



Modern World History 11th Grade

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated September 25, 2021



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Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit: Procedures and Routines and Social Studies Skills

Overview: This short “pre-unit” introduces students to historical thinking skills used throughout this course. Students will examine how history is written and will learn the inquiry skills for investigating historical narratives.

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| Time Frame | Timeframe: 1 week, 1 st Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: How do historians create “history”?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is a narrative? • What are Primary and Secondary sources? • How are primary and secondary sources used differently? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Create a narrative – Primary vs Secondary Sources – Skill: Construct meaningful questions that initiate an inquiry. (S HS.4.5.a WLD) – Skill: Evaluate strengths and limitations of a variety of primary and secondary historical sources. (SS HS.4.4.b WLD) <p>Essential Question #2: What is “bias” and “point of view”? How do those terms impact how history is written?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What determines a person’s bias? • Is anything in history un-biased? • How does a person’s point of view impact how history is told? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Bias – Point of View – Skill: Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.b (WLD) <p>Essential Question #3: What does it mean to “source” a historical document or artifact?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Who wrote or created the document or artifact? Who is the author? • When was this document or artifact created? What is the historical context or situation when this was created? • Who was the intended audience of this document/artifact? • Why was this created? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Sourcing |
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| | <ul style="list-style-type: none"> – Author, Setting, Audience, Purpose (ASAP) – Historical Context – Skill: Evaluate sources for perspective, limitations, accuracy, and historical context. (SS HS.4.4 WLD) | |
| Standards and Indicators | <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> | |
| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | <p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Primary Source Secondary Source Bias Point of View Sourcing (ASAP) -Author -Setting -Audience -Purpose</p> | <p>Other Unit Specific Vocabulary</p> |
| Common Assessments Assessments in bold are required. | <p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i></p> | <p>Summative Assessments</p> |



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Unit One: The World in Transition; Building a Foundation (Origins-c. 1400 CE)

Overview: This introductory unit addresses the foundation of the modern era by examining the rise of human civilizations into empires and the development of the world's major belief systems. Students will investigate the consequences of the collapse of classical civilizations in Europe, North Africa, and Asia. The unit also studies the emergence of a new Islamic empire and the consequences of its political and religious dominance in parts of Europe, Africa and Asia. The unit covers the social and governmental structures of Asian, African, and American cultures and the challenges faced by these societies. This unit emphasizes the importance of trade and the cultural exchanges that took place during the 1000-1400s time period which set the stage for the modern world.

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| Time Frame | Timeframe: 5 weeks, 1 st Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: How have/do religions influence human society? (level 4, suggested pacing 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are some of the primary beliefs of the major world religions? (level 2) • How do those religions act as social contracts in their cultures? (level 3, 4) • What is one symbol associated with a religion; is there research explaining the symbol? (Level 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Early Religious Developments – Buddhism, Christianity, Confucianism & Daoism, Hinduism, Islam – Skill: Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.1.c (WLD) <p>Essential Question #2: How did humans progress from bands of hunter-gatherers to the great civilizations of the ancient world? (level 4, suggested pacing ½ week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Where were the four river valley civilizations? (level 2) • What prompted the development of the different civilizations? (level 3, 4) • Who were key people in ancient civilizations? (level 2) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Origins, Mesopotamia, Egypt, India – Greco-Roman, Byzantine, Persia – Sub-Saharan Africa, Caliphate – China – Maya – Skill: Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS HS.4.3.b (WLD) <p>Essential Question #3: How did events in Europe contribute to the decline of feudalism and the increase of cultural diffusion? (level 4, suggested pacing ½ week)</p> |
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Supporting Questions to Guide Instruction/Inquiry:

- What theories explain the cause of fall of Ancient Egypt? (level 2, 3)
- What “legacies” did different empires/civilizations leave? (I.e. language, legal systems, art?) (level 3, 4)
- What hidden histories might be missing from this time period? (level 3)

Key Topics and Skills:

- Hammurabi’s Code
- Islam
- Mongols
- Skill Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.a (WLD)
- Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD)

Essential Question #4: What were the significant achievements of the Mayas, Aztecs, and Incas? (level 4, suggested pacing ½ week)

Supporting Questions to Guide Instruction/Inquiry:

- What are some similarities and differences between these groups (political structure / religious beliefs / agricultural practices / strengths / weaknesses)? (level 2, 3)
- Are there primary documents we can use to compare indigenous American civilizations to Afroeurasia civilizations? (level 3, 4)
- What are some key similarities and differences between them? (level 2)
- How do the Mayan calendars compare with Greek/Roman/Chinese/Parthian? (level 3)

Key Topics and Skills:

- Meso-America and Andes
- Skill: Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.b (WLD)

Essential Question #5: To what extent did Trans-Saharan trade lead to Ghana’s wealth & success? (level 4, suggested pacing ½ week)

Supporting Questions to Guide Instruction/Inquiry:

- Why Mansa Musa’s pilgrimage to Mecca important? (level 3)



- What impact did Timbuktu have on the region? (level 3)
- What was the legacy of the iron age in Africa?* (from EQ2) (level 4)
- How was the spread of Islam and Arabic language/culture connected? (level 4)

Key Topics and Skills:

- Ghana
- Songhai
- Skill: Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.a (WLD)
- Skill: Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.c (WLD)

Essential Question #6: How did events in Europe contribute to the decline of feudalism and the increase of cultural diffusion? (level 4, suggested pacing 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- What were Europe's established institutions (Economic, Social, Political, Religious) (level 2)
- How were those institutions changed? What was the effect of those changes? (level 3)
- Were there any communities in Europe which did not change significantly as a result? (Roma) (level 3, 4)

Key Topics and Skills:

- Feudalism
- Meritocracy
- Guild
- Bureaucracy
- Schism
- Skill: Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.1.c (WLD)
- Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD)

Supporting Questions to Guide Instruction/Inquiry:

- How did the Byzantine Empire develop to form its own distinctive church? (level 3)
- What was the (basic) timeline leading up to the Byzantine Empire? (level 2)
- What was the importance of (trade routes) with the caliphate? (level 3, 4)
- Which advancements do you think were most influential: Medicine, Science, or Mathematics? (level 4)



Key Topics and Skills:

- Trade Routes, Sea Routes with Muslim Caliphate
- Conflict with Nomads
- Byzantine and Europeans
- Scientific, Medical, and Mathematical advancements
- Skill: Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.a (WLD)
- Skill: Communicate inquiry results within a historical context SS HS.4.5.e (WLD)

Essential Question #7: How did China re-establish centralized imperial rule after the collapse of the Qin dynasty? (level 4, suggested pacing 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- What are Chinese Dynasties? What are some defining differences? (level 2)
- Which method of selecting officials led to the best leaders for China?
- Which religions had key impacts in China? (level 3, 4)
- What changes did the Mongols affect as they conquered? (level 3, 4)

Key Topics and Skills:

- Post Classical China, spread of Buddhism
- Fall of the Qin Dynasty
- Rise of Mongol
- Mandate of Heaven
- Skill: Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.1.c (WLD)



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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | Academic Vocabulary (to be taught throughout the course of the unit) Bedouin Bureaucracy Dynasty Empire Feudalism Guild Islam Merchant Meritocracy Mita Mosque Plague Samurai Schism Sultan Theocracy Trade Route | Other Unit Specific Vocabulary Aztec Bantu Migration Buddhism Byzantine Empire Christianity Confucianism Hierarchy Hinduism Inca Magna Carta Mayan Mesopotamia Rome Song Dynasty |
| Common Assessments Assessments in bold are required. | Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i> Lessons from Stanford History Ed Group: <ul style="list-style-type: none"> - Hammurabi's Code - Confucianism & Daoism - Qin Dynasty - Expansion of Islam Empire - Black Death | Summative Assessments |



Unit Two: Exploration and Empire (c. 1400-1750)

Overview: Unit two focusses on the growth of maritime empires in Europe and land-based empires in Asia. This unit introduces a larger, interconnected world due to Chinese and European voyages of the 15th and 16th centuries. Changes in European culture and politics such as the Renaissance, Reformation, Scientific Revolution and the Commercial Revolution led to eventual dominance in maritime trade and politics. Europeans developed existing maritime technologies to explore and expanding into the Atlantic and Indian Ocean basin. Emphasis should be placed on the exchanges of culture, ideas, plants, animals and diseases through the Columbian Exchange. Intensified trade and conquest led to tremendous global change, including cultural diffusion, the trans-Atlantic slave trade, decimation of American peoples and societies, new colonial societies, and worldwide competition for resources, land, and power. Simultaneously, in the Middle East, South Asia and East Asia land-based empires were established. The Ottoman Empire, Safavid Empire and the Mughal Empire were established and expanded in the Middle East and South Asia while the Qing (Manchu) Dynasty and Tokugawa Shogunate established centralized control in China and Japan.

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| Time Frame | Timeframe: 5 weeks, 1 st and 2 nd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: What factors led to European empire building in the emergence of the first global age? (level 4, suggested pacing 1½ weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Who were the main European Explorers during the Age of Exploration? (Level 2) • How did European Exploration lead to Empire Building for Spain, Portugal, and Great Britain? (Level 4) • Who was Zheng He's and why were his travels significant? (Level 3) • How did Ibn Battuta's travels expand cultural diffusion? (Level 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – European Exploration – Exploration outside of Europe: Zheng He, Ibn Battuta – Colonial Societies – Skill: Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.1.c (WLD) <p>Essential Question #2: What ideas transformed Europe in the early modern era? (level 4, suggested pacing 1½ weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How did the ideas of the Renaissance lead to new ideas being accepted in Europe? (level 3) • How did the Europeans use the ideas from civilizations outside of Europe as a catalyst to the Scientific Revolution? (level 2) • What were the major discoveries of the Scientific Revolution? (level 2) • What effect does the Protestant Reformation have on the Catholic Church? (level 3) • How does the Commercial Revolution change the local and global economies? (level 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – The Renaissance – The Protestant Reformation – Scientific Revolution – Commercial Revolution – Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD) <p>Essential Question #3: What made empires outside of Europe rise and/or decline? (level 4, suggested pacing 1 week)</p> |
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Supporting Questions to Guide Instruction/Inquiry:

- How did the Gunpowder Empires rise and decline? (level 4)
- How methods did the Land Empires use to expand? (level 4)

Key Topics and Skills:

- The Gunpowder Empires: Ottomans, Safavids and Mughals
- Land Empires: Russian Empire, Manchu Empire, Tokugawa Empire
- Skill: Communicate inquiry results within a historical context. SS HS.4.5.e (WLD)
- Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD)

Essential Question #4: How did Exploration and trade routes impact the changing global economy? (level 4, suggested pacing 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- How did the global trade routes aid with cultural diffusion of goods? (level 3)
- Are the global trade routes interconnected or completely separate? How does this hinder or help the ability of a country/ civilization to grow economically? (level 4)

Key Topics and Skills:

- Silk Road
- Columbian Exchange
- Triangular Trade
- Trans-Saharan Trade Route
- Skill: Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.a (WLD)
- Skill: Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.c (WLD)



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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | Academic Vocabulary (to be taught throughout the course of the unit) Colonization Columbian Exchange Commercial Revolution Conscription Gunpowder Empire Heliocentric Theory Humanism Janissaries Mercantilism Multi-Ethnic Empire Natural Rights Plantation Agriculture Reformation Renaissance Scientific Method Scientific Revolution | Other Unit Specific Vocabulary Ibn Battuta Manchu Empire Maritime Technology Mughals Ottoman Empire Printing Press Tokugawa Empire Trans-Saharan Trade Route Triangle Trade Zheng He |
| Common Assessments Assessments in bold are required. | Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i> | Summative Assessments CBA 1 See Sharepoint for assessment and resources. |



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Unit Three: Absolutism and Revolution (c. 1600-1820)

Overview: Unit three Analyzes the changes and continuities in governments and the factors that led to revolution in America, France, Haiti, & Latin America. The maritime empires established in unit 2 contributed a global competition for resources and power. This competition resulted in conflict and war throughout the maritime empires in overseas colonies. As the power monarchs of European Empires continued to grow, Enlightenment thought questioned established traditions in governance and culture. New ideologies critical of social inequality and ideas of natural rights and representative government resulted in rebellions and revolutions against absolutist, monarchical governments. These rebellions and revolutions led to new states in North and South America as well as the Caribbean and led to a power shift in the existing European political structure.

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| Time Frame | Timeframe: 4 weeks, 2 nd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: What forces drove the revolutions of the 1700s and early 1800s? (level 4, suggested pacing 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What role did Enlightenment and Nationalist ideologies play in revolutions? (Level 2-4) • How did the actions of absolutist rulers impact revolutionary ideas? (level 3) • How did international conflict play a role in revolutions? (level 3, 1 day) • What role did international economics play in revolutions? (level 3, 1 day) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Absolutism – Enlightenment – Nationalism – Seven Years War – Triangular Trade – Slavery – Taxation – Stamp Act – Documents: <ul style="list-style-type: none"> a) <i>Second Treatise on Government</i> b) <i>The Leviathan</i> c) <i>The Social Contract</i> d) <i>A Vindication of the Rights of Woman</i> – Skill: Evaluate the cause and effect of historical events in the world. SS HS.4.1.a (WLD) – Skill: Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.a (WLD) <p>Essential Question #2: How were the political revolutions during the 1700s and 1800s similar and different? (level 4, suggested pacing 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What was “Revolutionary” about the American Revolution? In what ways did America remain unchanged? (level 4) • What were the societal and political changes that occurred because of the French Revolution? (Level 3) • In what ways was the Haitian Revolution unique? (level 3) • What was similar about Latin American revolutions in the 19th century? (level 3) |
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- Which revolution was the most “Revolutionary”? (Level 4)

Key Topics and Skills:

- American Revolution
 - a) Colonial responses to British authority
 - b) Revolutionary War
 - c) Article of Confederation/Writing of Constitution
- French Revolution
 - a) Financial Crisis
 - b) National Assembly, Convention, Directory
 - c) Rise of Napoleon
- Haitian Revolution
 - a) Toussaint Louverture
 - b) French and Spanish Colonization
- Latin American Revolutions/Independence Movements
 - a) Mexico
 - b) Brazil
 - c) Spanish South America (Bolívar)
- Documents:
 - a) *Declaration of Independence*
 - b) *Declaration of the Rights of Man and of the Citizen*
 - c) *Letter from Jamaica*
- Skill: Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.a (WLD)
- Skill: Analyze and evaluate patterns of continuity and change over time in world history. HS.4.1 (WLD)
- Skill: Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.b (WLD)

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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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Modern World History: 11th Grade

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| <p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p> | <p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> Absolutism Bourgeoisie Colonization Conservatism Constitutionalism Counter Revolutionary Enlightenment Federal System Habeas Corpus Liberalism Militarism Mercantilism Nationalism Parliament Political Power Popular Sovereignty Proletariat Rationalism Representative Democracy Republic Revolution Separation of Powers Slavery Social Class | <p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> Amaru, Tupac II Bolivar, Simon Bonaparte, Napoleon Checks and Balances <i>Declaration of Independence</i> <i>Declaration of the Rights of Man and of the Citizen</i> Hidalgo y Costilla, Miguel <i>Letter from Jamaica</i> Locke, John Jacobins Jefferson, Thomas Montesquieu, Baron de L'Ouverture, Toussaint Relative Deprivation Rousseau, Jean Joques Robespierre, Maximilien de Social Contract Voltaire Wollstonecraft, Mary |
| <p>Common Assessments Assessments in bold are required.</p> | <p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i></p> | <p>Summative Assessments RSP 1 See Sharepoint for assessment and resources.</p> |



Modern World History: 11th Grade



Unit Four: Industrialization, Nationalism, and Imperialism (c. 1750-1900)

Overview: Unit four analyzes the tremendous changes around the world due to industrialization. A variety of factors such as geography, urbanization, improved agricultural production, and access to foreign resources and capital contributed to an increase in industrial production and eventually the Industrial Revolution. New methods of industrial production become more common in parts of Northwestern Europe and spread to other parts of Europe, the United States, Russia and Japan whereas Middle Eastern and Asian countries share in global manufacturing declined. Life in the industrial age raised the living conditions for some, yet for many, life was difficult, spawning concerns about health and education. Equipped with Enlightenment ideals and the new technologies of the time period, nationalist movements began to spread throughout Europe. As many European nations and the United States began to modernize and nationalize, this created a hunger for land and resources which resulted in numerous global conflicts and imperialism. Imperialism and the spread of Western ideas also led to the spread of nationalism to non-Western peoples, often resulting in nationalist uprisings against imperialist powers. Finally, industrialization and imperialism led to widespread internal and international migration.

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| Time Frame | Timeframe: 5 weeks, 3rd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: What was so revolutionary about the Industrial Revolution? (level 4, suggested pacing 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How did the Agricultural Revolution lead to the Industrial Revolution? (level 3) • Why did the Industrial Revolution start in Great Britain? (level 2) • How did the Industrial Revolution transform the lives of all citizens? (level 4) • How successful were Reform Movements during the Industrial Revolution? (level 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Causes and impacts of Industrial Revolution – Urbanization – Women's Suffrage Movement – Unions – Anti-slavery movement – Socialist movements – Skill: Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.c (WLD) <p>Essential Question #2: How did a few nations come to control so much of the globe? (level 4, suggested pacing 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the motives and justifications for Imperialism? (level 2, 3) • What types of resistance did the native populations use against the Imperialistic Countries? (level 2, 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Imperialism – Scramble for Africa – Colonization of India – American Imperialism – Russian expansion – Japan as an Imperial Power – Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD) |
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Essential Question #3: What forces drove the revolutions of the 1800s and early 1900s? (level 4, suggested pacing 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- How did Enlightenment ideas lead to revolutions around the globe? (level 2-4)
- How does the idea of nationalism act as a catalyst to political revolutions in Italy and Germany? (level 2-4)
- Why did the Indian Rebellion of 1857 fail and how does it lead to further rebellion in India? (level 2-4)
- How did the ideas of Sun Yat-sen lead to the 1911 Chinese Revolution? (level 2,3)

Key Topics and Skills:

- Nationalism in Europe
- Nationalism in India
- Nationalism in China
- Reform movements in China and the Ottoman Empire
- Skill: Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS HS.4.3.b (WLD)



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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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Modern World History: 11th Grade

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| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | Academic Vocabulary (to be taught throughout the course of the unit) Agriculture Revolution Assimilation Business Cycle Capitalism Colonies Diplomacy Emancipation Factors of Production Imperialism Industry Mass Production Mechanization Natural Selection Romanticism Socialism | Other Unit Specific Vocabulary Sun Yat-sen Sepoy Rebellion Limited Liability Corporation Nationalism Karl Marx Adam Smith White Man's Burden Battle of Adwa |
| Common Assessments Assessments in bold are required. | Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i> | Summative Assessments CBA 2 RSP 2 (Big 6) Part 1 See Sharepoint and RSP LibGuide for assessment and resources. |



Modern World History: 11th Grade

Unit Five: World Wars Era

Overview: Imperialism and nationalist movements of the late 19th Century set the stage for the global major conflict(s) of the 20th. As the now-dominant European nations scrambled for territory around the world, the question of territory held by the weakening Ottoman Empire caused tensions to rise between rival states. Nationalism, imperialism and militarism continued to grow, and Europe polarized into two factions ready to go to war with one another—which eventually led to the horrors of the Great War. In the aftermath, the ill-conceived Treaty of Versailles combined with the worldwide Great Depression allowed leaders such as Adolf Hitler and Benito Mussolini to seize power. The resurgence of nationalism and imperialism in Italy Germany and the imperialistic urges that sprang from it led to a second devastating conflict on the European continent. Simultaneously, Japan's aggression in the East and conflict with the West over hegemony in East and Southeast Asia led to war in that region and ultimately a conflict with the United States.

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| Time Frame | Timeframe: 6 weeks, 3 rd and 4 th Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: Why did the Great War last so long and bring about so much change? (level 4, suggested pacing 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the causes of WWI? (level 2) • What new types of new technologies were first used in WWI? What effect did they have on casualty rates during the war? (level 3, 4) • What were the main points of the Treaty of Versailles and how might they cause resentment around the globe? (level 2, 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Causes of WWI – Trench Warfare – Treaty of Versailles – Mandate System – Skill: Synthesize historical information to create new understandings. SS HS.4.5.d (WLD) <p>Essential Question #2: What changes did the Russian Revolution bring about within Russia and in world affairs? (level 4, suggested pacing 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the main causes of the Russian Revolution? (level 2) • How influential was Vladimir Lenin for the Russian Revolutionaries? How do you know? (level 3) • How did the Russian Revolution change Russia's (USSR's) place in the global world? (level 4) • What are the economic goals of Communism? How successful was the USSR in meeting those goals? (level 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Causes of the Russian Revolution – Communism – Skill: Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.c (WLD) <p>Essential Question #3: What accounted for the rise of totalitarian states after WWI? (level 4, suggested pacing 1 week)</p> |
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Supporting Questions to Guide Instruction/Inquiry:

1. How did Hitler gain and maintain power in Germany? (level 3)
 - How did Mussolini gain and maintain power in Italy? (level 3)
 - How did the Communists gain and maintain power in the USSR? (level 3)
 - How did the leaders of Japan gain and maintain power in Japan? (level 3)
 - What were the goals of Japanese Expansion in Asia between WWI and WWII? (level 4)

Key Topics and Skills:

- Great Depression
- Totalitarian States: Germany, Russia, Italy, Japan
- Japanese Expansion in Asia
- Skill: Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.b (WLD)

Essential Question #4: Why was there another global conflict so soon after WWI? (level 4, suggested pacing 2 weeks)

Supporting Questions to Guide Instruction/Inquiry:

- What were the causes of WWII? (level 2)
- What new types of new technologies were first used in WWI? What effect did they have on casualty rates during the war? (level 3, 4)
- How were atomic weapons used in WWII? Do you agree with the use of atomic weapons? (level 2, 4)
- What effect on Imperialism around the world did the Paris Peace Treaties have? (level 4)

Key Topics and Skills:

- Causes of WWII
- WWII Warfare
- Holocaust
- Atomic Weapons
- Paris Peace Treaties
- Skill: Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. SS HS.4.3.b (WLD)



Modern World History: 11th Grade

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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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Modern World History: 11th Grade

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| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | Academic Vocabulary (to be taught throughout the course of the unit) Alliance Appeasement Collectivization Communism Economic Depression Fascism Genocide Human Rights Inflation Total War | Other Unit Specific Vocabulary Allied Powers Axis Powers Winston Churchill Adolf Hitler Holocaust Benito Mussolini Franklin D Roosevelt Trench Warfare Joseph Stalin Triple Alliance Triple Entente |
| Common Assessments Assessments in bold are required. | Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i> | Summative Assessments RSP 2 (Big 6) Part 2 See Sharepoint and RSP LibGuide for assessment and resources. |

Unit Six: The World Since 1945

Overview: This unit focuses on the rapid changes that occurred after World War II. European colonizers were weakened by war and strengthening nationalist movements led to eventual emergence of new nations around the globe. Many emerging nations after years of political and economic control by outsiders struggled to achieve stability, and often became pawns in the competition that emerged between the world's two superpowers in the Cold War. Many of the world's problems were exacerbated by rapid expansion of technology and pressures from population growth: war, human rights violations, poverty, genocide, globalization and environmental issues were and continue to be real life hurdles mankind must jump over in the 21st century.

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| Time Frame | Timeframe: 5 weeks, 4th Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p> | <p>Essential Question #1: How did the Cold War change the world? (level 4, suggested pacing 1 ½ weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the causes and key developments of the cold war? (level 2, level 3) • How did the Cold War create political, economic and cultural changes around the world? (level 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Truman Doctrine – Arms Race – Space Race – Berlin Wall – United Nations/Warsaw Pact – Documents: United Declaration of Human Rights <p>Essential Question #2: How have emerging nations fared in their quest for political stability, economic, growth, and democracy? (level 4, suggested pacing 1 ½ weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How did India achieve independence and what challenges did they face once independent? (level 2, 4) • Why was Israel created and what how did that create conflict with Arab states? (level 3, 4) • What challenges faced African nations during and after decolonization? (level 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Indian Independence/Partition of India – Israel/Palestine Conflict – Apartheid in South Africa – African Decolonization <p>Essential Question #3: How did the Cold War affect Third World Nations? (level 4, suggested pacing 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How did the cold war impact newly independent nations? (level 4) • What factors led to a rise of authoritarian leaders in Latin America and Africa? (level 3) • How did the United States and Soviet Union interfere with domestic issues in Third World nations? (level 2, 4) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – 1st World/2nd World/3rd World – Nonaligned nations – Cuban Revolution |
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- Latin American Dictatorships
- Vietnam War
- Pol Pot and the Khmer Rouge
- Rwandan Genocide
- Skill

Essential Question #4: What are key challenges facing the world in the 21st century? (level 4, suggested pacing 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- How was global population growth impacting the environment, global economy and quality of life? (level 4)
- How have nations responded to key challenges such as climate change, population growth, natural resource management and pandemics? (level 3, 4)

Key Topics and Skills:

- Global population growth
- Climate Change
- Global Pandemics
- Natural Resource Management
- Skill: Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.1.c (WLD)



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| Standards and Indicators | <p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry. SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history. SS HS.4.5.d (WLD) Synthesize historical information to create new understandings. SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> |
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Modern World History: 11th Grade

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| Vocabulary Academic Vocabulary terms are taught using the Six-Step Process | Academic Vocabulary (to be taught throughout the course of the unit) Apartheid Capitalism Communism Cold War Cultural Diffusion Decolonization Democracy Desertification Developing Countries Ethnic Cleansing Globalization Human Trafficking Less Developed Countries Migration Monocultures Nuclear Disarmament Pandemic Pan-nationalism Movements Terrorism Urbanization Weapons of Mass Destruction | Other Unit Specific Vocabulary Eastern Bloc Internet OPEC Truman Doctrine Mao Zedong Josef Stalin Mohandas Gandhi Kwame Nkrumah Nelson Mandela Osama Bin Laden Berlin Wall Nonaligned nations Multinational corporations Fidel Castro Vietnam War Pol Pot Khmer Rouge Salvadore Allende Augusto Pinochet United Nations |
| Common Assessments Assessments in bold are required. | Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Modern World History Office 365 Group.</i> | Summative Assessments RSP 2 (Big 6) See Sharepoint and RSP LibGuide for assessment and resources. |



Course Standards Overview

Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

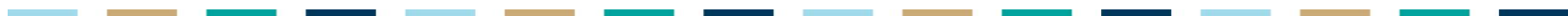
Nebraska Department of Education Content Area Standards Reference Guide:

https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Organization and Structure of Nebraska's Social Studies Standards The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

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| | SS.8.1.2.a |
| SS = content area | |
| 8 = grade level | |
| 1 = discipline | |
| 2 = standard | |
| a = indicator | |



Scope and Sequence

| | 5 th Grade Early U.S. History | 6 th Grade Ancient and Medieval World | 7 th Grade Eastern Hemisphere | 8 th Grade U.S. History |
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| Social Studies | Civics SS 5.1.1 Synthesize and justify the structure and function of the United States government. (6 indicators) SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS 5.1.1.b Identify and explain the structure and functions of the three branches of government. SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. SS 5.1.1.e Justify the principles of the American Republic. SS 5.1.1.f Analyze and contrast forms of government. SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. (6 indicators) SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens. SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance. | Civics SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. (4 indicators) SS 6.1.1.a Analyze the different forms of government through the study of early civilizations. SS 6.1.1.b Identify the development of written laws and artifacts. SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history. SS 6.1.1.d Investigate important government principles. SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (2 indicators) SS 6.1.2.a Describe ways individuals participate in the political process. SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. Economics SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. (2 indicators) SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations. SS 6.2.1.b Examine how social and governmental decisions impact economic well-being. | Civics SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. (3 indicators) SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens. SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function. SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (3 indicators) SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society. Economics | Civics SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. (6 indicators) SS 8.1.1.a Identify and describe the different systems of government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government. SS 8.1.1.f Analyze the development and significance of political parties in the United States. SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (5 indicators) SS 8.1.2.a Demonstrate ways individuals participate in the political process. SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. SS 8.1.2.c Demonstrate civic engagement. |

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| | <p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p> <p>Economics</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living. (1 indicator)</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence. (1 indicator)</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>SS 5.2.5 Summarize characteristics of economic institutions in the United States. (3 indicators)</p> <p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p> | <p>SS 6.2.3 Explain the interdependence of producers and consumers. (2 indicators)</p> <p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>Geography</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators)</p> <p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p> <p>SS 6.3.4 Interpret and summarize patterns of culture around the world. (2 indicators)</p> <p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> | <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. (2 indicators)</p> <p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (3 indicators)</p> <p>SS 7.2.5.a Define the government's role in various economic systems.</p> <p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator)</p> <p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>Geography</p> | <p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>Economics</p> <p>SS 8.2.2 Understand personal and business financial management. (2 indicators)</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. (3 indicators)</p> <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. (2 indicators)</p> <p>SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.</p> |

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| | <p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p> <p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. (2 indicators)</p> <p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States. (3 indicators)</p> <p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (2 indicators)</p> <p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p> | <p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>History</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 6.4.2.a Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> | <p>SS 7.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. (2 indicators)</p> <p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. (2 indicators)</p> <p>SS 7.3.5.a Classify the physical or human factors that explain the</p> | <p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>Geography</p> <p>SS 8.3.2 Examine how regions form and change over time. (3 indicators)</p> <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions.</p> <p>SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>History</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. (2 indicators)</p> <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> |

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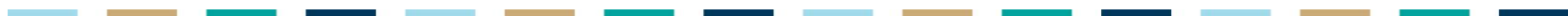
| | 5 th Grade Early U.S. History | 6 th Grade Ancient and Medieval World | 7 th Grade Eastern Hemisphere | 8 th Grade U.S. History |
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| | <p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p> <p>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted. (3 indicators)</p> <p>SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.</p> <p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (3 indicators)</p> <p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.</p> <p>SS 5.3.5 Use geographic skills to interpret issues and events. (2 indicators)</p> <p>SS 5.3.5.a Explain the influences of physical and human geographic</p> | <p>SS 6.4.4 Interpret and evaluate sources for historical context. (2 indicators)</p> <p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p> | <p>geographic patterns of world events.</p> <p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>History</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> | <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about</p> |

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| | <p>features on events in the United States.</p> <p>SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p>History</p> <p>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (1 indicator)</p> <p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (2 indicators)</p> <p>SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (1 indicator)</p> <p>SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> | | <p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 7.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p> | <p>multiple historical sources.</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p>SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p> |

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| | <p>SS 5.4.4 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p> | | | |



Scope and Sequence

| | 9 th Grade U.S. History | 10 th Grade Human Geography | 10 th Grade Introduction to Economics | 11 th Grade Modern World History | 12 th Grade American Government |
|----------------|---|---|--|---|---|
| Social Studies | History HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators) SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and | Geography SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators) SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. SS HS.3.2 Evaluate how regions form and change over time. (3 indicators) SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time. SS HS.3.2.c Evaluate the interdependence of places and regions. SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their | Economics SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators) SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis. SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents. SS HS.2.2 Develop a plan to support short- and long-term goals. (4 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit. (2 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals. (3 indicators) <i>*Personal Finance Course Standard</i> | History HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators) SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. | Civics SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators) SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution. SS HS.1.1.b Evaluate the structure of American constitutional government. SS HS.1.1.c Analyze the functions of United States government and its outcomes. SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g Analyze the roles that political parties have played in the United States. |

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| | 9 th Grade U.S. History | 10 th Grade Human Geography | 10 th Grade Introduction to Economics | 11 th Grade Modern World History | 12 th Grade American Government |
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| | <p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators) SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) Determine</p> | <p>surroundings. (2 indicators) SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (3 indicators) SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic</p> | <p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. (4 indicators) SS HS.2.5.a Summarize the role of competition, markets, and prices. SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis. SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service. SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. (3 indicators) SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. SS HS.2.6.b Calculate and describe the impact of economic indicators. SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</p> | <p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. (2 indicators) SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> | <p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (6 indicators) SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c Engage and reflect on participation in civic activities. SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p> |

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| | 9 th Grade U.S. History | 10 th Grade Human Geography | 10 th Grade Introduction to Economics | 11 th Grade Modern World History | 12 th Grade American Government |
|--|--|--|--|---|---|
| | <p>the relationship between multiple causes and effects of events and developments in the past.</p> <p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) Communicate inquiry results within a historical context.</p> | <p>knowledge and geospatial skills to make informed decisions. (3 indicators)</p> <p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p> | <p>rule of law in a market economy. (1 indicator)</p> <p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (3 indicators)</p> <p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>SS HS.2.9 Examine the government's influence on economic systems through fiscal policy. (2 indicators)</p> <p>SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p>SS HS.2.9.b Examine the impact of fiscal policy on budget</p> | <p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.</p> <p>SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p>SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p>SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p> | |



Modern World History: 11th Grade

| | 9 th Grade U.S. History | 10 th Grade Human Geography | 10 th Grade Introduction to Economics | 11 th Grade Modern World History | 12 th Grade American Government |
|--|---------------------------------------|---|--|--|---|
| | | | <p>deficits/surpluses and national debt.</p> <p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</p> <p>SS HS.2.10.a Explore comparative advantage among different countries.</p> <p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> | | |



Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

| Learning Goal: | | |
|-----------------------------------|--|--|
| Advanced Score 4.0 | <p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations | Unit standards and indicators as outlined in the pacing guide: |
| Proficient + Score 3.5 | <p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations | |
| Proficient Score 3.0 | <p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations | |
| Basic + Score 2.5 | <p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations | |

| | | |
|---|--|--|
| <p>Basic Score 2.0</p> | <p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations | |
| <p>Approaching Basic Score 1.5</p> | <p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations | |
| <p>Below Basic Score 1.0</p> | <p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. <p>Has difficulty retaining information and applying skills and strategies</p> | |
| <p>Failing Score 0</p> | <p>There is <i>insufficient</i> evidence of student learning.</p> | |

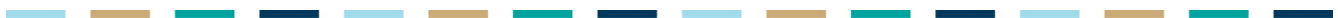


Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
**Steps 1 and 2 are done at the beginning of the unit*
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
**Steps 3-5 during the unit*
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
**Step 6 end of the unit*

| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|-------------------------------|--------------------------|--|
| Absolutism | Unit 3 | a system of rule in which a monarch or other ruler enjoys unlimited power |
| Agriculture Revolution | Unit 4 | the transferring of old agricultural ways into new ones by means of technology advances (machinery or new crops and methods) |
| Alliance | Unit 5 | an association to further the common interests of the members specifically a confederation of nations by treaty |
| Apartheid | Unit 6 | the system of racial separation in South Africa, designed to create a fully segregated society |
| Appeasement | Unit 5 | making concessions to an aggressor in order to avoid conflict |
| Assimilation | Unit 4 | When a person adopts the cultural tradition of a population or group in power |
| Bedouin | Unit 1 | A nomadic Arab of the Arabian, Syrian, or northern African Deserts |
| Bourgeoisie | Unit 3 | the middle class, typically with reference to its perceived materialistic values or conventional attitudes |
| Bureaucracy | Unit 1 | a complex system of officials and workers who manage the activities of a government |
| Business Cycle | Unit 4 | a cycle of economic activity usually consisting of recession, recovery, growth, and decline |
| Capitalism | Unit 4 | an economic system in which all resources are privately owned and markets determine how those resources are distributed |
| Collectivization | Unit 5 | a political or economic theory advocating collective control especially over production and distribution, government control over all resources |
| Colonies | Unit 4 | a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country. |
| Colonization | Unit 2 | the implementation of various political, economic, and social policies to enable a state to maintain or extend its authority and control over other territories (colonies) |
| Columbian Exchange | Unit 2 | the transfer of plants, animals, and diseases between the eastern and western hemispheres |



| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|------------------------------|--------------------------|---|
| Commercial Revolution | Unit 2 | the rapid expansion of trade and commerce that transformed Europe, starting in the 16th century |
| Communism | Unit 5 | a political theory derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs |
| Conscription | Unit 2 | compulsory enrollment of persons especially for military service, like a draft |
| Conservatism | Unit 3 | a political philosophy based on tradition and social stability, stressing established institutions, and preferring gradual development to abrupt change |
| Constitutionalism | Unit 3 | a political theory calling for government according to fundamental laws and principles |
| Counter Revolutionary | Unit 3 | a revolution directed toward overthrowing a government or social system established by a previous revolution |
| Cultural Diffusion | Unit 6 | the spread of ideas, inventions, or other cultural elements from one society to another |
| Decolonization | Unit 6 | the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies |
| Desertification | Unit 6 | the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture. |
| Developing Countries | Unit 6 | a poor nation with little or no industrialization |
| Diplomacy | Unit 4 | the profession, activity, or skill of managing international relations, typically by a country's representatives abroad: |
| Dynasty | Unit 1 | a succession of people from the same family who play a prominent role in business, politics, or another field |
| Economic Depression | Unit 5 | a sustained, long-term downturn in economic activity in one or more economies |
| Emancipation | Unit 4 | the act or process of freeing someone from slavery or servitude |
| Empire | Unit 1 | a large political unit in which a number of different lands or peoples are governed by a single ruler |
| Enlightenment | Unit 3 | an 18th-century movement that sought to apply scientific methods to the study of society and its problems |
| Ethnic Cleansing | Unit 6 | forced removal from a given territory of persons of another ethnic or religious group |
| Factors of Production | Unit 4 | resources (land, labor, capital) that are the inputs in the production of final goods |
| Fascism | Unit 5 | a political philosophy or totalitarian system marked by strong central authority and that places the nation, and often a race, above individual rights and freedoms |
| Federal System | Unit 3 | system of government that divides the powers of government between the national (federal) government and the state and local governments |



| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|---------------------------------|--------------------------|---|
| Feudalism | Unit 1 | the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (serfs) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection. |
| Genocide | Unit 5 | actions taken with the intent to destroy an ethnic, racial, or religious group |
| Guild | Unit 1 | a medieval association of craftsmen or merchants, often having considerable power |
| Gunpowder Empire | Unit 2 | empires that had considerable military success using the newly developed firearms, especially cannon and small arms, in the course of their empires |
| Habeas Corpus | Unit 3 | the legal concept that an accused person cannot be jailed indefinitely without being charged with a crime |
| Heliocentric Theory | Unit 2 | the idea that the sun is the center of the solar system, with Earth and the other planets revolving around it |
| Human Rights | Unit 5 | The basic rights and freedoms to which all humans are considered to be entitled, often held to include the rights to life, liberty, equality, and a fair trial, freedom from slavery and torture, and freedom of thought and expression. |
| Human Trafficking | Unit 6 | the illegal movement of people, typically for the purposes of forced labor or commercial sexual exploitation |
| Humanism | Unit 2 | a Renaissance philosophy emphasizing the worth of the individual and balancing religious faith with secular learning |
| Imperialism | Unit 4 | the policy of extending a nation's power and influence by gaining control over territory through political or military means |
| Industry | Unit 4 | economic activity concerned with the processing of raw materials and manufacture of goods in factories: |
| Inflation | Unit 5 | a rise in prices caused by an increase in the supply of money and a resulting decline in its value |
| Islam | Unit 1 | religion which professes that there is only one and incomparable God (Allah) and that Muhammad is the last messenger of God |
| Janissaries | Unit 2 | slave soldier in the Ottoman Empire, usually Christian |
| Less Developed Countries | Unit 6 | a non-industrialized country |
| Liberalism | Unit 3 | a political ideology favoring individual political and economic freedom, with limits on state power |
| Mass Production | Unit 4 | the high-volume, low-cost manufacture of identical items through the use of specialization and interchangeable parts |
| Mechanization | Unit 4 | to equip with machinery to replace human or animal labor |
| Mercantilism | Unit 2 | Economic theory that promoted governmental regulation of a nation's economy for the purpose of augmenting state power at the expense of rival national powers. It was the |



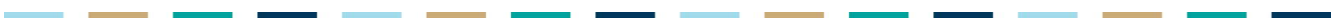
| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|----------------------------------|--------------------------|---|
| | | economic counterpart of political absolutism or absolute monarchies. |
| Merchant | Unit 1 | a buyer and seller of commodities for profit |
| Meritocracy | Unit 1 | a system in which the talented are chosen and moved ahead on the basis of their achievement |
| Migration | Unit 6 | the process of moving from one country, place, or locality to another |
| Militarism | Unit 3 | a belief in increasing a nation's military strength as the way to become or remain powerful; the glorification of military virtues and ideals |
| Mita | Unit 1 | a forced-labor draft imposed by the Spaniards on the indigenous inhabitants of Peru |
| Monocultures | Unit 6 | a culture dominated by a single element or a prevailing culture marked by homogeneity |
| Mosque | Unit 1 | a building used for public worship by Muslims |
| Multi-Ethnic Empire | Unit 2 | state with political and/or military dominion of populations who are culturally and ethnically distinct from the imperial (ruling) ethnic group and its culture |
| Nationalism | Unit 3 | pride and devotion to one's nation; also, the idea that a people with a common language, culture, and history should have its own nation-state |
| Natural Rights | Unit 2 | rights that belong to people "by nature," simply because they are human beings |
| Natural Selection | Unit 4 | Charles Darwin's theory that organisms better adapted to their environment tend to survive and produce more offspring. |
| Nuclear Disarmament | Unit 6 | The process of reducing in number of or completely eliminating a country's nuclear weapons |
| Pandemic | Unit 6 | a disease occurring over a wide geographic area and affecting an exceptionally high proportion of the population |
| Pan-nationalism Movements | Unit 6 | a form of nationalism distinguished by being associated with a claimed national territory which does not correspond to existing political boundaries and wanting a political state within the territory |
| Parliament | Unit 3 | A representative body having supreme legislative powers within a state or multinational organization. |
| Plague | Unit 1 | an epidemic disease causing a high rate of mortality |
| Plantation Agriculture | Unit 2 | a form of commercial farming where crops are grown for profit on large land areas and the owners traditionally use slave labor |
| Political Power | Unit 3 | the ability to shape and control the political behavior of others and to lead and guide their behavior in the direction desired by the person, group, or institution wielding the political power |
| Popular Sovereignty | Unit 3 | the doctrine that the people are the source of all political power wielded by the state |



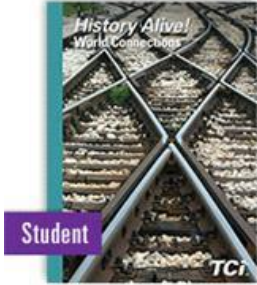
| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|---------------------------------|--------------------------|---|
| Proletariat | Unit 3 | the laboring class or the class of industrial workers who lack their own means of production and hence sell their labor to live |
| Rationalism | Unit 3 | rationalism is the view that "regards reason as the chief source and test of knowledge" or "any view appealing to reason as a source of knowledge or justification" |
| Reformation | Unit 2 | a 16th century religious movement marked ultimately by rejection or modification of some Roman Catholic doctrine and practice and establishment of the Protestant churches |
| Renaissance | Unit 2 | the time period in Europe between medieval and modern times beginning in the 14th century in Italy, lasting into the 17th century, and marked by a revival of classical influence expressed in a flowering of the arts and literature and by the beginnings of modern science |
| Representative Democracy | Unit 3 | a variety of democracy founded on the principle of elected officials representing a group of people, as opposed to direct democracy. |
| Republic | Unit 3 | a government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law |
| Revolution | Unit 3 | a sudden, radical, or complete change or a fundamental change in political organization (ex: the overthrow of one government or ruler and the substitution of another by the governed) |
| Romanticism | Unit 4 | a movement in the arts and literature that originated in the late 18th century, emphasizing inspiration, subjectivity, and the primacy of the individual. |
| Samurai | Unit 1 | Japanese warriors |
| Schism | Unit 1 | formal division in or separation from a church or religious body |
| Scientific Method | Unit 2 | a method of investigation involving observation and theory to test scientific assumptions |
| Scientific Revolution | Unit 2 | a shift in thinking about the study of nature that began in the mid-1500s and moved beyond religious teachings |
| Slave Labor | Unit 2 | work that is done by slaves or by people who are treated like slaves |
| Social Class | Unit 3 | social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle, and lower classes. |
| Social Contrast | Unit 2 | The differences between different social classes and their economic, educational, and political power |
| Socialism | Unit 4 | any of various economic and political theories advocating collective or governmental ownership and administration of the means of production and distribution of goods |
| Steam Engine | Unit 4 | a reciprocating engine having a piston driven in a closed cylinder by steam |
| Suffrage | Unit 4 | the right of voting |



| TERM | LOCATION IN PACING GUIDE | DEFINITION |
|------------------------------------|--------------------------|--|
| Sultan | Unit 1 | a king or sovereign especially of a Muslim state |
| Supply and Demand | Unit 4 | the amount of a commodity, product, or service available and the desire of buyers for it, considered as factors regulating its price |
| Theocracy | Unit 1 | a state governed by religious leaders |
| Total War | Unit 5 | Total war is warfare that includes civilian resources and infrastructure as legitimate military targets, and typically involves the use of weapons and tactics that result in significant civilian or other non-combatant casualties |
| Trade Route | Unit 1 | Routes followed by traders over land (as in caravans) or by sea (merchants in ships) |
| Tributary States | Unit 2 | States that pay <u>tributes</u> (money, goods, etc) to another more powerful state to acknowledge submission, to obtain protection, or to purchase peace |
| Union | Unit 4 | an organization of workers formed for the purpose of advancing its members' interests in respect to wages, benefits, and working conditions |
| Urbanization | Unit 6 | the process of turning a rural area or village into a town or city |
| Weapons of Mass Destruction | Unit 6 | weapons that can destroy entire cities, regions, etc. |



District Adopted Resources

| Student Textbook | |
|---|--|
| History Alive! World Connections ISBN 978-1-58371-948-0 Copyright 2013 |  |
| Teacher Manuals | |
| All materials are electronic and can be found on the TCI webpage at www.teachtci.com | |
| Materials | |
| All materials are electronic and can be found on the TCI webpage at www.teachtci.com There is also a set of placards that correlate to the textbook. | |
| Online Resources | |
| <u>Online Resources from Publisher:</u> www.teachtci.com | |
| Supplemental Resources | |
| | |

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.

Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001^[1]

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.