



**Lowndes County**  
PUBLIC SCHOOLS

## World History: 1500 to Present - High School Social Studies Curriculum Resources

### Curriculum Overview

[The Alabama Course of Study: Social Studies](#) provides the framework for the K-12 study of Social Studies in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

## World History Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
	1	Launch Week		
	2	<a href="#">Renaissance and Reformation</a>	1, 3	2, 5, 7
	3	<a href="#">An Age of Exploration and Discovery</a>	2, 4, 6, 11	1, 3
	3	<a href="#">Age of Enlightenment</a>	5, 6, 7	1
	3	<a href="#">The Industrial Revolution</a>	2, 9, 10	4, 6
	3	<a href="#">Imperialism and Colonialism</a>	2, 4, 7, 11	1, 3, 5, 9, 10, 16
	3	<a href="#">The Great War</a>	11, 12	5, 6, 9, 10, 13
	3	<a href="#">Interwar Period and Rise of Facism</a>	13	11, 12
	3	<a href="#">World War II</a>	9, 14	11, 12, 13, 15
	3	<a href="#">Cold War</a>	14, 15	12, 13
	3	<a href="#">Decolonization and Independence Movements</a>	6, 7, 8, 16, 17	1, 2, 3, 4, 5, 11, 15
	3	<a href="#">Globalization and Post-Cold War Era</a>	4, 16, 17	1, 2, 11, 14, 15
	3	<a href="#">Contemporary World Issues</a> (climate change, terrorism, human rights)	1, 16, 17	4, 9, 10, 14

**UNIT 1: Renaissance and Reformation**

**DURATION: 2 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- 1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.
- 3 - Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

**SUPPORTING STANDARDS**

- 2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.
- 5 - Describe the rise of absolutism and constitutionalism and their impact on European nations.
  - Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings. Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great. Identifying major provisions of the Petition of Rights and the English Bill of Rights.
- 7 - Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.
  - Identifying causes of the French Revolution
  - Describing the influence of the American Revolution on the French Revolution
  - Identifying objectives of different groups participating in the French Revolution
  - Describing the role of Napoléon Bonaparte as an empire builder

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Specific changes that occurred during the Renaissance in areas such as humanism, arts and literature, intellectual development, trade, and technology.		Evaluating	C - Assimilation	
	Describe a historical period.	Understanding	B - Application	
	Analyze primary and secondary resources to identify changes over time	Analyzing	D - Adaptation	
	Use evidence to determine cause and effect.	Applying	C - Assimilation	

The causes and impacts of the Reformation		Understanding	A - Acquisition	
	Compare and contrast historical movements.	Analyzing	C - Assimilation	
	Research and describe points of view	Evaluating	D - Adaptation	
	Identify causes and impacts of historical events using a variety of resources including literature, visual arts, maps, and other primary and secondary resources.	Evaluating	C - Assimilation	

### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <b>Week 1: Students should be able to:</b> <ul style="list-style-type: none"> <li>Describe the development of the Renaissance.</li> <li>Describe changes in humanism, the arts, literature, and intellectual development throughout the Renaissance period.</li> <li>Determine the effects of trade on the Renaissance.</li> <li>Relate advances in technology to other changes in the Renaissance.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Humanism</li> <li>Renaissance</li> <li>Secular</li> <li>Patron</li> <li>Perspective</li> <li>Vernacular</li> <li>Utopia</li> <li>Indulgence</li> <li>Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Lutheran</li> <li>Protestant</li> <li>Peace of Augsburg</li> <li>Annul</li> <li>Predestination</li> <li>Theocracy</li> <li>Catholic Reformation</li> <li>Council of Trent</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>What new ideas and values led to the Renaissance and the Reformation?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

**UNIT 2: An Age of Exploration and Discovery**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.**
- **4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.**
  - **Depicting the general location of, size of, and distance between regions in the early Global Age**
- **6 - Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.**
  - **Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity**
  - **Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau**
- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - **Describing resistance to European imperialism in Africa, Japan, and China**

**SUPPORTING STANDARDS**

- **1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.**
- **3 - Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How mercantilism and imperialism motivated European exploration and colonization in the sixteenth century.		Understanding	A - Acquisition	
The details of the Columbian Exchange.		Remembering	A - Acquisition	
	Analyze historical information from both primary and secondary resources.	Analyzing	D - Adaptation	

	Analyze the impact of historical events.	Analyzing	C - Assimilation	
The relationship and development of India, Africa, Japan, and China culturally and geographically in the early Global Age.		Analyzing	C - Assimilation	
	Using a variety of primary and secondary resources including, literature, visual art, and maps, identify physical and cultural aspects of regions.	Understanding	B - Application	
	Recognize the influence of historical activities. Evaluate the role of physical geography on the development of regions.	Evaluating	C - Assimilation	
	Identify and illustrate physical geographic traits on a variety of types of maps.	Applying	B - Application	
The ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.		Understanding	A - Acquisition	
	Identify key figures and achievements using primary and secondary resources.	Understanding	A - Acquisition	
	Evaluate the importance of historic individuals, ideas, and achievement.	Evaluating	C - Assimilation	
How to describe the global impact of European nationalism and Western imperialism.		Analyzing	C - Assimilation	
	Use a variety of types of maps, identify countries and regions that were colonized and/or colonizers.	Understanding	A - Acquisition	
	Examine and analyze historical evidence, using a variety of types of primary resources.	Analyzing	C - Assimilation	

### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze (Breakdown) the impact of mercantilism and imperialism on European exploration and colonization in the sixteenth century.</li> <li>• Appraise the value of various aspects and examples of European exploration and colonization in the sixteenth century.</li> <li>• Describe the impact of the Commercial Revolution on European society.</li> <li>• Describe how the climate and geography affected European exploration.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the physical geography and cultural development of India, Africa, Japan, and China in the early Global Age.</li> <li>• Recognize the influence of cultural development on trade, travel, natural resources, and the movement and isolation of people and ideas.</li> <li>• Illustrate the physical geography of regions in the early Global Age and evaluate (breakdown) the impact on cultural development during this time period.</li> </ul> <p><b>Week 3: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the specific scientists, philosophers, ideas, and achievements of the Scientific Revolution and the Age of Enlightenment.</li> <li>• Describe the role of nationalism and imperialism in global transformation during the nineteenth and early twentieth centuries, including in Africa, Japan, and China.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Mercantilism</li> <li>• Imperialism</li> <li>• Colonization</li> <li>• Columbian Exchange</li> <li>• Commercial Revolution</li> <li>• Scientific Revolution</li> <li>• Age of Enlightenment</li> <li>• European Nationalism</li> <li>• Western Imperialism</li> </ul>	
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• What fueled the age of exploration and why did China and Japan withdraw into isolation?</li> <li>• What was the impact of European exploration and colonization of the Americas?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>



**UNIT 3: Age of Enlightenment**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **5 - Describe the rise of absolutism and constitutionalism and their impact on European nations.**
  - **Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings. Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great. Identifying major provisions of the Petition of Rights and the English Bill of Rights.**
- **6 - Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.**
  - **Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity**
  - **Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau**
- **7 - Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.**
  - **Identifying causes of the French Revolution**
  - **Describing the influence of the American Revolution on the French Revolution**
  - **Identifying objectives of different groups participating in the French Revolution**
  - **Describing the role of Napoléon Bonaparte as an empire builder**

**SUPPORTING STANDARDS**

- **1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The definitions of absolutism and constitutionalism and the impact these philosophies had on European nations.		Remembering	A - Acquisition	
	Use primary resources, evaluate influential philosophies.	Evaluating	C - Assimilation	

The ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.		Understanding	A - Acquisition	
	Identify key figures and achievements using primary and secondary resources.	Understanding	A - Acquisition	
	Evaluate the importance of historic individuals, ideas, and achievement	Evaluating	C - Assimilation	
Describe the impact of the French Revolution on political and social thought.		Understanding	A- Acquisition	
	Analyze historical and political thoughts and actions using primary resources such as literature and visual art.	Analyzing	C - Assimilation	
	Analyze the role of key components in a historical situation using primary resources including literature, visual art, and maps.	Analyzing	C - Assimilation	
	Compare and contrast the thoughts, actions, and motives of historical groups.	Analyzing	C - Assimilation	

#### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <b>Week 1: Students should be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast the Reformation, the Counter Reformation, and the English Reformation.</li> <li>Examine the points of view among religious and secular authorities, reformers, and doctrines.</li> <li>Explain the wars of religion as they relate to the Reformation and subsequent movements as well as to the various beliefs and points of view of this time.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Absolutism</li> <li>Constitutionalism</li> <li>Petition of Rights</li> <li>English Bill of Rights</li> <li>Scientific revolution</li> <li>Age of Enlightenment</li> <li>Sir Isaac Newton's Law of Gravity</li> </ul>	<ul style="list-style-type: none"> <li>French Revolution</li> <li>Political Evolution</li> <li>Social Evolution</li> <li>Nationalism</li> <li>Liberalism</li> <li>American Revolution</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>What led Enlightenment scientists and thinkers to question old ideas?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
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<b>ACTIVITIES &amp; RESOURCES</b>
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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**UNIT 4: The Industrial Revolution**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.**
- **9 - Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.**
  - Identifying important inventors in Europe during the Industrial Revolution.
  - Comparing the Industrial Revolution in England to later revolutions in Europe.
- **10 - Describe the influence of urbanization on the Western World during the nineteenth century.**
  - Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism
  - Describing the search for political democracy and social justice in the Western World
  - Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage

**SUPPORTING STANDARDS**

- **4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.**
  - Depicting the general location of, size of, and distance between regions in the early Global Age
- **6 - Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.**
  - Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity
  - Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How mercantilism and imperialism motivated European exploration and colonization in the sixteenth century.		Understanding	A - Acquisition	
The details of the Columbian Exchange.		Remembering	A - Acquisition	
	Analyze historical information from both primary and secondary resources	Analyzing	D - Adaptation	
	Analyze the impact of historical events.	Analyzing	C - Assimilation	

The impact inventions, labor conditions, economic, and governmental theories had on Europe during the Industrial Revolution.		Evaluating	C - Assimilation	
	Evaluate critical factors surrounding a historical time period.	Evaluating	C - Assimilation	
	Identify causal factors of historical changes.	Understanding	A - Acquisition	
	Distinguish among causal factors and results of historical changes.	Evaluating	C - Assimilation	
The role of political democracy and social justice in the nineteenth century Western World.		Understanding	A - Acquisition	
The influence of urbanization on the Western World during the nineteenth century.		Understanding	A - Acquisition	
	Evaluate historical influences using primary resources such as literature, visual arts, and maps.	Evaluating	C - Assimilation	
	Analyze and explain impacts of historical movements.	Analyzing	C - Assimilation	

#### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the social, economic, and political impact on Europe of inventions, labor conditions, and economic theories that occurred during the Industrial Revolution.</li> <li>Identify important inventors from the Industrial Revolution in Europe.</li> <li>Compare the Industrial Revolution to later Revolutions in Europe.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the influences of urbanization on the Western World during the nineteenth century.</li> <li>Describe how the search for political democracy and social justice impacted the nineteenth century Western World.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Mercantilism</li> <li>Imperialism</li> <li>Colonization</li> <li>Columbian Exchange</li> <li>Commercial Revolution</li> <li>Scientific Revolution</li> <li>Age of Enlightenment</li> <li>Sis Isaac Newton's Law of Gravity</li> <li>European Nationalism</li> <li>Western Imperialism</li> <li>Colonization</li> <li>National Rivalries</li> </ul>	
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<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• How did the Industrial Revolution begin and spread and how did it affect economies, politics, and society?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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## CONTENT STANDARDS

## PRIORITY STANDARDS

- **2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.**
- **4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.**
  - **Depicting the general location of, size of, and distance between regions in the early Global Age**
- **7 - Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.**
  - **Identifying causes of the French Revolution**
  - **Describing the influence of the American Revolution on the French Revolution**
  - **Identifying objectives of different groups participating in the French Revolution**
  - **Describing the role of Napoléon Bonaparte as an empire builder**
- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - **Describing resistance to European imperialism in Africa, Japan, and China**

## SUPPORTING STANDARDS

- **1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.**
- **3 - Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.**
- **5 - Describe the rise of absolutism and constitutionalism and their impact on European nations.**
  - **Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings. Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great. Identifying major provisions of the Petition of Rights and the English Bill of Rights.**
- **9 - Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe**
  - **Identifying important inventors in Europe during the Industrial Revolution**
  - **Comparing the Industrial Revolution in England to later revolutions in Europe.**
- **10 - Describe the influence of urbanization on the Western World during the nineteenth century.**
  - **Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism**
  - **Describing the search for political democracy and social justice in the Western World**
  - **Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage**

- **16 - Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.**
  - **Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany**
  - **Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans**
  - **Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict**
  - **Depicting geographic locations of major world events from 1945 to the present**

<b>KNOWLEDGE (students need to know):</b>	<b>SKILLS (students need to be able to do):</b>	<b>BLOOM'S TAXONOMY</b>	<b>QUAD</b>	<b>ACT</b>
How mercantilism and imperialism motivated European exploration and colonization in the sixteenth century.		Understanding	A - Acquisition	
The details of the Columbian Exchange.		Remembering	A - Acquisition	
	Analyze historical information from both primary and secondary resources	Analyzing	D - Adaptation	
	Analyze the impact of historical events.	Analyzing	C - Assimilation	
The relationship and development of India, Africa, Japan, and China culturally and geographically in the early Global Age.		Analyzing	C - Assimilation	
	Using a variety of primary and secondary resources including, literature, visual art,	Understanding	B - Application	



	and maps, identify physical and cultural aspects of regions.			
	Recognize the influence of historical activities. Evaluate the role of physical geography on the development of regions.	Evaluating	C - Assimilation	
	Identify and illustrate physical geographic traits on a variety of types of maps.	Applying	B - Application	
Describe the impact of the French Revolution on political and social thought.		Understanding	A- Acquisition	
	Analyze historical and political thoughts and actions using primary resources such as literature and visual art.	Analyzing	C - Assimilation	
	Analyze the role of key components in a historical situation using primary resources including literature, visual art, and maps.	Analyzing	C - Assimilation	
	Compare and contrast the thoughts, actions, and motives of historical groups.	Analyzing	C - Assimilation	
How to describe the global impact of European nationalism and Western imperialism.		Understanding	A - Acquisition	
	Use a variety of types of maps, identify countries and regions that were colonized and/or colonizers.	Understanding	A - Acquisition	
	Examine and analyze historical evidence, using a variety of types of primary resources.	Analyzing	C - Assimilation	

#### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b>  <b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the role of nationalism and imperialism in global transformation during the nineteenth and early twentieth centuries.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Mercantilism</li> <li>Imperialism</li> <li>Colonization</li> <li>Columbian Exchange</li> </ul>	<ul style="list-style-type: none"> <li>Geopolitics</li> <li>Suez Canal</li> <li>Raj</li> <li>Queen Liliuokalani</li> </ul>
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<ul style="list-style-type: none"> <li>● Explain the impact of imperialism on Africa.</li> <li>● Describe the impact of imperialism on China.</li> <li>● Describe the impact of imperialism on Japan.</li> <li>● Compare and contrast the impact of imperialism on Africa, China, and Japan.</li> </ul>	<ul style="list-style-type: none"> <li>● Commercial Revolution</li> <li>● Racism</li> <li>● Berlin Conference</li> <li>● Menelik II</li> </ul>	
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>● What changes resulted from European colonial expansion?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>●</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## CONTENT STANDARDS

## PRIORITY STANDARDS

- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - Describing resistance to European imperialism in Africa, Japan, and China
- **12 - Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.**
  - Describing the rise of Communism in Russia during World War I. Examples: return of Vladimir Lenin, rise of the Bolsheviks
  - Describing military technology used during World War I
  - Identifying problems created by the Treaty of Versailles of 1919. Examples: Germany's reparations and war guilt, international controversy over the League of Nations
  - Identifying alliances during World War I and boundary changes after World War I

## SUPPORTING STANDARDS

- **5 - Describe the rise of absolutism and constitutionalism and their impact on European nations.**
  - Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings. Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great. Identifying major provisions of the Petition of Rights and the English Bill of Rights.
- **6 - Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.**
  - Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity
  - Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau
- **9 - Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe**
  - Identifying important inventors in Europe during the Industrial Revolution
  - Comparing the Industrial Revolution in England to later revolutions in Europe.
- **10 - Describe the influence of urbanization on the Western World during the nineteenth century.**
  - Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism
  - Describing the search for political democracy and social justice in the Western World

	<ul style="list-style-type: none"> <li>○ Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage</li> <li>● 13 - Explain challenges of the post-World War I period. Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe <ul style="list-style-type: none"> <li>○ Identifying causes of the Great Depression</li> <li>○ Characterizing the global impact of the Great Depression</li> </ul> </li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to describe the global impact of European nationalism and Western imperialism.		Analyzing	C - Assimilation	
	Use a variety of types of maps, identify countries and regions that were colonized and/or colonizers.	Understanding	A - Acquisition	
	Examine and analyze historical evidence, using a variety of types of primary resources.	Analyzing	C - Assimilation	
How to explain the causes and consequences of WWI.		Understanding	A- Acquisition	
	Identify causes and consequences of historical events using a variety of primary and secondary historical resources.	Understanding	A- Acquisition	
	Judge the importance of historical events using specific textual evidence to support the student's position.	Evaluating	D - Adaptation	

KEY COMPONENTS		
<b>LEARNING TARGETS (incremental learning target by week)</b> <b>Week 1: Students should be able to:</b> <ul style="list-style-type: none"> <li>● Describe the role of nationalism and imperialism in global transformation during the nineteenth and early twentieth centuries, including in Africa, Japan, and China.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>● Militarism</li> <li>● Alliance System</li> <li>● Bolsheviks</li> <li>● Treaty of Versailles of 1919</li> </ul>	

<p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain the causes and consequences of imperialism, militarism, nationalism, and the alliance system of WWI.</li> <li>● Describe the rise of communism in Russia during WWI.</li> <li>● Describe military technology of WWI.</li> <li>● Summarize problems created by the Treaty of Versailles of 1919.</li> <li>● Describe the alliances of WWI and boundary changes after WWI.</li> </ul>	<ul style="list-style-type: none"> <li>● Reparation</li> <li>● War Guilt Clause</li> <li>● League of Nations</li> <li>● Total War</li> <li>● Armistice</li> </ul>	
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● What were the causes, events, and effects of World War I?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

**ACTIVITIES & RESOURCES**

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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**UNIT 7: Interwar Period and Rise of Facism**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **13 - Explain challenges of the post-World War I period. Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe**
  - Identifying causes of the Great Depression
  - Characterizing the global impact of the Great Depression

**SUPPORTING STANDARDS**

- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - Describing resistance to European imperialism in Africa, Japan, and China
- **12 - Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.**
  - Describing the rise of Communism in Russia during World War I. Examples: return of Vladimir Lenin, rise of the Bolsheviks
  - Describing military technology used during World War I
  - Identifying problems created by the Treaty of Versailles of 1919. Examples: Germany's reparations and war guilt, international controversy over the League of Nations
  - Identifying alliances during World War I and boundary changes after World War I

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The challenges faced around the world after WWI.		Understanding	A - Acquisition	
	Identify and analyze social and political changes using historical data.	Analyzing	C - Assimilation	
	Evaluate the impact of social and political changes using primary resources including text, visual and auditory arts, and maps.	Evaluating	C - Assimilation	

**KEY COMPONENTS**

<p><b>LEARNING TARGETS (incremental learning target by week)</b>  <b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● Evaluate social, political, and economic changes in the world during the time period between World War I and World War II in order to determine long-term global impact.</li> <li>● Analyze the social, political, and economic changes in the world during the time period between World War I and World War II.</li> <li>● Identify causes and impacts of the Great Depression.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● Great Depression</li> <li>● Theory of Relativity</li> <li>● Sigmund Freud</li> <li>● Existentialism</li> <li>● Surrealism</li> <li>● Jazz</li> <li>● New Deal</li> </ul>	
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● What were the economic, political, social, and scientific changes that brought the world to the brink of a second world war?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		
<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>	

## CONTENT STANDARDS

## PRIORITY STANDARDS

- **9 - Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe**
  - Identifying important inventors in Europe during the Industrial Revolution
  - Comparing the Industrial Revolution in England to later revolutions in Europe.
- **14 - Describe causes and consequences of World War II. Examples: causes—unanswered aggression, Axis goal of world conquest, consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials**
  - Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
  - Identifying turning points of World War II in the European and Pacific Theaters
  - Depicting geographic locations of world events between 1939 and 1945
  - Identifying on a map changes in national borders as a result of World War I

## SUPPORTING STANDARDS

- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - Describing resistance to European imperialism in Africa, Japan, and China
- **12 - Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.**
  - Describing the rise of Communism in Russia during World War I. Examples: return of Vladimir Lenin, rise of the Bolsheviks
  - Describing military technology used during World War I
  - Identifying problems created by the Treaty of Versailles of 1919. Examples: Germany's reparations and war guilt, international controversy over the League of Nations
  - Identifying alliances during World War I and boundary changes after World War I
- **13 - Explain challenges of the post-World War I period. Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe**
  - Identifying causes of the Great Depression
  - Characterizing the global impact of the Great Depression
- **15 - Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.**

**Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts**

  - Explaining origins of the Cold War, Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact
  - Tracing the progression of the Cold War. Examples: nuclear weapons, European power struggles, Korean War,



**Berlin Wall, Cuban Missile Crisis, Vietnam War**

<b>KNOWLEDGE (students need to know):</b>	<b>SKILLS (students need to be able to do):</b>	<b>BLOOM'S TAXONOMY</b>	<b>QUAD</b>	<b>ACT</b>
The impact inventions, labor conditions, economic, and governmental theories had on Europe during the Industrial Revolution.		Evaluating	C - Assimilation	
	Evaluate critical factors surrounding a historical time period.	Understanding	A - Acquisition	
	Identify causal factors of historical changes.	Evaluating	C - Assimilation	
	Distinguish among causal factors and results of historical changes.			
How to describe the causes and consequences of WWII.		Understanding	A- Acquisition	
	Investigate and explain causal factors for historical events, using a variety of primary resources.	Analyzing	C - Assimilation	
	Develop and defend a position related to a historical event, citing specific textual evidence to support the student's position.	Evaluating	D - Adaptation	
	Relate historical consequences to resulting social and political changes.	Analyzing	C - Assimilation	

**KEY COMPONENTS**

<p><b>LEARNING TARGETS (incremental learning target by week)</b>  <b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the social, economic, and political impact on Europe of inventions, labor conditions, and economic theories that occurred during the Industrial Revolution.</li> <li>• Identify important inventors from the Industrial Revolution in Europe.</li> <li>• Compare the Industrial Revolution to later Revolutions in Europe.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Marxism</li> <li>• Industrial Revolution</li> <li>• Axis Powers</li> <li>• Allied Powers</li> <li>• Holocaust</li> <li>• Atomic Age</li> <li>• Appeasement</li> </ul>	
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<p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain the causes of World War II.</li> <li>● Relate the consequences of World War II to the resulting global changes.</li> <li>● Explain the rise of militarist and totalitarian states at the onset of WWII.</li> <li>● Judge important turning points of World War II.</li> <li>● Depict graphically the locations of world events from 1939-1945.</li> <li>● Depict on a map changes in national borders due to WWII.</li> <li>● Relate the consequences of World War II to the resulting global changes.</li> </ul>	<ul style="list-style-type: none"> <li>● Pearl Harbor</li> <li>● D-Day</li> <li>● Nuremberg Trials</li> <li>● Genocide</li> <li>● Demilitarization</li> </ul>	
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● What were the causes and results of World War II?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		
<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>	

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **14 - Describe causes and consequences of World War II. Examples: causes—unanswered aggression, Axis goal of world conquest, consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials**
  - Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
  - Identifying turning points of World War II in the European and Pacific Theaters
  - Depicting geographic locations of world events between 1939 and 1945
  - Identifying on a map changes in national borders as a result of World War I
- **15 - Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires. Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts**
  - Explaining origins of the Cold War, Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact
  - Tracing the progression of the Cold War. Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

**SUPPORTING STANDARDS**

- **12 - Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.**
  - Describing the rise of Communism in Russia during World War I. Examples: return of Vladimir Lenin, rise of the Bolsheviks
  - Describing military technology used during World War I
  - Identifying problems created by the Treaty of Versailles of 1919. Examples: Germany's reparations and war guilt, international controversy over the League of Nations
  - Identifying alliances during World War I and boundary changes after World War I
- **13 - Explain challenges of the post-World War I period. Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe**
  - Identifying causes of the Great Depression
  - Characterizing the global impact of the Great Depression

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to describe the causes and consequences of WWII.		Understanding	A- Acquisition	
	Investigate and explain causal factors for historical events, using a variety of primary resources.	Analyzing	C - Assimilation	

	Develop and defend a position related to a historical event, citing specific textual evidence to support the student's position.	Evaluating	D - Adaptation	
	Relate historical consequences to resulting social and political changes.	Analyzing	C - Assimilation	
How to describe the realignment and reconstruction of Europe, Asia, and Latin America after WWII.		Understanding	A - Acquisition	
	Develop descriptions of historical situations using resources that include literature, visual and auditory arts, maps, and other primary and secondary resources.	Applying	D- Adaptation	
	Explain relationships among historical situations, citing specific evidence to support the student's position.	Understanding	A - Acquisition	

### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <b>Week 1: Students should be able to:</b> <ul style="list-style-type: none"> <li>Describe post-World War II realignment, reconstruction, and the end of colonial empires.</li> <li>Explain the relationship of realignment and reconstruction to the origins and events of the Cold War.</li> <li>Trace the progression of the Cold War.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Chinese Communist Revolution</li> <li>Cuban Revolution</li> <li>Cold War</li> <li>Containment</li> <li>Mao Zedong</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Revolution</li> <li>38th Parallel</li> <li>Vietnamization</li> <li>Detente</li> <li>SALT</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>How did the United States and the Soviet Union compete for economic and military superiority in the Cold War?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

### ACTIVITIES & RESOURCES

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## CONTENT STANDARDS

## PRIORITY STANDARDS

- **6 - Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.**
  - Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity
  - Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau
- **7 - Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.**
  - Identifying causes of the French Revolution
  - Describing the influence of the American Revolution on the French Revolution
  - Identifying objectives of different groups participating in the French Revolution
  - Describing the role of Napoléon Bonaparte as an empire builder
- **8 - Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.**
  - Identifying the location of countries in Latin America
- **16 - Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.**
  - Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
  - Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the

## SUPPORTING STANDARDS

- **1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.**
- **2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.**
- **3 - Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.**
- **4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.**
  - Depicting the general location of, size of, and distance between regions in the early Global Age
- **5 - Describe the rise of absolutism and constitutionalism and their impact on European nations.**
  - Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings. Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great. Identifying major provisions of the Petition of Rights and the English Bill of Rights.
- **11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.**
  - Describing resistance to European imperialism in Africa, Japan, and China
- **15 - Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.**  
Examples: reconstruction of Japan; nationalism in India,

<p><b>Middle East, Somalia and Rwanda, Cambodia, and the Balkans</b></p> <ul style="list-style-type: none"> <li>○ <b>Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict</b></li> <li>○ <b>Depicting geographic locations of major world events from 1945 to the present</b></li> <li>● <b>17 - Describe emerging democracies from the late twentieth century to the present.</b> <ul style="list-style-type: none"> <li>○ <b>Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century. Examples: genetic engineering, space exploration</b></li> <li>○ <b>Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed</b></li> <li>○ <b>Relating economic changes to social changes in countries adopting democratic forms of government</b></li> </ul> </li> </ul>	<p><b>Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts</b></p> <ul style="list-style-type: none"> <li>○ <b>Explaining origins of the Cold War, Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact</b></li> <li>○ <b>Tracing the progression of the Cold War. Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War</b></li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.		Understanding	A - Acquisition	
	Identify key figures and achievements using primary and secondary resources.	Understanding	A - Acquisition	
	Evaluate the importance of historic individuals, ideas, and achievement.	Evaluating	C - Assimilation	
Describe the impact of the French Revolution on political and social thought.		Understanding	A- Acquisition	
	Analyze historical and political thoughts and actions using primary resources such as literature and visual art.	Analyzing	C - Assimilation	
	Analyze the role of key components in a historical situation using primary	Analyzing	C - Assimilation	

	resources including literature, visual art, and maps			
	Compare and contrast the thoughts, actions, and motives of historical groups.	Analyzing	C - Assimilation	
Contributing factors in revolutionary movements, including causes, outside and internal influences, political thought, social changes, and any other factors important to a particular revolution. Social and political realities of indigenous populations in Latin American and the Caribbean.		Analyzing	C - Assimilation	
Leaders of the Mexican revolutions such as: Miguel Hidalgo, Miguel Hidalgo y Castilla, Jose Maria Morelos, Santa Anna, Benito Juarez, Pancho Villa, Emiliano Zapata; liberator Simon Bolivar; in Haiti, Toussaint L'Ouverture, Jean Jaques Dessalines, Jose Tomas Boves.		Remembering	A - Acquisition	
	Utilize maps of various types for appropriate purposes.	Applying	C - Assimilation	
	Compare and contrast historical events using a variety of secondary and primary resources.	Evaluating	C - Assimilation	
	Use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.	Applying	C - Assimilation	
The role of nationalism, militarism, civil war, and terrorism in the late twentieth and early twenty-first centuries.		Understanding	A - Acquisition	
	Develop an understanding of key historical events, using a variety of primary and secondary resources.	Understanding	A - Acquisition	
	Explain relationships among key historical events and economics, political and social ideologies, and geography.	Understanding	A - Acquisition	



Examples of emerging democracies from the close of the twentieth century to the present.		Remembering	A - Acquisition	
	Analyze historical and current information in order to understand and make decisions about global issues.	Evaluating	D - Adaptation	

**KEY COMPONENTS**

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the effects of internal conflict in South Africa, Northern Ireland, Chile, the Middle East, Somalia, Rwanda, Cambodia, and the Balkans.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast similarities and differences among revolutions that occurred in Latin America and the Caribbean.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Partition</li> <li>Jawaharlal Nehru</li> <li>Corazon Aquino</li> <li>PLO</li> <li>Anwar Sadat</li> <li>Mujahideen</li> <li>PRI</li> </ul>	<ul style="list-style-type: none"> <li>Apartheid</li> <li>Glasnost</li> <li>Tiananmen Square</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>What independence movements and political conflicts took place in Africa and Asia as colonialism gave way after World War II?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

**ACTIVITIES & RESOURCES**

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## CONTENT STANDARDS

## PRIORITY STANDARDS

- 4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.
  - Depicting the general location of, size of, and distance between regions in the early Global Age
- 16 - Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.
  - Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
  - Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
  - Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict
  - Depicting geographic locations of major world events from 1945 to the present
- 17 - Describe emerging democracies from the late twentieth century to the present.
  - Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century. Examples: genetic engineering, space exploration

## SUPPORTING STANDARDS

- 1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.
- 2 - Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.
- 11 - Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.
  - Describing resistance to European imperialism in Africa, Japan, and China
- 14 - Describe causes and consequences of World War II. Examples: causes—unanswered aggression, Axis goal of world conquest, consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials
  - Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
  - Identifying turning points of World War II in the European and Pacific Theaters
  - Depicting geographic locations of world events between 1939 and 1945
  - Identifying on a map changes in national borders as a result of World War I
- 15 - Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires. Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts
  - Explaining origins of the Cold War, Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine,

- Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed
- Relating economic changes to social changes in countries adopting democratic forms of government

- Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact
- Tracing the progression of the Cold War. Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The relationship and development of India, Africa, Japan, and China culturally and geographically in the early Global Age.		Analyzing	C - Assimilation	
	Using a variety of primary and secondary resources including, literature, visual art, and maps, identify physical and cultural aspects of regions.	Understanding	B - Application	
	Recognize the influence of historical activities. Evaluate the role of physical geography on the development of regions.	Evaluating	C - Assimilation	
	Identify and illustrate physical geographic traits on a variety of types of maps.	Applying	B - Application	
The role of nationalism, militarism, civil war, and terrorism in the late twentieth and early twenty-first centuries.		Understanding	A - Acquisition	
	Develop an understanding of key historical events, using a variety of primary and secondary resources.	Understanding	A - Acquisition	
	Explain relationships among key historical events and economics, political and social ideologies, and geography.	Understanding	A - Acquisition	
Examples of emerging democracies from the close of the twentieth century to the present.		Remembering	A - Acquisition	
	Analyze historical and current information in order to understand and make decisions about global issues.	Evaluating	D - Adaptation	

**KEY COMPONENTS**

**LEARNING TARGETS (incremental learning target by week)**  
**Week 1: Students should be able to:**

- Describe emerging democracies from the late twentieth century to the present.
- Discuss problems and opportunities created by science, technology, and the environment from the late twentieth century to the present.
- Discuss how issues of civil liberty and human rights are addressed from 1945 to the present.
- Relate how social and economic changes occur in countries adopting democratic governments.

**KEY VOCABULARY**

- Terrorism
- Gulf Wars
- Terrorist Attacks
- Internet
- Genetic engineering
- Global economy
- Free trade
- Political dissent
- Refugee
- USA Patriot Act

- Popular Culture
- Maternalism

**ESSENTIAL QUESTION(S)**

- How have advances in science and technology made the world more globally interdependent and affected people’s lives?

**PRIOR KNOWLEDGE**

- 

**FORMATIVE ASSESSMENT**

**SUMMATIVE ASSESSMENT**

**ACTIVITIES & RESOURCES**

**RTI**

**EXTENSION OPPORTUNITIES**

## CONTENT STANDARDS

## PRIORITY STANDARDS

- 1 - Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.
- 16 - Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.
  - Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
  - Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
  - Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict
  - Depicting geographic locations of major world events from 1945 to the present
- 17 - Describe emerging democracies from the late twentieth century to the present.
  - Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century. Examples: genetic engineering, space exploration
  - Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed

## SUPPORTING STANDARDS

- 4 - Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas. Depicting the general location of, size of, and distance between regions in the early Global Age
- 9 - Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe
  - Identifying important inventors in Europe during the Industrial Revolution
  - Comparing the Industrial Revolution in England to later revolutions in Europe.
- 10 - Describe the influence of urbanization on the Western World during the nineteenth century.
  - Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism
  - Describing the search for political democracy and social justice in the Western World
  - Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage
- 14 - Describe causes and consequences of World War II. Examples: causes—unanswered aggression, Axis goal of world conquest, consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials
  - Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
  - Identifying turning points of World War II in the European and Pacific Theaters

- Relating economic changes to social changes in countries adopting democratic forms of government

- Depicting geographic locations of world events between 1939 and 1945
- Identifying on a map changes in national borders as a result of World War I

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Specific changes that occurred during the Renaissance in areas such as humanism, arts and literature, intellectual development, trade, and technology.		Evaluating	C - Assimilation	
	Describe a historical period.	Understanding	B-Application	
	Analyze primary and secondary resources to identify changes over time.	Analyzing	D - Adaptation	
	Use evidence to determine cause and effect.	Applying	C - Assimilation	
The role of nationalism, militarism, civil war, and terrorism in the late twentieth and early twenty-first centuries.		Understanding	A - Acquisition	
	Develop an understanding of key historical events, using a variety of primary and secondary resources.	Understanding	A - Acquisition	
	Explain relationships among key historical events and economics, political and social ideologies, and geography.	Understanding	A - Acquisition	
Examples of emerging democracies from the close of the twentieth century to the present.		Remembering	A - Acquisition	
	Analyze historical and current information in order to understand and make decisions about global issues.	Evaluating	D - Adaptation	

### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe emerging democracies from the late twentieth century to the present.</li> <li>• Discuss problems and opportunities created by science, technology, and the environment from the late twentieth century to the present.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss how issues of civil liberty and human rights are addressed from 1945 to the present.</li> <li>• Relate how social and economic changes occur in countries adopting democratic governments.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Mass Media</li> <li>• Greenhouse Effect</li> <li>• Sustainable Development</li> <li>• Overpopulation</li> <li>• Less-developed countries</li> <li>• Investment Capital</li> <li>• World Bank</li> <li>• Grassroots development</li> <li>• Bioweapons</li> <li>• Universal Declaration of Human Rights</li> </ul>	
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• What technological, environmental, economic, and global security issues face the world community?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>