

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

World Studies 10

Curriculum writing committee:

Michael Guzenski

Grade Level:

10

Date of Board Approval: June 2025

Course Grading Scale for World Studies

Total points earned:

Unit Tests	100 points each
Quizzes	25-50 points each
Homework/Classwork	5-20 points each
Projects	50-100 points each

Curriculum Map

Overview:

Course Description: World Studies 10 – 2 semesters; 1 Credit Social Studies

This course is designed to provide students with concepts, content, and skills necessary to gain a broad understanding of the various socio-political, economic, cultural, and social networks in and amongst European, African, Asian and American civilizations. Students will study in detail the rise of humanity from the Neolithic Era to present day post-industrial societies. Particular attention will be given to the cyclical pattern of the rise, impact, and fall of global economic, military, religious, and political empires. This will necessitate students' learning and applying those lessons in order to become responsible, productive citizens in this modern age of globalization for the benefit of future generations.

This course has been constructed to meet state standards. Each unit is chronologically and thematically organized to include the interconnectedness of regions' geographic features, cultural and historical heritage, economic and governmental systems, and cultural backgrounds.

Goals:

Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals: Understanding of:

Unit I: From Village Community to City-State, 10,000BCE-750BCE; Parallel Unit (10 days)

- This unit marks the beginning of “history”. The most important themes of this unit are agriculture, the development of “civilization”, and the era of the Ancient River-Valley civilizations.

- Students will analyze and evaluate what led humans to move from hunting/gathering groups to agricultural societies.
- They will compare how and why the first cities developed around the world (Sumer, Harappa, Huang He, Niger Valley, Meso-America, Egypt).
- The main theme is how modern scholars must rely on archeological finds and texts to decipher what life was like in the ancient world.

Unit II: Dawn of Empires to Classical Empires, 2000BCE-600CE.

(20 days)

- Students will define and describe what an “empire” is.
- Students will sketch briefly the conditions common to the first supra-national empires (Akkadian, Babylonian, Hittite, Assyrian, Egyptian, Persian, and Greek), and then analyze and evaluate the better documented cases of China, Rome, and India. Special attention will be paid to the varying aspects of what constitutes an empire (cultural connections, economic dependencies, political ties, military domination, etc.).
- Students will extend their comparison of the Roman Empire to the first Chinese empires: Qin, Han, Sui, and Tang Dynasties.
- Students will develop an understanding of imperialism and compare the Roman Empire to modern empires
- Students will compare the factors that led to the eventual decline and fall of the classical empires

Unit III: The Rise of World Religions, 2500BCE-1500CE

(15 days)

- The focus of this unit is the universal underpinnings of the world’s major religions.
- Students will chart the origins, founders, important religious texts, moral and spiritual concepts, religious tenets, and historical progression and influence of Hinduism, Buddhism, Judaism, Christianity, and Islam.
- They will compare these religions with the paganism of Classical Greco-Roman culture, and Shintoism, Legalism, Confucianism, and Daoism of the Far-East.

Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals: Understanding of:

Unit IV: World Trade and Global Connections, 1000-1650

(45 days)

- In this unit students will describe, analyze, and evaluate the effects of Pre-Columbian trade networks. (*Silk Road, Indian Ocean, Trans-Saharan*)
- Students will compare the political, social, and cultural developments of the civilizations of the pre-modern era in East Asia (*Song and Ming China, Tokugawa Japan, the Mongol Empire*), The Islamic World (*Abbasid, Mughal Empire, Ottoman Empire*), Africa (*Ghana, Mali, the Swahilli States*), Europe (*Spain, Portugal, England, France, Holy Roman Empire, Russia*) and pre-Columbian America (*Aztecs, Incas*)
- Students will analyze the causes and effects of European colonization of the Americas.
- Students will first focus on trading patterns outside of Europe and then apply their knowledge to Europe as a case study.

- This unit will conclude with students listing and evaluating the reasons for European Nation-State dominance in world trade in the post-Columbian Era (16th-20th centuries).
- Students will tie that dominance to the effects of the Columbian Exchange, analyzing the trade diasporas and population movements of large numbers of peoples from 1300-1650.

Marking Period Three -Overview with time range in days: 45 days

Marking Period Three -Goals: Understanding of:

Unit V: Social and Political Changes through Philosophy and the Industrial Revolution, 1650-1914 (45 days)

- Students will explore the many facets of the term “revolution”.
- Students will differentiate between the overthrow of political systems and the effects of invention and discovery in promoting social change.
- They will identify the two different waves of revolution centered on the concepts created during the Renaissance, Reformation, and Enlightenment (social contract, “democracy”, Glorious Revolution-French Revolution, etc.), and by the simultaneous Scientific Revolution (Empiricism, freedom of inquiry, etc.).
- Students will analyze and evaluate the significance of the Industrial Revolution through four points:
 - 1) the triumph of W. Europe in terms of economic power
 - 2) the snowball effect of industrialization
 - 3) the efforts of governments and other groups to redress wrongs in the system
 - 4) the catastrophic effects of industrialization on non-industrial countries.
- Students will illustrate how nationalism, imperialism, and the need for intense competition propagandized throughout this time-period.
- Students will compare the following revolutions: Glorious, American, French, Haitian, and South American

Marking Period Four –Overview with time range in days: 45 days

Marking Period Four -Goals: Understanding of:

Unit VI: The Twentieth Century: Exploding Technology and Contested Visions of a New International Order, 1914-1991 (40 days)

- This unit is direct in its approach to the massive changes wrought by technological development of the early twentieth century.
- Students will continue with their evaluation of the themes introduced in the prior unit by conducting research, discussing, debating, and presenting their views on the following topics and themes:
 - The Transformation of the Western World due to the exponential pace of invention.
 - The application of that technology to war between industrialized powers (WWI, WWII, Cold War & proxy wars)

- The manipulation and devastation of the non-industrialized world by industrialized nations (Africa, Latin America, Middle East)
- Attempts to ensure global peace and the right of self-determination of all nations (League of Nations and the UN, George Keenan's idea of Containment)
- Continued application of the lessons to the technological, political, military and economic development of China and India (revolution to political and economic interdependence, outsourcing, supply-side economics, massive industrialization, mixed economy benefits, growing middle class, urbanization, nuclear club, environmental impact).

Unit VII – Final Review and Exam

(5 days)

- Students will review the content, theme, and skills developed throughout the course through a series of lectures and activities to prepare them for their final assessment of the course.
- Students will complete a comprehensive final exam that will assess their content knowledge, analysis, evaluation, and synthetic application of the patterns and phenomena of world history as learned in the class.

Big ideas for World Studies

From SAS

- **Big Idea 1:** The study of the past gives information for today to make choices for liberty and freedom.

From College Board

- **Big Idea 2:** The environment shapes human societies, and as populations grow and change, these populations, in turn, shape their environments.
- **Big Idea 3:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.
- **Big Idea 4:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
- **Big Idea 5:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
- **Big Idea 6:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organizations.

- **Big Idea 7:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Textbook and Supplemental Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., **Modern World History**. Orlando, FL: Houghton Mifflin Harcourt, 2018. 19-24
- Beck, Roger; Black Linda, et. al., **World History: Patterns of Interaction**. Boston: McDougal Littell, 2007. (supplemental)
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Video: **Mankind: The Story of All of Us**. History Channel Video (2012)
- Video: **Engineering an Empire**. History Channel Video (2010)
- Video: **The French Revolution**. History Channel Video (2005)
- Video: **World War 2 in Colour**. British Television Series (2009)
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Curriculum Plan

Unit I: From Village Community to City-State 10,000 BCE - 750 BCE

- **Time Range:** 10 days
- **Standards Addressed:**
 - 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
 - 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
 - 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
 - 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 - 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
 - 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
 - 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Analyze the factors that led to the development of agriculture and human groups' settling in specific areas around the globe. **DOK 4**
- Explain the shift of human behavior and relations known as the Neolithic Revolution. **DOK 3**
- Locate and describe life in the following ancient cultures: Mesopotamia (fertile crescent), Nile Valley, Indus Valley (Harappan), Huang He Valley, Niger Valley, Mexico, Andes Mountains. **DOK 1**
- Analyze the value of early civilizations in terms of their contributions to modern societies. **DOK 4**
- Analyze, evaluate, and then apply how large human groups affect the environment and the ramifications for those groups. (Urbanization) **DOK 4**

- Compare and contrast the development, life, and fate of the following early city-states in terms of government, law, economics, social classes, religion, written language, art: Mesopotamia (Sumer / Akkadian / Babylonia), Indus River Valley, and Nile River Valley. **DOK 3**
- Reason how modern scholars are dependent on archeological finds and texts in uncovering life in the ancient world. **DOK 3**
- List and describe the difficulties in discovering the truth with such limited information through an analysis leading to speculation about life in Harappa and Mohenjo-Daro. **DOK 2**
- Analyze and evaluate the particular points of early Egyptian history, politics, economics, religious practices, art, literature, science, and architecture. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the Neolithic Revolution and early river valley civilizations of Sumer (Tigris and Euphrates), Egypt (Nile) Harappan (Indus), Shang China (Yellow), Mesoamerica, Andean Highlands, and the Niger River.
- Locate and label on a map of the world, the various geographic features, and approximate political boundaries of the various river valley civilizations.
- Complete graphic organizer comparing the cultural and technological achievements of the early river valley civilizations.
- Create Google Slides presentation on a selected early river valley civilization using textbook and additional resources to identify the social patterns, political organization, cultural patterns, interactions with natural environments, and economic patterns of the selected civilizations

Assessments:

Diagnostic:

- Students in-class discussion
- Students will take an objective pre-test on their background knowledge global geography, the components of culture, and key social studies vocabulary.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- 1 Project: River Valley Civilizations Presentations (Do you want this in formative or summative, is 'project' the correct category?)

Summative:

- 1 Test: Unit 1

Unit II: Dawn of Classical Empires 2000 BCE – 600 CE

- **Time Range:** 20 days
- **Standards Addressed:**
 - 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
 - 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
 - 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
 - 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 - 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
 - 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
 - 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Define what an empire is and analyze the factors that led to the first supra-national empires. **DOK 1**
- List and describe “daily” / social life in each of the first great empires (Mesopotamia, Egypt, Persia, Greeks, The Hellenistic ecumene, Han dynasty China, Rome, Mauryan and Gupta). **DOK 1**
- Define the following terms and apply them correctly to the empires studied in this unit: hegemony, Indo-European, dominance, satrapy, Zoroastrianism, Minoans, democracy, tyranny, aristocracy, polis, agora, Solon, hoplite, ecumene. **DOK 1**
- Discuss the issue of empire and compare the pre-classical and classical empires to the political, economic, militaristic, and cultural empires of today (i.e. Former USSR, and present-day China and the US). **DOK2**
- Examine the cultural values, law, successes, and failures of the Roman Empire. **DOK3**
- Use Rome as a case study in analyzing and applying the life cycle of empires. **DOK4**

- Describe dynastic pattern of rule that developed in China and compare it to the pattern of the “European” empire development. **DOK 2**
- Trace the history and significant events of Chinese history through the following dynasties: Warring States period, Qin, Han, Sui, and Tang. **DOK 2**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the rise and fall of the empires of Mesopotamia, Egypt, Persia, Macedonia (Hellenistic), Rome, Qin and Han Dynasty China, and Mauryan and Gupta India.
- Locate and label on a map of the world the various geographic features and approximate political boundaries of the various classical empires.
- Students will complete a graphic organizer illustrating the various social, political, environmental, cultural, and economic components of the classical empires.
- Through a series of lectures and short video clips students will compare the rise, life during the Golden Age, and factors of decline for each of the Classical empires studied, comparing the evident patterns.

Assessments:

Diagnostic:

- Students' participation and answers during class discussions.
- Students' completion of background-knowledge quiz connecting ancient forms of government to the United States' system of representative democracy.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.

Summative:

- 1 Test: Unit 2

Unit III: The Rise of World Religions

Time Range: 15 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Identify the factors that led to the development of the world's major religions. **DOK 1**
- Define and describe the tenets of each of the world's major religions. **DOK 2**
- Contrast the differences between tribal/ethnic religions and the "universal" religions that win converts from all ethnicities. **DOK 3**
- Analyze and evaluate the socio-economic and political influences throughout history of these systems of faith. **DOK 4**
- Identify, trace the life, and determine the influence of the following people: Siddhartha Gautama, Abraham, Moses, Jesus, Paul of Tarsus, Theodosius, Clovis, Gregory I, Benedict of Nursia, Shotoku Taishi, Muhammad, Abu Bakr, Ali. **DOK 3**
- Explain, analyze, evaluate, and apply the concept of holy wars and its effect on world events with a particular focus on the development of ethnocentrism, racism, and terrorism. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture/discussion notes from textbook on the origin, historic diffusion, and characteristics of the major belief systems of the world (*Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism*)
- Complete graphic organizer comparing aspects of the major belief systems practiced in the world today
- Conduct research and create Google Slides presentation on a selected religion or belief system using the textbook and additional resources to identify the origin, major beliefs, sacred texts, practices, important historic individuals
- Related Readings (Include Links)
- Worksheets from corresponding section in the textbook

Assessments:**Diagnostic:**

- Students will take an objective pre-test on their background knowledge to individual knowledge of world religions.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities
- Students will compare the religious tenets and the historical application of the major world religions as they were presented in the textbook and then presented by their classmates.

Summative:

- 1 Project: Oral presentations and visual aid(s) according to a grading rubric scale.
- 1 Quiz: Unit 3

Unit IV: World Trade and Global Connections, 1000-1650

Time Range in Days: 45 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Identify and describe the major trade routes and regional trade systems of the Americas, Africa, and Asia prior to and during the Columbian Age. **DOK 1**
- Compare the political, social, and cultural developments of the civilizations of the pre-modern era in East Asia (*Song and Ming China, Tokugawa Japan, the Mongol Empire*), The Islamic World (*Abbasid, Mughal Empire, Ottoman Empire*), Africa (*Ghana, Mali, the Swahilli States*), Europe (*Spain, Portugal, England, France, Holy Roman Empire, Russia*) and pre-Columbian America (*Aztecs, Incas*) **DOK 3**
- Discuss and debate the following trade issues and historical solutions to each:
 - 1) the high cost of transport
 - 2) the need for healthy internal markets to support international trade
 - 3) how governmental control is appropriate for trade
 - 4) the need for peace to sustain long-distance trade. **DOK 3**
- Compare the pre-Columbian trade systems of Africa and the Americas. **DOK 2**
- Examine the syncretic effects of the “Pax Mongolica.” **DOK 4**

- Explain, analyze, and evaluate the causes for the European voyages of exploration in the late fifteenth and early sixteenth centuries. (Renaissance & Reformation) **DOK 4**
- Identify and list the contributions of Asian, African, and European explorers and traders from Zhueng He to James Cook. **DOK 1**
- Chart the courses of the voyages of exploration of the Ming Dynasty and the fifteenth-sixteenth century Europeans.
- Define Mercantilism and explain its use by the European colonial powers of the time-period. **DOK 2**
- Analyze the causes and effects of European colonization of the Americas. **DOK 3**
- Trace the development of Capitalism as a global economic system. **DOK 2**
- Define Encomienda and compare it to other systems of forced labor (*The Atlantic Slave trade, Serfdom in Russia*) **DOK 2**
- Compare self-sufficient farms and plantation systems used for growing exportable cash crops. **DOK 2**
- Analyze the causes and effects of religious tolerance or intolerance on Safavid, Mughal, and Ottoman Empires. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Students will complete maps of world trade routes based on charts from the textbook.
- Lecture / Discussion notes from the textbook covering post-classical and early modern (*c. 650 CE – 1650 CE*) developments in Europe, Africa, Asia, and the Americas.
- Worksheets from textbook
- Internet Research (cooperative group and individual) and presentations on topics including early modern empires of Asia, Europe, and the Americas, and major trade routes (Silk Road, Indian Ocea, Trans-Saharan, and Trans-Atlantic).

Assessments:

Diagnostic:

- Students will take sample geography quiz on the notable achievements of the European explorers and conquistadors.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will compare the contributions of the most influential leaders of the Renaissance and Reformation in the realm of global exploration and Christian evangelization.

Summative:

- 1 Project: Internet Research Students will be assessed through their power point / oral presentations and visual aid(s), according to a grading rubric scale.
- # of Quizzes: (List the specific module quizzes)
- 1 Test: Mid-term exam covering material from unit 1-4

Unit V: Political and Social Change Through Philosophy and the Industrial Revolution ***1450-1914***

Time Range in Days: 45 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Define: Revolution. They will then identify the various types of “Revolution” and apply them to global events from the 17th-20th centuries. **DOK 1**
- Differentiate between the social and political revolutions. **DOK 3**
- Analyze and evaluate the effects of revolutions on mass populations from the Glorious Revolution in England to the Latin American Revolutions of the 19th century. **DOK 4**
- Analyze, evaluate, and apply the principles of the European Enlightenment emphasizing the interpretations of empiricism and theories of social contract. **DOK 4**
- Explain Western Europe’s global dominance in terms of economic power through the Industrial Revolution. The focus will be a showcase of Great Britain’s dominance. **DOK 3**
- Describe the snowball effect of industrialization. **DOK2**
- Analyze and evaluate the catastrophic effects of industrialization on non-industrial countries. **DOK 4**

- Argue how nationalism and imperialism are linked using historical examples from 1650-1914. **DOK 3**
- Analyze and evaluate the causes and effects of the other various Isms of the Modern Era: Industrialism, Socialism, Communism, Feminism, Militarism, AntiSemitism, etc. **DOK 4**
- Describe the violence, greed of the European powers, and the subsequent animosity of indigenous / subjugated populations to foreign rule. **DOK 2**
- Analyze and evaluate the efforts of **Japan** that made it the only nation to successfully beat the European imperialists at their own game. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture / Discussion notes from the textbook covering the Scientific Revolution, the Enlightenment, Atlantic Revolution (*American, French, Haitian, Latin America*), the Industrial Revolution, and European Imperialism.
- Worksheets from the textbook
- Video analysis & evaluation (name of video and embed link)
- Hands on Directed Activities: The Game of the Industrial Revolution; Urban Game
- Internet Research (cooperative group and individual) on the lives and accomplishments of individuals who were key figures of the Scientific Revolution and the Enlightenment.

Assessments:

Diagnostic:

- Students will complete a background knowledge exercise centered on the idea of revolution, developing their own, focused definition in the process.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' successful completion of brief, objective quizzes related to each chapter's subject matter. (Is this formative or summative? Include # of quizzes and name of quizzes)

Summative:

- (1 Project?) Students accurate categorizing of the causes and effects of the political and social revolutions from the 17th-19th centuries, the Industrial Revolution, Nationalism, and Imperialism.
- 1 Test: Unit 5

Unit VI: The 20th Century- Exploding Technology and Contested Visions of a New International Order, 1914-1991

Time Range in Days: 40 Days

Objectives: (Students will be able to)

- Define: mass production and weapons of mass destruction (wmds). **DOK 1**
- Chart the historical sequence with which the West, through the increasing pace of invention, transformed the rest of the world politically, socially, economically, and environmentally. **DOK 2**
- List, describe, and synthetically apply the ever-changing technologies used in war between the industrial powers of **WWI**. **DOK 1**
- Explain factors that had the US emerge as the preeminent world power by the end of **WWI**. **DOK 3**
- Continue to analyze and evaluate the rationalizations for and effects of aggressive nationalism and imperialism (capitalistic and communistic) with the availability of new, more devastating military technologies. **DOK 4**
- Discuss and debate the effectiveness of global organizations (League of Nations and the UN) in their effectiveness of achieving their stated missions. **DOK 3**
- Examine the appeal of fascism to the disenfranchised of Europe during the **Great Depression**.
- Analyze and evaluate the causes and effects of **WWII**. **DOK 4**
- Define: Cold War and Containment. **DOK 1**
- Compare and contrast the French, Russian, and Chinese Revolutions **DOK3**
- Explain how the US and USSR often fought proxy wars through third world countries during the Cold War. **DOK 2**
- Define terrorism and list the numerous terroristic groups acts of terrorism they have committed from 1948-present. **DOK1**
- Complete a case study of China and India as the two growing superpowers that have emerged out of the 20th century with mixed economies and refused to be completely under the influence of either the West or the USSR. **DOK 3**
- Analyze and evaluate the changing role of women and its effects on global population demographics. **DOK 4**

Core Activities and Corresponding Instructional Methods:

- Lecture / Discussion notes from the textbook on the major events of the 20th century including the causes and effects of World War 1, the Russian and Chinese Revolutions, the rise of communism and fascism, the causes, major events, and aftermath of World War 2, the Cold War, decolonization, and globalization
- Related Readings (embed links)
- Worksheets from the textbook
- Internet Research (cooperative group and individual) on topics related to the Cold War and Decolonization

Assessments:**Diagnostic:**

- Students will complete a background knowledge quiz on the events of World War 1 and its aftermath
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' successful completion of brief chapter objective quizzes. **(is this formative or summative? List # of quizzes given and label objective quizzes)**
- Students' analysis of primary source documents in preparation for a document based argumentative essay

Summative:

- 1 Test: Unit 7

Unit VII Final Review and Exam

Time Range in Days: 5 days

Standards Addressed:

- 8.1.9.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.4.9.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.9.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Students will be able to)

- Identify and define the major social, political, cultural, and economic components of Modern state entities. **DOK1**
- Argue the degree to which the collapse of the Soviet Bloc impacted global affairs. **DOK3**
- Analyze and evaluate the socio-economic, political, religious, cultural, and economic impact of globalization on regional populations. **DOK4**
- Successfully complete their final exam (*covering material from units 4-6*) by scoring higher than 75% on said assessment. **DOK1-4**

Core Activities and Corresponding Instructional Methods:

- Students will participate in a variety of review activities linking the patterns of world history phenomena learned throughout the year.

Assessments:**Diagnostic:**

- Students' completion background activity focused on global economic interdependence.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.

Summative:

- 1 Test: Final exam covering material from 1450 to present day