasoning</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Scientific Breakthroughs</li> <li>Philosophy and Reason</li> </ul>	<b>WH.5.2:</b> Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.	<ul style="list-style-type: none"> <li>Explain the key ideas of the Enlightenment in European history</li> <li>Describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 21.2</li> <li>Ch. 21 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Philosophe</li> <li>Separation of powers</li> <li>Laissez-faire</li> <li>Social Contract</li> <li>Salons</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● Causes of the French Revolution</li> <li>● Reign of Terror</li> <li>● Napoleon</li> </ul>	<p><b>WH.5.3:</b> Examine the key causes, events, and consequences of the French Revolution as well as the rise and fall of Napoleon.</p>	<ul style="list-style-type: none"> <li>● Examine the key causes, events, and consequences of the French Revolution as well as the rise and fall of Napoleon.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 22.1</li> <li>● Lesson Quiz 22.2</li> <li>● Lesson Quiz 22.3</li> <li>● Lesson Quiz 22.4</li> <li>● Ch. 22 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Estate</li> <li>● Bourgeoisie</li> <li>● Sans-Culottes</li> <li>● Taille</li> <li>● Coup d’etat</li> <li>● Electors</li> <li>● Nationalism</li> <li>● Consulate</li> <li>● Liberalism</li> <li>● Conservatism</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Nationalism</li> <li>● Nation Building</li> </ul>	<p><b>WH.5.4:</b> Trace events, explain the causes, and analyze the outcomes for the Latin American independence movements of the nineteenth century.</p>	<ul style="list-style-type: none"> <li>● Trace events for the Latin American independence movements of the nineteenth century.</li> <li>● Explain the causes, for the Latin American independence movements of the nineteenth century. Analyze the outcomes for the Latin American independence movements of the nineteenth century.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 23.4</li> <li>● Ch. 23 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Creole</li> <li>● Mestizo</li> <li>● Cash Crop</li> <li>● Peninsulare</li> <li>● Caudillo</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● Political Revolutions</li> <li>● Unification</li> <li>● Nationalism</li> </ul>	<p><b>WH.5.5:</b> Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America and Asia.</p>	<ul style="list-style-type: none"> <li>● Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America and Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 23.2</li> <li>● Lesson Quiz 23.3</li> <li>● Ch. 23 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Suffrage</li> <li>● Militarism</li> <li>● Kaiser</li> <li>● Plebiscite</li> <li>● Emancipation</li> <li>● Abolitionism</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>● Spread of Industrialization</li> </ul>	<p><b>WH.5.6:</b> Explain the causes and conditions of the Industrial Revolution in England, Europe, and the United States.</p>	<ul style="list-style-type: none"> <li>● Explain the causes and conditions of the Industrial Revolution in England, Europe, and the United States.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 23-1</li> <li>● Ch. 23 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Capital</li> <li>● Entrepreneur</li> <li>● Cottage Industry</li> <li>● Puddling</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>● Social Impact of Industrialization</li> </ul>	<p><b>WH.5.7:</b> Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theory.</p>	<ul style="list-style-type: none"> <li>● Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theory.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 23-1</li> <li>● Ch. 23 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Industrial Capitalism</li> <li>● Socialism</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● The New Imperialism</li> <li>● Colonial Rule</li> <li>● Effects of Imperialism</li> </ul>	<p><b>WH.5.8:</b> Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.</p>	<ul style="list-style-type: none"> <li>● Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 25-1</li> <li>● Lesson Quiz 25-2</li> <li>● Lesson Quiz 25-3</li> <li>● Ch. 25 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Imperialism</li> <li>● Racism</li> <li>● Protectorate</li> <li>● Indirect rule</li> <li>● Direct rule</li> <li>● Annex</li> <li>● Indigenous</li> <li>● Sepoys</li> <li>● Viceroys</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Open Door Policy</li> <li>● Spheres of Influence</li> <li>● Boxer Rebellion</li> <li>● Meiji Restoration</li> </ul>	<p><b>WH.5.9:</b> Compare and contrast the responses of China and Japan to challenges by Western imperial powers.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the responses of China and Japan to challenges by Western imperial powers.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 26-1</li> <li>● Lesson Quiz 26-2</li> <li>● Lesson Quiz 26-3</li> <li>● Ch. 26 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Extraterritoriality</li> <li>● Spheres of influence</li> <li>● Open Door policy</li> <li>● Indemnity</li> <li>● Provincial</li> <li>● prefecture</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>AN ERA OF GLOBAL CONFLICTS, CHALLENGES, CONTROVERSIES, AND CHANGES: 1900 CE TO THE PRESENT</b>					
<b>Students Analyze and Explain Trends and Events of Global Significance, Such as World Wars, International Controversies and Challenges, and Cross-Cultural Changes Which Have Influenced Our Modern World.</b>	<b>WH.6.1:</b> Trace and explain the long-term and immediate causes (including Nationalism, Imperialism, Militarism, and Alliances), major events and global consequences of World War I.	<ul style="list-style-type: none"> <li>Trace the long-term and immediate causes, major events and global consequences of World War I.</li> <li>Explain the long-term and immediate causes, major events and global consequences of World War I.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 27-1</li> <li>Lesson Quiz 27-2</li> <li>Lesson Quiz 27-4</li> <li>Ch. 27 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Conscription</li> <li>Mobilization</li> <li>Propaganda</li> <li>Trench Warfare</li> <li>Total War</li> <li>War of Attrition</li> <li>Planned economies</li> <li>Armistice</li> <li>Mandate</li> <li>Reparation</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Revolution</li> <li>Bolsheviks</li> </ul>	<b>WH.6.2:</b> Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.	<ul style="list-style-type: none"> <li>Explain the causes and consequences of the Russian Revolutions of 1917</li> <li>Explain the establishment of the Union of Soviet Socialist Republics.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Quiz 27.3</li> <li>Ch. 27 TEST</li> </ul>	<ul style="list-style-type: none"> <li>Soviet</li> <li>War Communism</li> <li>Abdicate</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Instability After World War I</li> <li>• The Rise of Dictatorial Regimes</li> </ul>	<p><b>WH.6.3:</b> Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.</p>	<ul style="list-style-type: none"> <li>• Examine the events and developments of the interwar period</li> <li>• Examine their impact on the beginning of WWII</li> <li>• Explain the impact of WWI on society, the Great Depression, and the rise of totalitarianism.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 28.1</li> <li>• Lesson Quiz 28.2</li> <li>• Lesson Quiz 28.3</li> <li>• Ch. 28 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Collective bargaining</li> <li>• Deficit spending</li> <li>• Totalitarian state</li> <li>• Fascism</li> <li>• Collectivization</li> <li>• Nazi</li> <li>• Concentration camp</li> <li>• Aryan</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• World War II and the Holocaust</li> </ul>	<p><b>WH.6.4:</b> Identify the causes and key events of World War II and analyze the impact this war had on the global community.</p>	<ul style="list-style-type: none"> <li>• Identify the causes and key events of World War II</li> <li>• Analyze the impact this war had on the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 30-1</li> <li>• Lesson Quiz 30-2</li> <li>• Lesson Quiz 30-3</li> <li>• Ch. 30 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Demilitarized</li> <li>• Appeasement</li> <li>• Sanctions</li> <li>• Blitzkrieg</li> <li>• Neutrality</li> <li>• Isolationism</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Holocaust</li> <li>• Genocide</li> </ul>	<p><b>WH.6.5:</b> Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses including the Nuremberg Trials.</p>	<ul style="list-style-type: none"> <li>• Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators;</li> <li>• Summarize world responses including the Nuremberg Trials.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 30-4</li> <li>• Lesson Quiz 30-5</li> <li>• Ch. 30 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Genocide</li> <li>• Collaborator</li> </ul>	CRITICAL
	<p><b>WH.6.6:</b> Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.</p>	<ul style="list-style-type: none"> <li>• Explain the causes and consequences of the Cold War</li> <li>• Describe the role it played in ethnic or nationalistic conflicts in various parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 31.1</li> <li>• Lesson Quiz 31.2</li> <li>• Lesson Quiz 31.3</li> <li>• Ch. 31 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Satellite state</li> <li>• Containment</li> <li>• Arms race</li> <li>• Deterrence</li> <li>• Commune</li> <li>• Proxy war</li> <li>• Domino theory</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Imperialism</li> <li>• Colonization</li> <li>• Self-rule</li> </ul>	<p><b>WH.6.7:</b> Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.</p>	<ul style="list-style-type: none"> <li>• Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Quiz 32.1</li> <li>• Lesson Quiz 32.2</li> <li>• Lesson Quiz 32.3</li> <li>• Ch. 32 TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Apartheid</li> <li>• Pan-Africanism</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● Zionism</li> <li>● Palestine</li> </ul>	<b>WH.6.8:</b> Explain the origins of the modern State of Israel.	<ul style="list-style-type: none"> <li>● Explain the origins of the modern State of Israel.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 32.2</li> <li>● Ch. 32 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Pan-Arabism</li> <li>● Intifada</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Cultural Revolution</li> <li>● Great Leap Forward</li> </ul>	<b>WH.6.9:</b> Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.	<ul style="list-style-type: none"> <li>● Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 31.2</li> <li>● Ch. 31 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Commune</li> <li>● Permanent revolution</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>● Globalization</li> <li>● Global Economic Organizations</li> <li>● Regional Trade Organizations</li> </ul>	<b>WH.6.10:</b> Describe and analyze the global expansion of democracy and globalization in the late 20 <sup>th</sup> century.	<ul style="list-style-type: none"> <li>● Describe and analyze the global expansion of democracy and globalization in the late 20<sup>th</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 35.1</li> <li>● Lesson Quiz 35.3</li> <li>● Ch. 35 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Peacekeeping forces</li> <li>● Multinational corporation</li> <li>● Subprime investments</li> <li>● Globalization</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>● Technological Revolution</li> <li>● Global Warming</li> </ul>	<b>WH.6.11:</b> Investigate current global issues such as terrorism, genocide, and environmental issues.	<ul style="list-style-type: none"> <li>● Investigate current global issues such as terrorism, genocide, and environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Quiz 35.2</li> <li>● Lesson Quiz 35.4</li> <li>● Ch. 35 TEST</li> </ul>	<ul style="list-style-type: none"> <li>● Pandemic</li> <li>● Nongovernmental Organizations</li> <li>● Ecology</li> <li>● Deforestation</li> <li>● Greenhouse effect</li> <li>● Bioterrorism</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>HISTORICAL THINKING</b>					
<b>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</b>	<b>WH.7.1:</b> Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.	<ul style="list-style-type: none"> <li>Identify patterns of historical change and duration.</li> <li>Construct a representation that illustrates continuity and change.</li> </ul>			CRITICAL
	<b>WH.7.2:</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past.	<ul style="list-style-type: none"> <li>Locate and analyze primary sources and secondary sources related to an event or issue of the past.</li> </ul>			IMPORTANT
	<b>WH.7.3:</b> Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.	<ul style="list-style-type: none"> <li>Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</li> </ul>			CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<b>WH.7.4:</b> Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.	<ul style="list-style-type: none"> <li>● Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</li> </ul>			CRITICAL
	<b>WH.7.5:</b> Use technology in the process of conducting historical research and to present products of historical research.	<ul style="list-style-type: none"> <li>● Use technology in the process of conducting historical research and to present products of historical research.</li> </ul>			CRITICAL
	<b>WH.7.6:</b> Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.	<ul style="list-style-type: none"> <li>● Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</li> </ul>			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>					
<b>Read and Comprehend</b> <ul style="list-style-type: none"> <li>• History/Social Studies Texts</li> <li>• Write Effectively For a Variety of Discipline-Specific Tasks</li> </ul>	<b>LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>• Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> <li>• Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</li> </ul>			CRITICAL
<ul style="list-style-type: none"> <li>• Write Routinely</li> <li>• Variety of Time Frames</li> <li>• Range of Discipline-Specific Tasks, Purposes, and Audiences</li> </ul>	<b>LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>			CRITICAL