

Modern World History

Theme <i>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	Pacing All Year
Content Statement 1. <i>Historical events provide opportunities to examine alternative courses of action.</i> Learning Targets: <ul style="list-style-type: none"> I can examine alternate courses of action in historical context. 	Content Elaborations By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events. How might the history of the United States be different if the participants in historical events had taken different courses of action? What if Napoleon had not been defeated at Waterloo? What if England and France refused Hitler's demands for the Sudetenland? What if Truman had not ordered atomic bombs dropped on Japan? What if South Africa had not instituted the policy of apartheid?
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> examine analyze cause and effect interpret predict write create
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays

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<ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating

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- Make notes available online using Infinite Campus or other web-based system or the teacher Web pages
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

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Content Statement 2. <i>The use of primary and secondary sources of information includes an examination of the credibility of each source.</i> Learning Targets: <ul style="list-style-type: none"> I can use and analyze primary and secondary sources. I can detect bias and judge credibility in primary and secondary sources. 	Content Elaborations The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for: <ul style="list-style-type: none"> The qualifications and reputation of the author Agreement with other credible sources Perspective or bias of the author (including stereotypes) Accuracy and internal consistency The circumstances in which the author prepared the source
Content Vocabulary <ul style="list-style-type: none"> primary sources secondary sources bias credibility 	Academic Vocabulary <ul style="list-style-type: none"> analyze create
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment

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Content Statement 3. <i>Historians develop theses and use evidence to support or refute positions.</i> Learning Targets: <ul style="list-style-type: none"> I can develop theses and use evidence to support or refute positions. 	Content Elaborations Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events. Historians cite their sources and use the results of their research to support or refute contentions made by others.
Content Vocabulary <ul style="list-style-type: none"> central claim thesis artifacts 	Academic Vocabulary <ul style="list-style-type: none"> develop evidence
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Content Statement 4. <i>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</i> Learning Targets: <ul style="list-style-type: none"> • I can analyze cause and effect. • I can differentiate between causation and correlation. • I can identify long- and short-term causal relations to historical events. 	Content Elaborations When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war. An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? An examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.
Content Vocabulary <ul style="list-style-type: none"> • correlation • multiple causation • causal relations • historical events 	Academic Vocabulary <ul style="list-style-type: none"> • sequence • identify • cause and effect • correlation
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Strand <i>History</i>	
Topic <i>Age of Enlightenment (1600-1800)</i> The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political, and economic institutions.	Pacing First Semester
Content Statement 5. <i>The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how the Scientific Revolution impacted religious institutions by challenging how people viewed the world. I can explain how the Scientific Revolution impacted political institutions by challenging how people viewed the world. I can explain how the Scientific Revolution impacted cultural institutions by challenging how people viewed the world. 	Content Elaborations The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. It challenged religious teachings on the origins of the universe and explanations for natural phenomena. The Church reacted strongly against the scientists who challenged established beliefs. The Scientific Revolution served as the beginning of the challenging of established ideologies, leading to the Enlightenment and eventually the political revolutions that took place in Western Europe and colonies beginning in the late 18th century. The Scientific Revolution's impact on cultural institutions included education. The number of scientific academies and museums grew with the support of monarchs. The Royal Society of London and the French Academy of Science helped establish the credibility of science as a discipline. The scientific method paved the way for modern science. New scientific discoveries resulted from this new way of explaining natural phenomena impacting the study of anatomy, astronomy, mathematics, medicine.
Content Vocabulary <ul style="list-style-type: none"> scientific method cultural institutions fact vs. opinion traditional belief credibility 	Academic Vocabulary <ul style="list-style-type: none"> explain perception challenge

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Integrations

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- World Languages: Historical background for works of literature and references to world cultures
- Science: Historical background for Scientific Revolution

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Topic <i>Age of Enlightenment (1600-1800)</i> The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political, and economic institutions.	Pacing First Semester
Content Statement 6. <i>Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political, and economic systems and institutions.</i> Learning Targets: <ul style="list-style-type: none"> I can explain the meaning of natural laws. I can explain how Enlightenment thinkers applied reason to discover natural laws. I can give examples of how natural laws guided human nature in social, political, and economic systems and institutions. 	Content Elaborations The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the church. Enlightenment thinkers believed that natural laws guided social, political, and economic systems and institutions. This concept shaped the role of education, the relationship between the government and people, and how goods and services were produced and distributed.
Content Vocabulary <ul style="list-style-type: none"> natural laws reason enlightenment philosopher social contract consent of the governed 	Academic Vocabulary <ul style="list-style-type: none"> recognize applied distribute
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Content Statement 7. Enlightenment ideas challenged practices related to religious authority, absolute rule, and mercantilism. Learning Targets: <ul style="list-style-type: none"> I can identify and explain pre-Enlightenment thinking and contrasting ideas of the Enlightenment. I can explain how Enlightenment ideas challenged religious authority. I can explain how Enlightenment ideas challenged absolute rule (monarchy). I can explain how Enlightenment ideas challenged practices related to mercantilism. 	Content Elaborations Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. Challenges to religious authority began during the Scientific Revolution with a shift away from the belief that truth is revealed solely through the Bible and the Church. There was a rejection of many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare. There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited government regulation.
Content Vocabulary <ul style="list-style-type: none"> Enlightenment religious authority doctrines mercantilism absolutism free-market economy economics 	Academic Vocabulary <ul style="list-style-type: none"> analyze impact distribute

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com • <i>The Day the Universe Changed: Science Revises the Heavens</i> 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.

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Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers.
- World Languages: Historical background for works of literature and references to world cultures
- Science: Historical background for Scientific Revolution

Intervention Strategies

- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov
- Resources based on the Universal Design for Learning principles are available at www.cast.org
- Preferential seating
- Make notes available online using Infinite Campus or other web-based system or the teacher Web pages
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- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

Modern World History

Theme <i>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>History</i>	
Topic <i>Age of Revolutions (1750-1914)</i> The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic, and social consequences on a global scale.	Pacing First Semester
Content Statement 8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution, and Latin American wars for independence. Learning Targets: <ul style="list-style-type: none"> • I can explain how Enlightenment ideas influenced the American Revolution. • I can explain how Enlightenment ideas influenced the French Revolution. • I can describe other causes of the French Revolution. • I can explain how Enlightenment ideas influenced Latin American wars for independence. • I can describe other causes of the Latin American wars for independence. • I can give examples of the effect(s) of the French Revolution and Latin American wars for independence. 	Content Elaborations The chain of political, economic and social changes that developed during the Enlightenment Age inspired the American Revolution, French Revolution, and Latin American wars for independence. Enlightenment writers explored the relationship between governments and the people they governed. The ideas they espoused included freedom, natural rights, self-determination, limited government, consent of the governed, and the common good. Leaders of revolutions and wars for independence during this time based their quests for political change upon Enlightenment ideas.
Content Vocabulary <ul style="list-style-type: none"> • Enlightenment ideas • self-determination 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays

Modern World History

<p>understanding</p> <ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating

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Modern World History

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Content Statement 9. Industrialization had social, political, and economic effects on Western Europe and the world. Learning Targets: <ul style="list-style-type: none"> I can describe the causes of industrialization in Western Europe in the 18th and 19th centuries. I can analyze the positive and negative effects (social, political, and economic) of industrialization. 	Content Elaborations The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life, and the daily working lives of men, women, and children. Population growth and migrations, urbanization, and emigration out of Europe were impacted by the move to an industrialized economy. The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.
Content Vocabulary <ul style="list-style-type: none"> industrialization urbanization socialism capitalism laissez-faire capitalism communism utilitarianism Social Darwinism types of economies 	Academic Vocabulary <ul style="list-style-type: none"> analyze effects
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays

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Modern World History

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Strand <i>History</i>	
Topic <i>Imperialism (1800-1914)</i> The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa, and Latin America.	Pacing First Semester
Content Statement 10. Imperial expansion had political, economic, and social roots. Learning Targets: <ul style="list-style-type: none"> • I can describe the political causes of imperialism. • I can describe the economic causes of imperialism. • I can describe the social causes of imperialism 	Content Elaborations By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political, and social roots. The political motivations for imperialism included the desire to appear most powerful, bolster nationalistic pride, and provide security through the building of military bases overseas. The economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials, and outlets for population growth. The social roots for imperial expansion included the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and religious motivations. Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China and Korea.
Content Vocabulary <ul style="list-style-type: none"> • imperialism • empire • “White Man’s Burden” • missionary • exploitation 	Academic Vocabulary <ul style="list-style-type: none"> • describe

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<ul style="list-style-type: none"> • domination • market • imperial expansion • indigenous • Social Darwinism • colonialism • colony 	
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Strand <i>History</i>	
Topic <i>Imperialism (1800-1914)</i> The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa, and Latin America.	Pacing First Semester
Content Statement 11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and maintenance of political control. Learning Targets: <ul style="list-style-type: none"> I can explain and describe the effects of imperialism including land acquisition, extraction of raw materials, spread of western values, and maintenance of political control. 	Content Elaborations In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Imperialism resulted in the spread of Western values (e.g., religion, customs, ways of governing). Some European powers (e.g., France, Belgium) preferred direct control over the colonies they established during this period. A pattern of paternalism reflected a European belief that Africans should be governed by the European colonizers and protected like children. Some European powers (e.g., Great Britain, the Netherlands) preferred indirect control over their colonies, using local systems of authority. They felt that working with the local native leaders would lessen the possibility of revolts and would encourage the colonized to assimilate western traditions (e.g., culture, governing). European powers used spheres of influence to establish economic control in China.
Content Vocabulary <ul style="list-style-type: none"> sphere of influence Western values direct control indirect control 	Academic Vocabulary <ul style="list-style-type: none"> describe

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<ul style="list-style-type: none"> • assimilation • economic control 	
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<ul style="list-style-type: none"> • Video: <i>Africa – A History Denied</i> 	
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Content Statement 12. The consequences of imperialism were viewed differently by the colonizers and the colonized. Learning Targets: <ul style="list-style-type: none"> I can describe how the consequences of imperialism were viewed differently by the colonizers and the colonized. 	Content Elaborations Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.
Content Vocabulary <ul style="list-style-type: none"> colonizers colonized tradition modernization 	Academic Vocabulary <ul style="list-style-type: none"> describe
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Strand <i>History</i>	
Topic <i>Achievements and Crises (1900-1945)</i> The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.	Pacing First Semester
Content Statement 13. Advances in technology, communication, and transportation improved lives but also had negative consequences. Learning Targets: <ul style="list-style-type: none"> I can give examples of advancements in technology, communication, and transportation. I can explain how some advancements have improved lives and others have had negative consequences. 	Content Elaborations Advances in technology during this time period improved lives through an increase in the availability and variety of consumer goods (e.g., appliances, synthetic fabrics, plastics). Advances in communication and transportation that improved lives included the radio, radar, motion pictures, automobiles, and airplanes. In some cases, advances in technology, communication, and transportation had negative impacts (e.g., pollution, social stratification, dramatic increases in war casualties). Battlefield weapons (e.g., machine gun, poison gas, hand grenades, tanks) and the atomic bomb increased the destructive power of war.
Content Vocabulary <ul style="list-style-type: none"> technology consequences 	Academic Vocabulary <ul style="list-style-type: none"> select explain
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates

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<p>for student understanding</p> <ul style="list-style-type: none"> • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
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Content Statement 14. The causes of World War I included militarism, imperialism, nationalism, and alliances. Learning Targets: <ul style="list-style-type: none"> • I can explain how militarism caused World War I. • I can explain how imperialism caused World War I. • I can explain how nationalism caused World War I. • I can explain how alliances caused World War I. 	Content Elaborations Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between the powers led to a building up of armed forces and an increase in distrust. Imperialism was an important underlying cause of World War I. The great powers of Europe were competing for land around the world. Intense nationalism grew among the European people (e.g., the influence of nationalism in the Balkans, which prompted the outbreak of WWI). Consequently, due to national animosities, there was little resistance to war when it began. The system of alliances early in the century set the stage for enlarging a small-scale conflict into a world war. Each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.
Content Vocabulary <ul style="list-style-type: none"> • nationalism • militarism • nation • nation-state • alliances • Triple Alliance • Triple Entente 	Academic Vocabulary <ul style="list-style-type: none"> • explain

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Integrations

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Content Statement 15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of appeasement, which in turn led to World War II. Learning Targets: <ul style="list-style-type: none"> • I can describe the destruction caused by World War I. • I can describe the economic effects of World War I. • I can describe the key points of the Treaty of Versailles and the impact on the nations of Europe and the world. • I can describe the causes of the Russian Revolution. • I can describe how the destruction and events of World War I led to the rise of totalitarian governments. • I can explain the reasons for Axis aggression. • I can summarize the policy of appeasement. • I can explain how appeasement led to World War II. 	Content Elaborations The hard toll of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism. Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. Its harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression. The German, Austro-Hungarian, and Ottoman empires collapsed and their former lands were carved up into new states and nations. Financial losses, battlefield deaths, and the destruction of towns, cities, and infrastructure weakened European powers. Facing economic troubles, some countries found themselves easy prey to nationalistic and militaristic political parties that, in order to gain political power, were quick to point out the failure of democratic governments for their own gain. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. As a consequence of the devastation resulting from World War I, Great Britain and France were reluctant to challenge Nazi Germany's expansion efforts in the 1930s. Their efforts to avoid war resulted in a policy of appeasement.

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	The aggressive expansion of Germany, Italy, and Japan, the failures of the League of Nations, and the policy of appeasement by Great Britain and France led to World War II.
Content Vocabulary <ul style="list-style-type: none"> totalitarianism appeasement Treaty of Versailles fascism 	Academic Vocabulary <ul style="list-style-type: none"> explain analyze
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets, with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
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Content Statement 16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state sponsored mass murder of Jews and other groups, during World War II. Learning Targets: <ul style="list-style-type: none"> I can give examples of oppression and discrimination that occurred during World War I and World War II. I can explain how oppression and discrimination led to genocide. 	Content Elaborations The decline of the Ottoman Empire and Armenian calls for political reform led to persecution of Armenians in the late 1800s. Growing Turkish nationalism, religious conflict, and wartime circumstances led to organized killings and forced migrations of Armenians during World War I. When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic feelings to institutionalize discrimination against Jews (e.g., Nuremberg Laws). The government's <i>Final Solution</i> resulted in the mass murder of Jews. Other groups of people (e.g., Gypsies, Slavs, disabled) also were murdered as part of the Holocaust.
Content Vocabulary <ul style="list-style-type: none"> state-sponsored mass murder genocide Holocaust "Final Solution" anti-Semitism Nazism Armenian Genocide World War II 	Academic Vocabulary <ul style="list-style-type: none"> explain analyze
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

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Content Statement 17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age. Learning Targets: <ul style="list-style-type: none"> • I can describe how World War II devastated most of Europe and Asia. • I can explain how/why World War II led to the occupation of Eastern Europe and Japan. • I can explain how World War II led to the atomic age. 	Content Elaborations World War II caused not only physical damage, but also social damage (e.g., refugees, casualties), cultural damage (e.g., lost works of art, residue of Nazi education), and economic damage (e.g., loss of infrastructure, loss of employment). Positions of armed forces at the end of the war led to zones of occupation and competition for political influence amongst the former Allies. World War II also changed the nature of warfare by introducing the use of atomic weapons. These weapons set the stage for an era of political tension.
Content Vocabulary <ul style="list-style-type: none"> • occupation • Manhattan Project • Atomic Age • strategic bombing • refuge/displaced person • Nazism • Armenian Genocide • World War II 	Academic Vocabulary <ul style="list-style-type: none"> • explain how • explain why
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Strand <i>History</i>	
Topic <i>The Cold War (1945-1991)</i> Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	Pacing Second Semester
Content Statement 18. The United States and Soviet Union became superpowers and competed for global influence. Learning Targets: <ul style="list-style-type: none"> I can analyze how the U.S. and U.S.S.R. became superpowers. I can give examples of how the superpowers competed for global influence. 	Content Elaborations The United States and Soviet Union were victorious in World War II and emerged as superpowers. Unlike most of Europe and parts of Asia, the U.S. sustained little damage and had a strengthened economy. The Soviet Union had mobilized its resources for the war effort and, following the war, expanded its territorial control into most of Eastern Europe. The Cold War era of tense relations between the U.S. and the Soviet Union began in the aftermath of World War II. Competition between the two countries for global dominance was influenced by their conflicting political and economic ideologies. By the end of the 1940s, the Soviets successfully exploded an atomic bomb, adding to the tensions between the two superpowers. The Cold War rivalry between the U.S. and Soviet Union found outlets in Europe (e.g., East and West Germany, Greece), Asia (e.g., Korea, Vietnam, Turkey), Africa (e.g., Angola, Congo), and the Caribbean (e.g., Cuba). Conflicts related to decolonization and national liberation provided opportunities for intervention by both sides. Alliances were formed that reflected the tensions between the two major superpowers (e.g., NATO, Warsaw Pact).
Content Vocabulary <ul style="list-style-type: none"> global influence superpower Cold War NATO Warsaw Pact arms race 	Academic Vocabulary <ul style="list-style-type: none"> analyze

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<ul style="list-style-type: none"> • nonaligned movement • containment • iron curtain 	
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Modern World History

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<p>Integrations</p> <ul style="list-style-type: none"> ELA: Historical background for works of literature and also when writing essays and research papers. World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov Resources based on the Universal Design for Learning principles are available at www.cast.org Preferential seating Make notes available online using Infinite Campus or other web-based system or the teacher Web pages One-on-one instruction during common prep time and/or with academic assistant Review sessions before tests and quizzes and especially before exams Extended deadlines Allow corrections on homework and tests; allow re-take of unit tests in full essay form Modified assignments and tests IAT referral

Modern World History

Theme <i>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>History</i>	
Topic <i>The Cold War (1945-1991)</i> Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	Pacing Second Semester
Content Statement 19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations. Learning Targets: <ul style="list-style-type: none"> • I can identify treaties and agreements made at the end of World War II. • I can analyze how these treaties and agreements changed national boundaries. • I can describe how treaties and agreements created multinational organizations. 	Content Elaborations National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries changed, and it became a divided country occupied by the former Allies. The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain. The United Nations, the World Bank, and the International Monetary Fund were the result of agreements between the Allies to promote economic and political stability.
Content Vocabulary <ul style="list-style-type: none"> • multinational organizations • United Nations • IMF • World Bank 	Academic Vocabulary <ul style="list-style-type: none"> • describe • analyze
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • "Thumbs up, thumbs down" by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions

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<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
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Content Statement 20. Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East. Learning Targets: <ul style="list-style-type: none"> I can identify the different religious groups present in the Middle East. I can explain how tension among religious groups led to tension in the Middle East. I can explain how the end of colonial rule and the rise of nationalism led to regional conflicts in the Middle East. 	Content Elaborations The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects (e.g., Shiites, Sunnis, Christians, Jews, Baha'is') in the region have caused long-standing tensions and conflicts. Rebellions against colonial rule also caused tensions that resulted in conflict. The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.
Content Vocabulary <ul style="list-style-type: none"> religious diversity colonial rule rising nationalism regional conflicts Middle East Zionism sect Israel Arab League 	Academic Vocabulary <ul style="list-style-type: none"> explain how
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays

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<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
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Content Statement 21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia. Learning Targets: <ul style="list-style-type: none"> I can explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia. 	Content Elaborations World War II had an important effect on Africa and Southeast Asia. Battles were fought on both continents. Many Africans and Asians in the colonies controlled by Britain and France were recruited to serve as soldiers. Following World War II, the oppression and exploitation in these colonies as well as the weaknesses of the colonial powers and the Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence. The Négritude movement and Pan-African movement helped fuel nationalist efforts in Africa to end the colonial ties to the European colonizers. In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence.
Content Vocabulary <ul style="list-style-type: none"> postwar global politics Négritude movement Pan-African movement civil disobedience Indian National Congress 	Academic Vocabulary <ul style="list-style-type: none"> explain how
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual)

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Content Statement 22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples. Learning Targets: <ul style="list-style-type: none"> I can describe the political and social struggles faced by women and indigenous peoples. I can give examples of how political and social struggles resulted in the expanded rights and freedoms for women and indigenous peoples. 	Content Elaborations The push for the expansion of rights and freedoms for women and indigenous groups during the second half of the 20th century was led by the efforts of human rights organizations and fueled by media coverage. The struggle for women's rights pressured more countries to extend educational opportunities, grant suffrage, and allow women to hold positions in government. Governments also were pressured to end discriminatory practices and violence against women (e.g., India, Afghanistan). However, there was resistance to reform in many countries. The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.
Content Vocabulary <ul style="list-style-type: none"> expanded rights Taliban apartheid suffrage 	Academic Vocabulary <ul style="list-style-type: none"> explain examples
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Strand <i>History</i>	
Topic <i>Globalization (1991-Present)</i> The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	Pacing Second Semester
Content Statement 23. The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States, and the nonaligned world. Learning Targets: <ul style="list-style-type: none"> • I can describe how the breakup of the Soviet Union ended the Cold War. • I can analyze the challenges the breakup created for its former allies, the former Soviet republics, Europe, the United States, and the nonaligned world. 	Content Elaborations The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the U.S. The United States moved away from its containment policy. The U.S. and Russia reached bilateral agreements on space, energy, and technology and reached agreements for restrictions on nuclear weapons. The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the U.S. Among the challenges were the creation of separate and independent governments, the control of the nuclear arsenals installed by the former Soviet Union, the rise of ethnic tensions, and the transition to free-market economies. The collapse of the Russian economy in the 1990s led the U.S. to offer financial assistance and the International Monetary Fund to provide loans to Russia. The former communist allies of the Soviet Union struggled in transitioning to free-market economies and instituting democratic reforms. Germany wrestled with the challenges of reunification. The U.S. emerged as the world's sole superpower, which prompted national debates on its new role on the world stage.

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	The Non-Aligned Movement, originally formed as a counterpoint to NATO and the Warsaw Pact, has struggled to define its purpose and establish common goals since the end of the Cold War.
Content Vocabulary <ul style="list-style-type: none"> • globalization • nonaligned movement • NATO • Warsaw Pact • superpower 	Academic Vocabulary <ul style="list-style-type: none"> • describe how • analyze • draw conclusions
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Resources <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources

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Content Statement 24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing. Learning Targets: <ul style="list-style-type: none"> I can identify regional and ethnic conflicts in the post-Cold War era. I can describe how these conflicts resulted in acts of terrorism, genocide, and ethnic cleansing. 	Content Elaborations Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, Chechnyan separatists, Irish Republican Army). Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial, or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial, or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide. The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, and Rwanda.
Content Vocabulary <ul style="list-style-type: none"> post-Cold War fundamentalists separatist groups ethnic cleansing Darfur (Sudan) Iraq Rwanda 	Academic Vocabulary <ul style="list-style-type: none"> describe how create (a chart)

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Theme <i>This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>History</i>	
Topic <i>Globalization (1991-Present)</i> The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	Pacing Second Semester
Content Statement 25. Political and cultural groups have struggled to achieve self-governance and self-determination. Learning Targets: <ul style="list-style-type: none"> I can give an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination. Examples: <ul style="list-style-type: none"> Russia and former Soviet republics South Africa Former communist countries in Europe Israel and Arab nations in the Middle East Northern Ireland 	Content Elaborations Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including: <ul style="list-style-type: none"> Russia and the other former Soviet republics South Africa The former communist countries in Europe Israel and Arab nations in the Middle East Northern Ireland
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> select an example explain how
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual)

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<ul style="list-style-type: none"> • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system or the teacher Web pages

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- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

Modern World History

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Content Statement 26. Emerging economic powers and improvements in technology have created a more-interdependent global economy. Learning Targets: <ul style="list-style-type: none"> I can analyze the factors that have created a more interdependent global economy since 1991. 	Content Elaborations Emerging economic powers (e.g., China, India, Brazil, Russia) have helped create a more interdependent global economy by gaining market share in the production of some goods and services. The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers. Improvements in technology, such as the expanded use of satellites, personal computers, the Internet, and cellular telephones, have created a more interdependent global economy. For example, the Internet and cellular phones enable the sharing of business data and facilitate commercial transactions. The personal computer and Internet have transformed the workplace, permitting employees to work virtually anywhere in the world.
Content Vocabulary <ul style="list-style-type: none"> globalization trade barriers common currency interdependent emerging economic powers 	Academic Vocabulary <ul style="list-style-type: none"> analyze the factors debate
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

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<ul style="list-style-type: none"> • or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • McDougal-Littell <i>World History: Patterns of Interaction</i>; online edition available • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • CIA <i>World Factbook</i> • Guest speakers • Newsela Newsroom – Newsela.com • History.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org

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- Preferential seating
- Make notes available online using Infinite Campus or other web-based system or the teacher Web pages
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Content Statement 27. Proliferation of nuclear weapons has created a challenge to world peace. Learning Targets: <ul style="list-style-type: none"> I can explain and give examples of nuclear proliferation. I can explain how nuclear proliferation has created a challenge to world peace. 	Content Elaborations The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace. The collapse of the Soviet Union raised concerns for the nuclear weapons stored in some of the former Soviet republics. Instability in many of the former Soviet republics raised global concerns regarding the safety of the weapons they hold and the possibilities for proliferation. The possibility of access to nuclear weapons by terrorists and those countries that support terrorism also poses a challenge to world peace.
Content Vocabulary <ul style="list-style-type: none"> proliferation nuclear weapons 	Academic Vocabulary <ul style="list-style-type: none"> describe research examine write an opinion relationship to
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates

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Content Statement 28. The rapid increase of global population coupled with an increase in life expectancy and mass migrations has created societal and governmental challenges. Learning Targets: <ul style="list-style-type: none"> I can explain why there is a rapid increase of the global population. I can explain why mass migrations have occurred. I can explain how these factors have created societal and governmental challenges. 	Content Elaborations The rapid increase of global population in the 20th and 21st centuries coupled with an increase in life expectancy has created societal and governmental challenges. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. In response to the population problem in China, the government instituted a one child per couple policy. The increase of the elderly has placed burdens on many countries to provide adequate health care. Mass migrations have created societal and governmental challenges, including: <ul style="list-style-type: none"> Brain drain out of developing countries Tension and conflict in some receiving countries (e.g., immigrants from North Africa and other Arab nations into Europe) Illegal immigration (e.g., U.S., South Africa)
Content Vocabulary <ul style="list-style-type: none"> migration global population life expectancy mass immigration (push/pull factors) brain drain societal challenges illegal immigration 	Academic Vocabulary <ul style="list-style-type: none"> collect and interpret data cause and effect analyze write

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Integrations

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Content Statement 29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources. Learning Targets: <ul style="list-style-type: none"> I can describe the reasons for the new environmental consciousness and movement for sustainability. 	Content Elaborations World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species, and the rapid decline of rainforests. A new environmental consciousness and a movement for the sustainability of the world's resources influenced the actions of: <ul style="list-style-type: none"> Citizen organizations (e.g., Greenpeace, Save Our Environment, World Wildlife Fund, Save Our Earth) Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol)
Content Vocabulary <ul style="list-style-type: none"> environmental consciousness greenhouse gas Greenpeace Save Our Environment World Wildlife Fund 1992 Earth Summit 1997 Kyoto Protocol 	Academic Vocabulary <ul style="list-style-type: none"> describe the reasons write analyze
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays

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