WORLD HISTORY

Length of Course: Term
Elective/Required: Required
School: High Schools
Student Eligibility: Grades 9-11
Credit Value: 5 Credits
Date Approved: September 30, 2013
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WORLD HISTORY
STATEMENT OF PURPOSE

The high school World History curriculum reflects the new, more modern focus of both the most recent state standards. The course features seventeen distinct chapters, starting with the Ren and Reformation and then moving to a consideration of current world issues. Four recurring themes will steer the coverage of this curriculum content. Students will focus on how conflict, government, science, and religion have altered the way people live.

The course will also hone the essential skills that reside at the heart of the social studies discipline. A heavy emphasis will be placed on reading and writing. Several times each quarter and on the district’s midterm and final exam, for example, students will undertake essay assignments that often require the close reading of a complex primary source and always spring from the themes mentioned above. Also, students will undertake more long term assignments that will help prepare them for the “Junior Project” that will culminate their high school social studies experience. This milestone project will combine research, reading, writing, and presentation. More broadly, referenced throughout the guide are other skills prescribed by the new state standards, the Partnership for 21st Century Skills, and the new Common Core Standards. In each unit, for instance, students will be asked to compare present and past events, using history as a guide for interpreting today’s world.

This guide has been aligned to the 2009 state standards and the Common Core. There are references throughout to “6.2 World History/Global Studies” and “6.3 Active Citizenship in the 21st Century.” The Common Core standards for Social Studies are listed as CCSS.ELA-Literacy.RH.11-12.1 and CCSS.ELA-Literacy.WHST.11-12.1-10.
Unit of Study: 1 - RECAP & REVIEW COMPARATIVE RELIGIONS AND PHILOSOPHIES


Unit Objectives/Conceptual Understandings: Student will know that monotheistic and polytheistic religions and eastern philosophies helped shape many areas of the Western World and shared many ideologies through contact with each other. Students will also understand the ramifications of religions upon political systems, social systems, economic systems, and upon the international relationships.

Overarching Essential Question: How does religion shape and affect civilizations?

Essential Questions: How does war/conflict affect people's lives and alter the way they live? How does government affect people's lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Venn Diagram of Monotheistic and Polytheistic Faiths; Primary and Secondary Source Readings of Religious and Philosophical Texts of Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Daoism and Shintoism; Historical study of Holy Wars and Comparative study of the conflicts between the three major monotheistic faiths in the Holy Lands; Mapping of expansion of faiths around the world (holy wars/crusades, teachings/missionary work, etc.)

<table>
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<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td>6.2.8.D.3.e/f</td>
<td>Monotheism, Polytheism</td>
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<tr>
<td>6.2.8.A.4.a</td>
<td>Major books/philosophies: Torah, Bible, Quran, Four Noble Truths, and the Analects.</td>
</tr>
<tr>
<td>6.2.8.D.4.b-f</td>
<td>Major people to shape each religion/philosophy: Hebrews, Moses, Abraham, Jesus, Buddha, Muhammad, Confucius, Sunnis, Shites, Caste System/Roles, Pope, Papacy, Rabbi, Priest, Imam,</td>
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## Unit of Study: 1 - RECAP & REVIEW COMPARATIVE RELIGIONS AND PHILOSOPHIES

<table>
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<th>Activities/Strategies</th>
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<tr>
<td></td>
<td>Monks.</td>
<td>ideas and excerpts from texts.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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<tr>
<td>Suggested Key terms: filial piety, reincarnation, dharma, kharma, moksha, mandate of heaven, theocracy, nirvana, bushido, shinto, hajj</td>
<td>Identification and analysis of relationships between religions and political systems.</td>
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<tr>
<td>Key places: Kaaba, mosque, minaret, church, temple, Hagia Sophia, Mecca, Medina, Rome, Constantinople, Holy Lands.</td>
<td>Chart the forms of Christianity.</td>
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<td>Evaluation of conflicts between leaders of religions and leaders of nations.</td>
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<td></td>
<td>Identification of ideologies/philosophies shared amongst all religions.</td>
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<td></td>
<td>Comparison of the idea of “God” to all religions and “God’s” relationship to the leader of the faith/nation.</td>
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<tr>
<td></td>
<td>Mapping of religions and their followers around the world.</td>
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<tr>
<td></td>
<td>Charting of the spread of monotheistic and polytheistic faiths.</td>
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### Resources:
Modern World History Patterns of Interaction

Thought Questions: How does religion shape and affect civilizations?; What do all religions share in their beliefs?; What is the difference between a polytheistic and monotheistic religion?; What is the difference between a religion and a philosophy?; How do Western and Eastern religions compare in their beliefs?; What role has religion played in uniting and splitting people and/or countries? How do religions expand and affect other civilizations

### Instructional Adjustments:
Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.’s and 504’s.
# UNIT OF STUDY: 2 - RENAISSANCE AND REFORMATION

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the new ideas and values that led to the Renaissance and Reformation.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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</table>
| 6.2.12.D.2.a                  | The Renaissance changed values, art, literature and politics. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | - Quizzes  
- Essays  
- Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  
- Projects involving research, reading, writing, and presenting |
| 6.2.12.D.2.b                  | The ideas that spread in the Italian Renaissance began to spread to Northern Europe. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
| 6.2.12.D.2.c                  | Martin Luther’s protest of abuses in the Catholic Church led to the founding of Protestant churches. | Continue the Avalon Law Project [http://avalon.law.yale.edu/](http://avalon.law.yale.edu/) handbook creating worksheets and own assessments on primary sources from the Reformation. | |
| 6.2.12.D.2.d                  | As Protestant reformers divided, the Catholic Church made reforms. | Create a Power Point presentation explaining how the Catholic Church has stood up to the challenges of other faiths. | |
| 6.2.12.D.2.e                  | CCSS,ELA-Lit,RH.11-12.10 | | |
| 6.2.12.B.2.a                  | CCSS,ELA-Lit,WHST.11-12.1-10 | | |
| 6.2.12.B.2.b                  | | | |
| 6.2.12.C.2.a                  | | | |

**Resources:** Modern World History: Patterns of Interaction pages 32-68  
History Education CD-Rom Lesson: DaVinci and the Renaissance  
DBQ Project DBQ- What Was the Most Important Consequence of the Printing Press?  
DBQ Project Mini-DBQ: How Did the Renaissance Change Man’s View of Man?  
DBQ Project Mini-DBQ: Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?  
www.history.com/classroom History Channel clip Humanism Triggers the Renaissance

**Instructional Adjustments:** Use of previews and reading strategies to introduce lessons and objectives. Modifications specified in I.E.P.’s and 504’s.
## ESSENTIAL ELEMENTS

### The People
- Castiglione
- DaVinci
- Raphael
- Machiavelli
- Sir Thomas More
- Gutenberg
- Martin Luther
- Pope Leo X
- Henry VIII
- Elizabeth I
- John Calvin
- Ignatius of Loyola
- Pope Paul III

### The Terms
- Vernacular
- Utopia
- Reformation
- Peace of Augsburg
- Catholic Reformation
- Council of Trent
- Printing Press
UNIT OF STUDY: 3 - THE MUSLIM WORLD EXPANDS

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes for the rise and decline of Muslim empires between 1300 and 1700.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<th>Activities/Strategies</th>
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</table>
| 6.2.12.D.2.c                  | The Muslim World expanded and the Ottoman Empire gained control of the Middle East | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Create a database which discusses the religious and ethnic makeup of the modern nations of the empires discussed. | • Quizzes  
• Essays  
• Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  
• Projects involving research, reading, writing, and presenting |
| 6.2.12.A.1.a                  | The Safavid Empire produced a rich and complex blended culture in Persia. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Students write a journal entry from the perspective of being a janissary in the court of Suleyman the Lawgiver. |
| 6.2.12.B.1.a                  | The Mughal Empire brought Turks, Persians, and Indians together in a vast empire. | |

Resources: Modern World History: Patterns of Interaction pages 70-90
History Education CD-Rom Lesson: Secrets of the Koran
History Education CD-Rom Lesson: The Mughals: Warrior Empire
DBQ Project Mini-DBQ: Why Did Islam Spread So Quickly?
www.history.com/classroom History Channel clip Hagia Sophia

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
# ESSENTIAL ELEMENTS

<table>
<thead>
<tr>
<th>The People</th>
<th>The Terms</th>
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<tbody>
<tr>
<td>Mehmed II</td>
<td>Ghazi</td>
</tr>
<tr>
<td>Suleyman the Lawgiver</td>
<td>Ottoman</td>
</tr>
<tr>
<td>Shah Abbas</td>
<td>sultan</td>
</tr>
<tr>
<td>Babur</td>
<td>devshirme</td>
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<td>Akbar</td>
<td>janissary</td>
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<td>Shah Jahan</td>
<td>shah</td>
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<td>Sikhs</td>
<td>Mughal</td>
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<td>Aruganzeb</td>
<td>Safavid</td>
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<td>Taj Mahal</td>
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UNIT OF STUDY: 4 - EXPLORATIONS AND ISOLATION (CAUSE AND EFFECT)

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the ambitions that fueled the age of exploration and why China and Japan withdrew into isolation. Students will be able to identify, understand, and explain the impact of European exploration and the colonization of the Americas.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong> What students will know.</td>
<td><strong>Skills</strong> What students will be able to do.</td>
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<tr>
<td>6.2.12.A.1.a</td>
<td>Advances in sailing technology enable Europeans to explore other parts of the World.</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
</tr>
<tr>
<td>6.2.12.B.1.a</td>
<td>To meet their growing labor needs, Europeans enslaved millions of Americans in the Americas.</td>
<td>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</td>
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<td>6.2.12.B.1.b</td>
<td>Colonization of the Americas introduced new items to the hemispheres.</td>
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<td>6.2.12.C.1.a</td>
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<td>6.2.12.C.1.b</td>
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<td>6.2.12.C.1.c</td>
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<td>6.2.12.D.1.a</td>
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<td>6.2.12.D.1.f</td>
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<td>CCSS.ELA-Lit.RH.11-12.10</td>
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<td>CCSS.ELA-Lit.WHST.11-12.1-10.</td>
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**Resources:** Modern World History: Patterns of Interaction pages 92-115
www.history.com/classroom History Channel clip Ming Dynasty Wall Building

**Instructional Adjustments:** Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
ESSENTIAL ELEMENTS

The People
Bartolomeu Dias
Prince Henry
Vasco de Gama

The Terms
Treaty of Tordesillas
Triangular Trade
Columbian Exchange
Mercantilism
Middle passage
Capitalism
Joint-Stock Company
Favorable Balance of Trade
**UNIT OF STUDY: 5 - ABSOLUTE MONARCHS IN EUROPE**

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the causes and effects of absolute monarchies in Europe from 1500 until 1800.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tr>
<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
<th>Activities/Strategies</th>
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<tbody>
<tr>
<td>6.2.12.A.2.c</td>
<td>During a time of religious and economic instability, Phillip II ruled Spain with a strong hand.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Continue Avalon Law Project <a href="http://avalon.law.yale.edu/">http://avalon.law.yale.edu/</a> by analyzing the importance of Columbus’ travelogue. Creating worksheets and assessments.</td>
<td>Quizzes, Essays, Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix. Projects involving research, reading, writing, and presenting</td>
</tr>
<tr>
<td>6.2.12.A.3.c</td>
<td>After long term turmoil, Louis XIV was the most powerful monarch of his time.</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>Participate in a Web Quest. Collect and organize data about a product: varieties and tariffs, identify 5 countries that import the product.</td>
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<td>6.2.12.D.1.e</td>
<td>Peter the Great moved to make Russia more like Western Europe.</td>
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<td>CCSS.ELA-Lit.RH.11-12.10</td>
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**Resources:** Modern World History: Patterns of Interaction pages 152-185  
www.history.com/classroom  History Channel clip  Ivan the Terrible: Might and Madness

**Instructional Adjustments:** Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
ESSENTIAL ELEMENTS

The People
Phillip II
Louis XIV (Sun King)
Jean Baptiste Colbert
Maria Theresa
Frederick the Great
Ivan the Terrible
Maria Theresa
Charles I
Oliver Cromwell
Peter the Great

The Terms
absolute monarch
divine right
Edict of Nantes
War of Spanish Succession
Thirty Years War
westernization
English Civil War
Restoration
Habeas corpus
Glorious Revolution
Constitutional monarchy
Cabinet
**UNIT OF STUDY: 6 - ENLIGHTENMENT AND REVOLUTION**

**Targeted State Standards:** 6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain what led Enlightenment scientists and thinkers to question old ideas.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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</table>
| Cumulative Progress Indicators | Concepts | Skills | Activities/Strategies | Technology Implementation/Interdisciplinary Connections | | Resources: Modern World History: Patterns of Interaction pages186-213
| 6.2.12.A.2.a
6.2.12.A.2.b
6.2.12.A.2.c
6.2.12.A.3.a
6.2.12.A.3.b
6.2.12.A.3.c
6.2.12.A.3.d
6.2.12.A.3.e
6.2.12.A.3.f
6.2.12.A.3.g
6.2.12.C.3.a
6.2.12.C.3.b
6.2.12.C.3.c
6.2.12.D.2.d
CCSS.ELA-Lit.RH.11-12.10
CCSS.ELA-Lit.WHST.11-12.1-10. | In the mid-1500’s, scientists began to question accepted beliefs and make new theories based on experimentation. A revolution in intellectual activity changed Europeans; view of government and society. Enlightenment ideas spread through the Western world, influencing the arts and government. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Recognize how scientists questioned accepted beliefs and make new theories based on experimentation by creating a flow chart of the scientific method. Analyze the revolution in intellectual activity, particularly Europeans’ changing views of government and society. Read primary sources from Hobbes and Locke, break each document into its constituent parts, then utilize a Venn Diagram to compare and contrast their views on natural law. | • Quizzes
• Essays
• Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix
• Projects involving research, reading, writing, and presenting |

In the mid-1500’s, scientists began to question accepted beliefs and make new theories based on experimentation. A revolution in intellectual activity changed Europeans; view of government and society. Enlightenment ideas spread through the Western world, influencing the arts and government.
## ESSENTIAL ELEMENTS

### The People
- Galileo
- Voltaire
- Locke
- Hobbes
- Newton
- Voltaire
- Montesquieu
- Rousseau

### The Terms
- Scientific Revolution
- geocentric theory
- heliocentric theory
- social contract
- scientific method
- Bill of Rights
- salons
- baroque
- enlightened despots
UNIT OF STUDY: 7 - THE FRENCH REVOLUTION AND NAPOLEON, 1789-1815

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the impact of the French Revolution, the rise and fall of Napoleon, and the Congress of Vienna.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tr>
<td>6.2.12.A.3.a</td>
<td>Economic and social inequalities in the Old Regime helped cause the French Revolution.</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>Recognize the economic and social inequalities in the Old Regime helped cause the French Revolution by creating a Venn Diagram of the Estates system with conceptual necessities.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>6.2.12.A.3.b</td>
<td>The revolutionary government of France made reforms but also used terror and violence to retain power.</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
<td>Recall the political reform instituted by the revolutionary government of France, and the terror and violence used to retain power, by creating chart that contrasts legal and extra-legal enforcement of the reforms.</td>
<td>Essays</td>
</tr>
<tr>
<td>6.2.12.A.3.c</td>
<td>Napoleon Bonaparte seized power in France and made himself emperor and his conquests aroused nationalistic feelings across Europe.</td>
<td></td>
<td></td>
<td>Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix</td>
</tr>
<tr>
<td>6.2.12.A.3.d</td>
<td></td>
<td></td>
<td></td>
<td>Projects involving research, reading, writing, and presenting</td>
</tr>
<tr>
<td>6.2.12.A.3.e</td>
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<tr>
<td>CCSS.ELA-Lit.RH.11-12.10</td>
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<tr>
<td>CCSS.ELA-Lit.WHST.11-12.1-10</td>
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</table>

Resources: Modern World History: Patterns of Interaction pages 214-243
History Education CD-Rom Lesson: The French Revolution
www.history.com/classroom History Channel clip Napoleon Bonaparte: The Glory of France

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
### ESSENTIAL ELEMENTS

#### The People
- Lois XVI
- Marie Antoinette
- Jacobins
- Maxmilien Robespierre
- Napoleon Bonaparte
- Klemens Von Metternich

#### The Terms
- Old Regime
- estates
- Estates-General
- National Assembly
- Tennis Court Oath
- Great Fear
- Legislative Assembly
- Émigrés
- Sans-culottes
- Guillotine
- Reign of Terror
- Coup d’etat
- concordat
- Napoleonic Code
- Battle of Trafalgar
- Continental System
- Peninsular War
- Scorched-earth policy
- Waterloo
- Hundred Days
- Congress of Vienna
- Balance of power
- Legitimacy
- Holy Alliance
- Concert of Europe
Unit of Study: 8 - Nationalist Revolutions Sweep The West

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the great shifts in thinking that altered politics and the arts between 1789 and 1900.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<th>Instructional Actions</th>
<th>Assessment Check Points</th>
</tr>
</thead>
</table>
| 6.2.12.A.3.a                  | Spurred by discontent and Enlightenment ideas, people in Latin America fought colonial rule. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | • Quizzes  
• Essays  
• Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  
• Projects involving research, reading, writing, and presenting |
| 6.2.12.A.3.b                  | Liberal and nationalist uprisings challenged the old conservative order of Europe. | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| 6.2.12.A.3.c                  | Nationalism contributed to the formation of two new nations and a new political order in Europe. | Recognize how the discontentment and Enlightenment ideas influenced Latin Americans to fight colonial rule by filling in a flow chart and concept web depicting manifold effects from causes. |
| 6.2.12.A.3.d                  | Artistic and intellectual movements both reflected and fueled change in Europe during the 1800’s. | Establish how and why the liberal and nationalist uprisings challenged the old conservative order of Europe by participating in a historical debate—liberals v. nationalists. |
| 6.2.12.A.3.e                  | |
| 6.2.12.A.3.f                  | |
| 6.2.12.B.3.a                  | |
| 6.2.12.C.3.d                  | |
| 6.2.12.D.4.k                  | |
| CCSS.ELA-Lit.RH.11-12.10      | |
| CCSS.ELA-Lit.WHST.11-12.1-10  | |

Resources: Modern World History: Patterns of Interaction pages 244-277  
www.history.com/classroom History Channel clip Miguel Hidalgo’s Call to Arms

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
## ESSENTIAL ELEMENTS

<table>
<thead>
<tr>
<th><strong>The People</strong></th>
<th><strong>The Terms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creoles</td>
<td>peninsulares</td>
</tr>
<tr>
<td>Alexander II</td>
<td>mulattos</td>
</tr>
<tr>
<td>Camillo di Cavour</td>
<td>radical</td>
</tr>
<tr>
<td>Giuseppe Garibaldi</td>
<td>nationalism</td>
</tr>
<tr>
<td>Otto von Bismark</td>
<td>nation-state</td>
</tr>
<tr>
<td></td>
<td>the Balkans</td>
</tr>
</tbody>
</table>

Russification
realpolitik
Kaiser
### Unit of Study: 9 - Industrial Revolution, 1700-1900

**Targeted State Standards:** 6.2 World History/Global Studies   6.3 Active Citizenship in the 21st Century

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain how the Industrial Revolution began, spread, and affected economics, politics, and society itself.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.12.B.3.a</td>
<td>The Industrial Revolution started in Europe and soon spread to other countries.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Cooperative Learning: Jigsaw activity with students in groups representing the following: key inventions, key improvements in transportation, living and working conditions, the impact of industrialization, labor unions and key reforms, and capitalism vs. socialism.</td>
<td>Quizzes, Essays, Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix, Projects involving research, reading, writing, and presenting</td>
</tr>
<tr>
<td>6.2.12.A.3.g</td>
<td>The factory system changed the way people lived and worked.</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>Use primary and secondary source analysis of Industrialization era writings and political cartoons.</td>
<td></td>
</tr>
<tr>
<td>6.2.12.B.3.b</td>
<td>The industrialization that began in Great Britain soon spread to other countries.</td>
<td></td>
<td>Investigate a 3rd World Country exhibiting modern examples of the historical downside of industrialization we are studying (child labor, sweatshops, long hours, low pay, dangerous</td>
<td></td>
</tr>
<tr>
<td>6.2.12.C.3.a</td>
<td>The Industrialization that led to economic, social, and political reforms.</td>
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<tr>
<td>6.2.12.C.3.c</td>
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<td>6.2.12.C.3.d</td>
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<td>6.2.12.C.3.e</td>
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<td>6.2.12.D.3.a</td>
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<td>6.2.12.D.3.b</td>
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<td>6.3.12.A.2</td>
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<td>CCSS.ELA-Lit.RH.11-12.10</td>
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<tr>
<td>CCSS.ELA-Lit.WHST.11-12.1-10</td>
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</table>

### Core Content

- **Concepts**
  - What students will know.

### Skills

- **What students will be able to do.**

### Instructional Actions

- **Technology Implementation/Interdisciplinary Connections**

- **Activities/Strategies**

- **Assessment Check Points**
  - Quizzes
  - Essays
  - Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix
  - Projects involving research, reading, writing, and presenting
# Unit of Study: 9 - Industrial Revolution, 1700-1900 (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
<td>conditions, unfair labor practices)</td>
</tr>
<tr>
<td></td>
<td>Use graphics software to illustrate key inventions of this period and depict the relationship between these inventions and innovations, the changes and the effects.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Resources:**
- Modern World History: Patterns of Interaction pages 280-309
- The DBQ Project DBQ- Female Mill Workers in England and Japan: How Similar Were Their Experiences?
- www.history.com/classroom History Channel clip - Andrew Carnegie: Prince of Steel

**Instructional Adjustments:** Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
ESSENTIAL ELEMENTS

The People
Adam Smith
Karl Marx
Eli Whitney
James Watt

The Terms
Industrial Revolution
enclosures
crop rotation
Industrialization

factors of production
factories
entrepreneur
urbanization
middle class
corporation
laissez faire
capitalism
utilitarianism
socialism
communism
Unit of Study: 10 - The Age of Imperialism (1850 – 1914)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the changes that resulted from European colonial expansion. Students will be able to identify, understand, and explain the impact imperialism, economic instability, and revolution had on developing nations.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tbody>
<tr>
<td>Concepts</td>
<td>Skills</td>
</tr>
<tr>
<td>Cumulative Progress Indicators</td>
<td>What students will know.</td>
</tr>
<tr>
<td>6.2.12.A.3a</td>
<td>Ignoring the claims of African ethnic groups, kingdoms, and city states, Europeans established colonies.</td>
</tr>
<tr>
<td>6.2.12.A.3b</td>
<td>Europeans embarked on a new phase of empire building.</td>
</tr>
<tr>
<td>6.2.12.A.3c</td>
<td>European nations expanded their empires by seizing territories from Muslim states.</td>
</tr>
<tr>
<td>6.2.12.B.3a</td>
<td>As the Mughal Empire declined, Britain seized Indian territory.</td>
</tr>
<tr>
<td>6.2.12.C.3a</td>
<td>Western economic pressure forced China to open to foreign trade and influence.</td>
</tr>
<tr>
<td>6.2.12.C.3b</td>
<td>Japan followed the model of Western powers by</td>
</tr>
<tr>
<td>6.2.12.C.3c</td>
<td></td>
</tr>
<tr>
<td>6.2.12.C.3d</td>
<td></td>
</tr>
<tr>
<td>6.2.12.D.3a</td>
<td></td>
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<td>6.2.12.D.3b</td>
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<td>6.2.12.D.3c</td>
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<tr>
<td>6.2.12.A.4.a</td>
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<tr>
<td>6.2.12.A.4b</td>
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</table>

# Unit of Study: 10 - The Age of Imperialism (1850 – 1914)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts</th>
<th>Skills</th>
<th>Instructional Actions</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>industrializing and expanding its foreign influence.</td>
<td>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</td>
<td>Create an interactive timeline using the internet and textbook of the events covered in Chapter 11. Add maps and pictures and be sure to include: important events, colonial resistance, important people, key places and visuals representing the key events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the 19th century, the U.S. put increasing economic and political pressure on Latin America.</td>
<td></td>
<td>Create visual presentations of contemporary editorial cartoons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political, economic, and social inequalities triggered a revolution there.</td>
<td></td>
<td>Read and interpret imperialistic literature from several nations and viewpoints</td>
<td></td>
</tr>
</tbody>
</table>

## Resources:
- Modern World History: Patterns of Interaction pages 336-367
- History Education CD-Rom Lesson: The British Empire
- History Education CD-Rom Lesson: The Ottoman Empire
- The DBQ Project DBQ: How Did Colonialism Affect Kenya?
- www.history.com/classroom History Channel clip Dr. Livingstone, I Presume?

## Instructional Adjustments:
Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
ESSENTIAL ELEMENTS

The People
- David Livingstone
- Cecil Rhodes
- Raj

The Terms
- Imperialism (forms: colony/sphere of influence/annexation)
- Racism
- Social Darwinism—White Man’s Burden
- Methods of management—direct/indirect control
- The Berlin Conference
- Zulu
- Shaka
- Boers/Afrikaners
- Boer War/South African War
- Ottoman Empire
- Crimean War
- Suez Canal
- British East India Company
- “Jewel in the Crown”
- Sepoy Mutiny
- Dutch East India Company

**Set stage of China & Japan

- Commodore Matthew Perry
- Emperor Mutsuhito
- Opium War—Qing (isolated China)
- Treaty of Nanking
- Extraterritorial Rights
- Taiping Rebellion
- Sphere of Influence
- Open Door Policy
- Boxer Rebellion
- The Treaty of Kanagawa—Tokugawa Japan (unified & isolated)
- Meiji Era (modern)
- Sino-Japanese War Russo-Japanese War
Unit of Study: 11 - The Great War (1914 – 1918)

Targeted State Standards: 6.2 World History/Global Studies

Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes, events, and effects of World War I.

Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong> What students will know.</td>
</tr>
<tr>
<td>6.2.12.A.3a</td>
<td>Military buildup, alliances, and nationalistic feelings made Europe a “powder keg.”</td>
</tr>
<tr>
<td>6.2.12.A.3b</td>
<td>One European nation after another was drawn into the conflict.</td>
</tr>
<tr>
<td>6.2.12.A.3c</td>
<td>World War I spread to several continents and required the full resources of governments.</td>
</tr>
<tr>
<td>6.2.12.B.3a</td>
<td>After winning the war, the allies dictated harsh peace terms that left many nations feeling betrayed.</td>
</tr>
<tr>
<td>6.2.12.C.3a</td>
<td></td>
</tr>
<tr>
<td>6.2.12.C.3b</td>
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<td>6.2.12.C.3c</td>
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Assessment Check Points

- Quizzes
- Essays
- Tests with both objective portions and open ended writing prompts listed in this guide's Appendix
- Projects involving research, reading, writing, and presenting
<table>
<thead>
<tr>
<th><strong>Unit of Study: 11 - The Great War (1914 – 1918) (cont.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>Modern World History: Patterns of Interaction pages 404-429</td>
</tr>
<tr>
<td>The DBQ Project DBQ- What Were The Underlying Causes of WWI?</td>
</tr>
<tr>
<td><a href="http://www.history.com/classroom">www.history.com/classroom</a> History Channel clip The Last Day of World War I</td>
</tr>
<tr>
<td>hmhsocialstudies.com Multimedia Connections: Dear Home: Letters From World War I</td>
</tr>
</tbody>
</table>
ESSENTIAL ELEMENTS

The People
Woodrow Wilson
George Clemenceau
David Lloyd George
Vittorio Orlando
Archduke Ferdinand

The Terms
Nationalism—Imperialism—Militarism (long term causes)
Triple Alliance
   Triple Entente
“Powder Keg” of Europe
Total War
   Propaganda
Treaty of Brest-Litovsk (w/ Russia Rev—Next unit)
Armistice
Self-determination
Treaty of Versailles
League of Nations
May 4th Movement
### Unit of Study: Chapter 12 - Revolution and Nationalism (1900 – 1939)

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the results of political upheavals that swept through Russia, China, and India before, during, and after World War I.

**Essential Questions:**
- How does war/conflict affect people’s lives and alter the way they live?
- How does government affect people’s lives and alter the way they live?
- How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives?
- How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

### Core Content

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<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
</table>
| 6.2.12.A.3a                   | Social unrest in Russia exploded in revolution, ushering in the first Communist government. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Read primary source on the revolutionary movements for each region. | • Quizzes  
• Essays  
• Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  
• Projects involving research, reading, writing, and presenting |
| 6.2.12.A.3b                   | Stalin seized power and transformed the S.U. into a totalitarian state. | Complete DBQ featuring the merits of the competing sides. |
| 6.2.12.A.3c                   | After the fall of the Qing dynasty, nationalist and Communist movements struggled for power. |
| 6.2.12.B.3a                   | Nationalism triggered independence movements to overthrow colonial powers (India). |
| 6.2.12.C.3a                   | | |
| 6.2.12.C.3b                   | | |
| 6.2.12.C.3c                   | | |
| 6.2.12.C.3d                   | | |
| 6.2.12.D.3a                   | | |
| 6.2.12.D.3b                   | | |
| 6.2.12.D.3c                   | | |
| 6.2.12.A.4.a                  | | |
| 6.2.12.A.4.b                  | | |
| 6.2.12.D.4.c                  | | |
| 6.2.12.D.5.b                  | | |
| CCSS.ELA-Lit.RH.11-12.10      | | |
| CCSS.ELA-Lit.WHST.11-12.1-10  | | |

**Instructional Actions**

- Technology Implementation/Interdisciplinary Connections

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Social unrest in Russia exploded in revolution, ushering in the first Communist government. Stalin seized power and transformed the S.U. into a totalitarian state. After the fall of the Qing dynasty, nationalist and Communist movements struggled for power. Nationalism triggered independence movements to overthrow colonial powers (India).
**Unit of Study: Chapter 12 - Revolution and Nationalism (1900 – 1939) (cont.)**

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Instructional Adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern World History: Patterns of Interaction pages 430-459</td>
<td>Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned.</td>
</tr>
<tr>
<td>History Education CD-Rom Lesson: Russia Land of the Tsars</td>
<td>Modifications specified in I.E.P.’s and 504’s.</td>
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<tr>
<td><a href="http://www.history.com/classroom">www.history.com/classroom</a> History Channel clip Russia: The Romanovs</td>
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</tbody>
</table>

- [Modern World History: Patterns of Interaction](#) pages 430-459
- History Education CD-Rom Lesson: Russia Land of the Tsars
- [www.history.com/classroom](http://www.history.com/classroom) History Channel clip Russia: The Romanovs
ESSENTIAL ELEMENTS

The People
Karl Marx
Vladimir Lenin
Czar Nicholas II
Rasputin
Leon Trotsky
Joseph Stalin

The Terms
Proletariat
Bolsheviks
Russo-Japanese War
Revolution of 1905/"Bloody Sunday"
Duma
The March Revolution
Soviets
Bolshevik Revolution
Treaty of Brest-Litovsk
New Economic Policy (NEP)
Union of Soviet Socialist Republics (USSR)
Communist Party
Totalitarianism
The Great Purge
Five-Year Plans
Collective Farms
# Unit of Study: 13 - Years of Crisis (1900 – 1939)

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the economic, political, social, and scientific changes that brought the world to the brink of the second world war.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

## Core Content

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.12.A.3a 6.2.12.A.3b 6.2.12.A.3c 6.2.12.B.3a 6.2.12.C.3a 6.2.12.C.3b 6.2.12.C.3c 6.2.12.C.3d 6.2.12.C.4a 6.2.12.C.4d 6.2.12.D.3a 6.2.12.D.3b 6.2.12.D.3c 6.2.12.A.4.a 6.2.12.A.4b</td>
<td>The postwar period was one of loss and uncertainty, but also one of invention, creativity, and new ideas. An economic depression in the United States spread throughout the world and lasted for a decade. In response to political turmoil and economic crisis, Italy and Germany turned to totalitarian states. As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>Create map detailing Japanese imperialism Conduct primary source readings from within and outside these regimes Create visual presentations showing the use of propaganda by these states and those in opposition</td>
<td>• Quizzes  • Essays  • Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  • Projects involving research, reading, writing, and presenting</td>
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</table>

The postwar period was one of loss and uncertainty, but also one of invention, creativity, and new ideas. An economic depression in the United States spread throughout the world and lasted for a decade. In response to political turmoil and economic crisis, Italy and Germany turned to totalitarian states. As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.
### Unit of Study: 13 - Years of Crisis (1900 – 1939) (cont.)

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<tbody>
<tr>
<td><a href="http://www.history.com/classroom">www.history.com/classroom</a> History Channel clip Adolf Hitler</td>
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</tr>
<tr>
<td>hmhsocialstudies.com Multimedia Connections: The Great Depression</td>
<td></td>
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</tbody>
</table>
### The People
- Charles Lindbergh
- Franklin D. Roosevelt
- Benito Mussolini
- Adolph Hitler

### The People
- Neville Chamberlain

### ESSENTIAL ELEMENTS

#### The Terms
- Surrealism
- Role of Women
- Results of WWI
- New technology
- Coalition Government
- Weimar Republic
- Inflation
- The Dawes Plan
- The Kellogg-Briand Peace Pact
- False sense of security
- The Great Depression
- Global Depression
- Fascism
- Nazism
- *Mein Kampf*
- Maginot Line
- Anti-Semitism
- Kristallnacht
- Japanese Militarists
- Manchuria
- Appeasement
- Isolationism
- Third Reich
- Munich Conference
- Nonaggression Pact
# World History

## Unit of Study: 14 - World War II (1939 – 1945)

### Targeted State Standards: 6.2 World History/Global Studies

### Unit Objectives/Enduring Understandings: Students will be able to identify, understand, and explain the causes and results of World War II.

### Essential Questions: How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

### Unit Assessment: Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tbody>
<tr>
<td>6.2.12.A.3a</td>
<td>Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa.</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>6.2.12.A.3b</td>
<td>Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.</td>
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<tr>
<td>6.2.12.A.3c</td>
<td>During the Holocaust, Hitler’s Nazi’s killed six million Jews and five million other “non-Aryans.”</td>
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<tr>
<td>6.2.12.A.4c</td>
<td>The Allies won the war, but Europe and Japan were left in ruins.</td>
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<td>6.2.12.A.4d</td>
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<tr>
<td>6.2.12.C.4b</td>
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<td>6.2.12.C.4c</td>
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<tr>
<td>6.2.12.D.3b</td>
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</table>

## Instructional Actions

### Activities/Strategies

- Technology Implementation/Interdisciplinary Connections
- Conduct primary source readings and videos
- Conduct debate on the use of atomic weapons

### Assessment Check Points

- Create maps detailing the major campaigns in both theaters
- Conduct primary source readings and videos
- Conduct debate on the use of atomic weapons
### Unit of Study: 14 - World War II (1939 – 1945) (cont.)

<table>
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<tr>
<th>Cumulative Progress Indicators</th>
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<th>Instructional Actions</th>
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<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Activities/Strategies</strong></td>
</tr>
<tr>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
</tr>
<tr>
<td>CCSS.ELA-Lit.RH.11-12.10</td>
<td>CCSS.ELA-Lit.WHST.11-12.1-10.</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**  
Modern World History: Patterns of Interaction pages 488-525  
The DBQ Project DBQ: Why Did Japan Attack Pearl Harbor?  
www.history.com/classroom History Channel clip The African Front  
hmhsocialstudies.com Multimedia Connections: Memories of World War II  

**Instructional Adjustments:** Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
ESSENTIAL ELEMENTS

**The People**
Winston Churchill

**The Terms**
- Nonaggression Pact
- Blitzkrieg
- Maginot Line
- Atlantic Charter
- Pearl Harbor
- Holocaust
- Battle of Stalingrad
- D-Day
- Manhattan Project
- Nuremberg Trials
- Demilitarization
- Democratization
# Unit of Study: 15 - Restructuring the Postwar World

**Targeted State Standards:** 6.2 World History/Global Studies

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain how the United States and Soviet Union competed for economic and military superiority in the Cold War era.

**Essential Questions:**
- How does war/conflict affect people’s lives and alter the way they live?
- How does government affect people’s lives and alter the way they live?
- How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives?
- How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<th>Assessment Check Points</th>
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</thead>
</table>
| 6.2.12.B.4d                   | The opposing economic and political philosophies of the U.S. and the Soviet Union led to a global competition. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Using the Avalon Law Project ([http://avalon.law.yale.edu](http://avalon.law.yale.edu)) to create a law document handbook that analyzes the constitutions of the United States and the Soviet Union. | • Quizzes  
• Essays  
• Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix  
• Projects involving research, reading, writing, and presenting |
| 6.2.12.D.4c                   | Postwar, Chinese Communists defeated nationalist forces and two separate Chinas emerged. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Creating a database comparing democratic election practices, enforcement of laws regarding freedom of speech, and peaceful transfer of power. Compare the US with Russia or a third world power. | |
| 6.2.12.B.5a                   | In Asia, the Cold War actually flared into actual wars supported by the superpowers. | The superpowers supported different sides in Latin American and Middle Eastern revolutions/conflicts. | Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate. | |
| 6.2.12.B.5b                   | The superpowers began to thaw as the superpowers entered an era of uneasy diplomacy. | The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy. |  | |
| 6.2.12.A.5a                   | CCSS.ELA-Lit.RH.11-12.10  
CCSS.ELA-Lit.WHST.11-12.1-10. | CCSS.ELA-Lit.WHST.11-12.1-10. |  | |
| 6.2.12.C.5a                   |  |  |  | |
| 6.2.12.A.5d                   |  |  |  | |
| 6.2.12.C.3f                   |  |  |  | |
## Unit of Study: 15 - Restructuring the Postwar World (cont.)

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Modern World History: Patterns of Interaction  pages 526-559</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DBQ Project Mini DBQ- The Geography of the Cold War: What Was Containment?</td>
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<tr>
<td>CHOICES Curriculum- Confronting Cuba’s Past and Present</td>
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<tr>
<td><a href="http://www.history.com/classroom">www.history.com/classroom</a>  History Channel clip  Josef Stalin</td>
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<tr>
<td>hmhsocialstudies.com  Multimedia Connections: October Fury: The Cuban Missile Crisis</td>
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</table>

| Instructional Adjustments: | Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s. |
ESSENTIAL ELEMENTS

The People
Mao Zedong
Jiang Jieshi/Chiang Ka Shek
Ho Chi Minh
Fidel Castro
Ayatollah Ruholla Khomeini
Nikita Khruschev
John F. Kennedy

The Terms
United Nations
Long March
iron curtain --- containment
Cold War (NATO & Warsaw Pact)
commune
Red Guards
Cultural Revolution
Third World
Nonaligned nations
Détente (Nixon)
# Unit of Study: 16 - Colonies Become New Nations/ Struggles for Democracy

**Targeted State Standards:** 6.2 World History/Global Studies  6.3 Active Citizenship in the 21st Century

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain the independence movements and political conflicts that took place in Africa and Asia as colonialism gave way after World War II. Students will be able to identify, understand, and explain how China and countries in Latin America, Africa and the former Soviet Union have struggled for Democracy.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tr>
<td>6.2.12.A.5b</td>
<td>New nations emerged from the British colony of India.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate.</td>
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<tr>
<td>6.2.12.A.5c</td>
<td>Former colonies in Southeast Asia worked to build new governments and economies. After WWII, African leaders threw off colonial rule and created independent countries. Division of Palestine made the Middle East a hotbed of nationalist movements.</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>Use maps juxtaposing/overlaying the old empires and newly emerging countries. Reinforce the historical antecedent of modern nations.</td>
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<tr>
<td>6.2.12.B.4c</td>
<td>Lands controlled or influenced by the Soviet Union struggled with the challenges of establishing new nations.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate.</td>
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<td>6.2.12.B.4d</td>
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<td>Essay Prompt: A government official has asked you for</td>
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<td>6.2.12.B.5d</td>
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- Quizzes
- Essays
- Tests with both objective portions and open ended writing prompts listed in this guide's Appendix
- Projects involving research, reading, writing, and presenting
## Unit of Study: 16 - Colonies Become New Nations/ Struggles for Democracy (cont.)

<table>
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<tr>
<th>Cumulative Progress Indicators</th>
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<td></td>
<td><strong>What students will know.</strong></td>
<td><strong>What students will be able to do.</strong></td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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<tr>
<td></td>
<td>As the recent histories of Nigeria and South Africa show, ethnic conflicts can hinder democracy. Democratic reforms brought changes to the Soviet Union. Changes in the Soviet Union led to changes throughout Central and Eastern Europe. China’s government has experimented with Capitalism, but rejected calls for democracy.</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>suggestions on how to move a Communist economy to a free-market economy. In your report, provide details on actions that other governments have taken and focus in on the following: unemployment, inflation, political effects and social upheaval. Create a database comparing democratic election practices, enforcement of laws regarding freedom of speech, and the peaceful transfer of power. Compare the US with Russia or a third world power.</td>
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</tbody>
</table>

### Resources:
- Modern World History: Patterns of Interaction pages 560-595
- Modern World History: Patterns of Interaction pages 596-633
- The DBQ Project DBQ - Gandhi, King and Mandela: What Made Non-Violence Work?
- CHOICES Curriculum - Indian Independence and the Question of Pakistan
- CHOICES Curriculum - Shifting Sands: Balancing U.S. Interests in the Middle East
- www.history.com/classroom History Channel clip - Israel: Birth of a Nation
- CHOICES Curriculum - China on the World Stage: Weighing the U.S. Response
- CHOICES Curriculum - Looking at the Tank Man
- CHOICES Curriculum - Russia’s Transformation: Challenges for U.S. Policy
- CHOICES Curriculum - Freedom in our Lifetime: South Africa’s Struggle
- www.history.com/classroom History Channel clip - Tiananmen Square

### Instructional Adjustments:
Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.
### ESSENTIAL ELEMENTS

**The People**
- Gandhi
- Jawaharal Nehru
- Aung San Su Kyi
- Kwame Nkrumah
- Jomo Kenyatta
- Mobuto Sese Seko
- Anwar Sadat
- Golda Meir
- Yaisr Arafat
- Nelson Mandela
- Lech Walesa
- Deng Xiaoping
- Slobodan Milosevic

**The Terms**
- Congress Party
- Muslim League
- Partition of India
- Negritude movement
- PLO
- Kashmir
- Camp David Accords
- Intifada
- Oslo Peace Accords
- Transcausian Republics
- Central Asian Republics
- Taliban
- Apartheid (Mandela-P. 609)
- Glasnost
- Perestroika (Gorbachev-Cold War—P. 612)
- Ethnic cleansing—Milosevic
- Tiananmen Square
- Hong Kong (return to China)
### Unit of Study: 17 - Global Interdependence and Modern World Issues

**Targeted State Standards:** 6.2 World History/Global Studies  6.3 Active Citizenship in the 21st Century

**Unit Objectives/Enduring Understandings:** Students will be able to identify, understand, and explain how advances in science and technology have made the world more globally interdependent and how these advances have affected people’s lives. Students will investigate the current technological, environmental, economic and global security issues facing the world community.

**Essential Questions:** How does war/conflict affect people’s lives and alter the way they live? How does government affect people’s lives and alter the way they live? How have scientific breakthroughs, technological innovations, and economic forces altered our everyday lives? How do religious and cultural beliefs alter the way people live?

**Unit Assessment:** Summative assessments to include: quizzes; tests with multiple-choice and essay components; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multi-media presentations. Formative assessments to include a range of activities, all drawing from C.I.T.W. strategies.

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<tbody>
<tr>
<td>6.2.12.A.5.d</td>
<td>New technologies hold promise as well as challenges for people around the world.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>Using the CHOICES role-playing curriculum, students will be asked to represent one of four distinct policy positions in a class presentation/debate. Students will research, create and present multimedia presentations detailing a current world issue and positing their distinct solution/position/thesis to confront this concern. Students will be expected to direct their presentation to the appropriate national or international governmental and/or nongovernmental organizations.</td>
<td>• Quizzes • Essays • Tests with both objective portions and open ended writing prompts listed in this guide’s Appendix • Projects involving research, reading, writing, and presenting</td>
</tr>
<tr>
<td>6.2.12.A.5.e</td>
<td>Technology and industrialization have created environmental problems that affect the entire world.</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td></td>
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<tr>
<td>6.2.12.B.5.c</td>
<td>Increased global interaction has led to increases in quality of life, increased contact among the world’s people and changed cultures.</td>
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<tr>
<td>6.2.12.C.5.d</td>
<td>War, terrorism and weapons of mass destruction threaten the safety of people around the globe.</td>
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</table>
## Unit of Study: 17 - Global Interdependence and Modern World Issues (cont.)

<table>
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<td><strong>Skills</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Check Points</strong></td>
</tr>
<tr>
<td>6.3.12.B.1 6.3.12.C.1 6.3.12.D.1</td>
<td><strong>What students will know.</strong></td>
<td><strong>What students will be able to do.</strong></td>
<td><strong>Instructional Adjustments:</strong> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. Modifications specified in I.E.P.’s and 504’s.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Lit.RH.11-12.10 CCSS.ELA-Lit.WHST.11-12.1-10</td>
<td>Since 1945, countries have used collective security efforts to solve problems. Human rights and freedom have become a major international concern. Population growth has put great pressure on the earth’s resources.</td>
<td></td>
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</tr>
</tbody>
</table>

### Resources:
- **Modern World History: Patterns of Interaction** pages 634-699
- CHOICES Curriculum- International Trade: Competition and Cooperation in a Globalized World
- CHOICES Curriculum- The United Nations: Challenges and Change
- CHOICES Curriculum- The U.S. Role in a Changing World
- CHOICES Curriculum- Responding to Terrorism: Challenges for Democracy
- Alan Singer PowerPoint- TERRORISM CASE STUDY: SEPTEMBER 11, 2001
- CHOICES Curriculum- A Global Controversy: The U.S. Invasion of Iraq
- CHOICES Curriculum- The U.S. in Afghanistan
- CHOICES Curriculum- Competing Visions of Human Rights: Questions for U.S. Policy
- CHOICES Curriculum- Confronting Genocide: Never Again
- CHOICES Curriculum- Global Environmental Problems: Implications for U.S. Policy
- www.history.com/classroom History Channel clip- Renewable Energy
- CHOICES Curriculum- U.S. Immigration Policy in an Unsettled World
- CHOICES Curriculum- The Challenge of Nuclear Weapons
- CHOICES Curriculum- North Korea and the Nuclear Threat
ESSENTIAL ELEMENTS

The Terms

International Space Station
The Internet
Genetic engineering/cloning
Green revolution
Developed nations
Emerging nations
Global economy
Free trade
Ozone layer
Sustainable growth
Proliferation
Universal Declaration of Human Rights
Political dissent
Gender inequality
AIDS
Refugees
Terrorism
Cyberterrorism
Department of Homeland Security
USA Patriot Act
Popular culture
Materialism
Mass media
Greenhouse effect
Sustainable development
Overpopulation
Biorevolution
LDC's (Less Developed Countries)
Investment capital
World Bank
Conventional arms
Bioweapons