

Essential Standards Document

Collaborative Team: World History
Unit #: Unit 1: Reformation and Renaissance
Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
<p>Students will analyze the impact of humanism on political theory and practice during the Renaissance era.</p>	<p>DOK: Level 4</p>	<p>Focused Skill - Continuity and Change over time</p> <p>a. Describe one specific change in attitudes and practices toward governance during the period 1450-1700.</p> <p>b. Describe one specific example of continuity in attitudes and practices toward governance during the period 1450-1700.</p> <p>c. Using a specific example from the reading (Machiavelli's The Prince) explain how theorists attempted to influence governmental practices.</p>
<p>Students can compare Martin Luther's approach to salvation with that of the Catholic church.</p>	<p>DOK: Level 3</p>	<p>Multiple Choice proficiency test (2/3)</p>

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Unit #: Unit 2: Exploration and Expansion
Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
Students can develop a logical argument for the use of the mercantilist system.	DOK: Levels 1, 3	Focused Skill - Causation Identify 2 components of the mercantilism system and explain how it contributes to a favorable balance of trade. Favorable Balance of Trade
Students will understand the development of nation states in Europe.	DOK: Level 4	Analyze how the use of tariffs by kings allowed them to increase their power (growth of military/navy)

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Unit #: 3: Absolutism and Enlightenment
Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
<p>Students can identify characteristics of an absolute monarchy.</p>	<p>DOK: Level 1-4</p>	<p>Focused Skill - Change over time</p> <p>Evolution on monarchical rule</p> <ul style="list-style-type: none"> - Centralized tax system - Bureaucracy - National Military - Unification of regional gov. (Nationalism)
<p>Students will understand the impact of enlightened philosophy to address societal problems.</p>	<p>DOK: Level 1, 3</p>	<p>Identify two (2) enlightenment ideas regarding government reform.</p> <p>Based on 1 concept identified above, explain how it contributed to the rebirth of democracy.</p>

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Unit #: 4: Revolutions

Essential Standard (# and full standard):

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>Students will understand the political, social and economic motives of the French Revolution.</p>	<p>DOK: Level 3</p>	<p>Discuss the impact of the French Revolution (including the Napoleonic era) on human rights...</p> <ul style="list-style-type: none"> a. Equality of social classes (3rd estate) b. Women's' Rights c. Legal protections

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Unit #: 5: Industrial Revolution

Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
Students will understand why the industrial revolution began in Britain.	DOK: Level	
Students will understand the implications and demographic changes that arise with urbanization.	DOK: Level	The Urbanization Game
Students will understand how the development of factories impacted daily life.	DOK: Level	
Students will understand the origins of socialism and be able to compare the standard of living of the working class to that of the bourgeoisie.	DOK: Level	

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Unit #: 6: World War I

Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
Students will analyze the M.A.I.N causes of WWI	DOK: Level	
Students will understand the outcomes of the war (impact of the Treaty of Versailles)	DOK: Level	

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Unit #: 7: Russian Revolution

Essential Standard (# and full standard):

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>Students will understand why the ideals of communism were so appealing to the peasant class of Russia.</p>	<p style="text-align: center;">DOK: Level 4</p>	<p>Design a board game...</p>

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Unit #: 8: Hitlers Rise to Power/World War II
Essential Standard (# and full standard):

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
<p>Students will analyze the rise of Fascist regimes and the techniques (propaganda, nationalism, militarism. Etc.) used to advance their political goals.</p>	<p>DOK: Level 4</p>	<p>*Examine how the Nazi party & Adolf Hitler benefited from each of the following conditions in Europe during their rise to power in Germany.</p> <ul style="list-style-type: none"> - Treaty of Versailles - Antisemitism - Economic Depression
<p>Students will examine the outcomes of WWII in relationship to the causes of the Cold War.</p>		

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Unit #: 9: Cold War

Essential Standard (# and full standard):

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>Students will understand why Communism failed in the Soviet Union and ultimately contributed to the collapse of the U.S.S.R.</p>	<p>DOK: Level 4</p>	<p>When you (the student) have completed your study of the fall of the Soviet Union, write a brief response to the following prompt: Was the collapse of the Soviet Union primarily caused by political, economic, or social factors? (students should be able to effectively analyze TWO of these components for proficiency)</p>