

CV Guarantee
(Honors World History/10th Grade)

Big Ideas: Transoceanic Interconnections 1450-1750:

What were the causes and effects of the interconnection of the Eastern and Western hemispheres between 1450 and 1750?

What continuities and changes occurred related to economic production and social organization between 1450 and 1750?

Where and how did states strengthen and expand between 1450 and 1750?

Standard: (Literacy Skills)

1. Student is able to identify and explain historical developments and processes
2. Student is able to analyze sourcing and situation of primary and secondary sources
3. Student is able to analyze arguments in primary and secondary sources
4. Students are able to analyze the context of historical events, developments, or processes.
5. Student is able to use historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections
6. Student is able to develop an argument

Timeline: 1st Quarter

Key Vocabulary:

Atlantic system, Mughal Empire, Mercantilism, Aztec Empire, New World, Colonies, Protestant Reformation, Columbian Exchange, Absolute monarchy, Qing dynasty, Taj Mahal Conquistadors, Thirty Years' War, Holy Roman Empire Tokugawa Shogunate, Inca Empire

Vocabulary Activities:

- Nearpod→direct vocab instruction
- Kahoot
- AVID Close Reading Strategies
- Online History Portfolios

Knowledge

- Students can explain the different aspects of the Columbian Exchange
- Students can identify and explain the causes and consequences of the Atlantic System

Reasoning

- Students can compare and contrast the major empires and states
- Students can explain the continuities and changes in economic systems and labor systems
- Students can evaluate changes and continuities in systems of slavery in the period from 1450 to 1750.

Performance Skills

- Students can evaluate Columbus Day and draft a proposal arguing the appropriate way to commemorate the holiday
- Students can argue what was the most significant outcome of the Printing Press

Product Examples

- Students can select proper textual evidence in order to defend an original claim
- Students can produce an infomercial arguing whether Sugar, Spices, or Silver played the most important role in global trade from 1450-1750

Resources:

- ❖ TEA Essay Formatting
- ❖ HIPPO Graphic Organizers
- ❖ Crash Course World History
- ❖ Performance Assessment Resource Bank

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Big Ideas: Revolutions and Consequences of Industrialization 1750-1900:

What were the causes, patterns, and effects of industrialization and the rise of global capitalism between 1750 and 1900?

What were the causes, patterns, and effects of imperialism between 1750 and 1900?

Where and how did resistance, reform, ideology, and revolution rise against existing political and economic oppression between 1750 and 1900?

What were the causes, patterns, and effects of increased migrations between 1750 and 1900?

Standard: (Literacy Skills)

1. Student is able to identify and explain historical developments and processes
2. Student is able to analyze sourcing and situation of primary and secondary sources
3. Student is able to analyze arguments in primary and secondary sources
4. Students are able to analyze the context of historical events, developments, or processes.
5. Student is able to use historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections
6. Student is able to develop an argument

Timeline: 2nd Quarter

Key Vocabulary: "Scramble for Africa", 19th Amendment, Abolitionists, Berlin Conference, Capitalism, Cecil Rhodes, Charles Darwin, Colonialism, French Revolution, Haitian Revolution, Imperialism, Industrial Revolution, Marxism, Meiji Restoration, Mexican Revolution, Napoleon Bonaparte, Nationalism, Racism, Sepoy Rebellion, Social Darwinism, Communism, Socialism, The Enlightenment, Women's suffrage movement

Vocabulary Activities:

- Nearpod→direct vocab instruction
- Kahoot
- AVID Close Reading Strategies
- Online History Portfolios

Knowledge

- Students can explain how the Enlightenment affected societies over time.
- Students can identify and explain the causes and effects of the various revolutions in the period from 1750 to 1900.
- Students can explain the relative significance of the effects of imperialism from 1750 to 1900.

Reasoning

- Students can compare and contrast the major political revolutions
- Students can evaluate the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.

Performance Skills

- Students can participate in a Socratic Seminar exploring the themes of various political revolutions
- Students can argue the extent to which industrialization brought change from 1750-1900.

Product Examples

- Students can select proper textual evidence in order to defend an original claim
- Students can produce a written research project evaluating Enlightenment thinkers influence on modern-day

Resources:

- ❖ TEA Essay Formatting
- ❖ Socratic Seminar
- ❖ *The True Cost*
- ❖ Chicago Manual of Style

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Big Ideas: Global Conflict 1900-Present:

How did scientific advancement change life in the 20th century and what impact did that advancement have on the environment? How did individuals, groups, and movements participate in the many conflicts of the 20th century and how did those conflicts impact citizens, ethnic groups, economies, and states/empires? What political, social, and economic reactions emerged from the conflicts of the 20th century?

Standard: (Literacy Skills)

1. Student is able to identify and explain historical developments and processes
2. Student is able to analyze sourcing and situation of primary and secondary sources
3. Student is able to analyze arguments in primary and secondary sources
4. Students are able to analyze the context of historical events, developments, or processes.
5. Student is able to use historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections
6. Student is able to develop an argument

Timeline: 2nd Quarter

Key Vocabulary: Hitler, Apartheid, Armenian Genocide, Mussolini, Berlin Wall, Blitzkrieg, Cold War, Collectivization, Cultural Revolution, Fascism, Globalization, Great Depression, Holocaust, Nehru, Stalin, Korean War, League of Nations, Mao Zedong, Marshall Plan, Gandhi, Jinnah, Nelson Mandela, New Deal, NATO, Red Army, Self-Determination, Total War, Totalitarian State, Union of Soviet Socialist Republics, UN, Warsaw Pact, Churchill, Yalta Conference

Vocabulary Activities:

- Nearpod→direct vocab instruction
- Kahoot
- AVID Close Reading Strategies
- Online History Portfolios

Knowledge	Reasoning	Performance Skills	Product Examples
<ul style="list-style-type: none"> ● Students can explain the causes and consequences of WWI and WWII ● Students can explain how different governments responded to economic crises after 1900. ● Students can explain the causes and effects of the Cold War. 	<ul style="list-style-type: none"> ● Students can compare and contrast how governments used a variety of methods to conduct war. ● Students can compare the processes by which various peoples pursued independence after 1900. 	<ul style="list-style-type: none"> ● Students can participate in a Socratic Seminar exploring the themes of various political revolutions ● Students can evaluate the various causes and consequences of mass atrocities in the period from 1900 to the present 	<ul style="list-style-type: none"> ● Students can select proper textual evidence in order to defend an original claim ● Students can produce a research project evaluating the parallels between the 1918 Flu Pandemic and the current global pandemic

Resources:

- ❖ Khan Academy
- ❖ *Perils of Indifference*