

This Curriculum Map is a model for content, skills, and pacing. Teachers will adapt the map in light of students' prior knowledge.

Department: Social Studies	Course Title: World History	
	Unit 1, The Emergence of the First Global Age: Global Interactions and Colonialism	September- October
Essential Question(s):	<ul style="list-style-type: none"> <li>• How did the methods of and motivations for exploration and conquest result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</li> <li>• Why was colonization desired by European countries?</li> <li>• At what expense was colonization achieved?</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices. 6.2.12.A.1.a</li> <li>• Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires. WHST.9-10.7, 6.2.12.A.1.a</li> <li>• Use quantitative and qualitative analysis to demonstrate an understanding of the changes in political boundaries as a result of the rise and fall of empires (e.g., Mongols, Ottoman), impact of treaties (e.g., Treaty of Paris), and impact of Europeans in West Africa. RH.9-10.7, 6.2.12.B.1.a</li> <li>• Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies). WHST.9-10.9, 6.2.12.C.1.a</li> <li>• Cite specific textual evidence to analyze the political (i.e., Treaty of Tordesillas and Toleration Act), cultural, and moral role of Catholic and Protestant Christianity (e.g., Protestant/ Puritan work ethic, religious values, language) in the European colonies. RH.9-10.1, 6.2.12.D.1.f</li> <li>• Use quantitative analysis to determine the role of natural resources on economic growth in Europe and the impact of political decisions and social policies on indigenous people in Spanish and Portuguese colonies. RH.9-10.7, 6.2.12.B.1.b, 6.2.12.D.1.e</li> <li>• Compare European settlements (e.g., Spanish, Dutch, French, British colonies) with regard to governance, interaction with native populations, and sources of labor. 6.2.12.B.1.b, 6.2.12.C.1.b</li> <li>• Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco). RH.9-10.7, 6.2.12.C.1.b, 6.2.12.D.1.a</li> <li>• Produce clear and coherent writing that assesses the role of mercantilism in stimulating European expansion through trade. WHST.9-10.4, 6.2.12.C.1.b, 6.2.12.C.1.c</li> <li>• Draw evidence from information texts to explain how the effects of increased global trade from the New World (e.g., more urbanization, spending, better quality of life, increased militarization, conflict between nation states) contributed to economic growth in Europe and the development of isolationist policies in Japan and China. WHST.9-10.9, 6.2.12.C.1.d</li> <li>• Analyze the effects of nation state rivalries in Europe on commerce, the quality of life, and colonization. RH.9-10.3, 6.2.12.C.1.c</li> <li>• Gather relevant information from multiple authoritative print and digital sources to determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia, provided the necessary tools for European exploration and conquest. WHST.9-10.8, 6.2.12.C.1.e</li> <li>• Write a narrative that compares the development of slavery and coerced labor practices of indigenous populations (i.e. house slavery, chattel slavery, Encomienda system, and indentured servants) in the Americas with Europe, Africa, and Asia. WHST.9-10.2, 6.2.12.D.1.b, 6.2.12.D.1.e</li> <li>• Draw evidence from informational texts to analyze various motivations (i.e., loss of Native Americans labor and need for new supply of labor) for the Atlantic slave trade (i.e., Middle Passage), and the impact on Europeans Africans and Americans (i.e., triangular trade routes). WHST.9-10.9, 6.2.12.D.1.c, 6.2.12.D.1.e</li> <li>• Explain how the new social stratification (e.g., viceroys, creoles, mestizos, slaves) laid the foundation for future conflict. 6.2.12.D.1.d, 6.2.12.D.1.e</li> <li>• Compare and contrast how economic (e.g., plantations, division of labor), political (e.g., rivalries between nation states of Spain and Portugal), and social policies (e.g., conversion of Latin American population to Roman Catholic religion) in Spanish and Portuguese colonies are treated in primary and secondary sources RH.9-10.9, 6.2.12.D.1.e</li> </ul>	
Skills:	<ul style="list-style-type: none"> <li>• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>• RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> </ul>	

	<ul style="list-style-type: none"> <li>• RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>• WHST.9-10.2 a-f Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• 6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</li> <li>• 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</li> <li>• 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</li> <li>• 6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</li> <li>• 6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</li> <li>• 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</li> <li>• 6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</li> <li>• 6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</li> <li>• 6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</li> <li>• 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</li> <li>• 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</li> <li>• 6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</li> <li>• 6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</li> <li>• 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>• McDougal Littell <i>World History: Patterns of Interaction</i> Textbook</li> <li>• Period Maps</li> <li>• Primary Sources: Indentured Servant contracts, Treaty of Tordesillas, Mayflower Compact, etc...</li> <li>• Selected works of Bartolommeo De la Casa, Christopher Columbus, Marco Polo, al-Jahiz, Critobulus of Imbros, Ibn Battuta, Jose de Acosta, King Alfonso, Hernando Cortez, Robert Carey</li> <li>• Unit Test, Formative assessment</li> </ul>

This Curriculum Map is a model for content, skills, and pacing. Teachers will adapt the map in light of students' prior knowledge.

Department: Social Studies	Course Title: World History	
	Unit 2, The Renaissance, Reformation, Scientific Revolution, and Enlightenment	November- December
Essential Question(s):	<ul style="list-style-type: none"> <li>How did ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment lead to political, economic, and cultural changes that have had a lasting impact?</li> </ul>	
Content	<ul style="list-style-type: none"> <li>Use maps of trade routes (i.e., Silk Road) and excerpts from Marco Polo's book (The Travels of Marco Polo) to explain the role of geographic location (i.e., Italian city-states, Asia, Europe) in the development of trade and economic activity during the Renaissance. RH.9-10.7, 6.2.12.B.2.a</li> <li>Explain how the rise of European towns and commerce led to the need for banking and financial services (e.g., loans, usury, insurance, currency, joint stock companies). 6.2.12.C.2.a</li> <li>Conduct short research to answer the question to what extent did Greek, Roman, Asian, and Islamic civilizations influence political, social, and cultural changes in Europe (e.g., education, ideas, inventions, art, treatment of women). WHST.9-10.7, 6.2.12.D.2.c</li> <li>Examine how the exposure to Asian and Islamic civilizations and the spirit of inquiry (i.e. scholasticism / humanism) led to the Renaissance and the importance of the commercial revolution (i.e., trade and rise of towns) on society. 6.2.12.D.2.a</li> <li>Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs. 6.2.12.D.2.d</li> <li>Use technology to display information about the accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare and relate them to the factors that led to the development of the Renaissance. WHST.9-10.6, 6.2.12.D.2.a</li> <li>Draw evidence from informational text to explain the impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic). WHST.9-10.9, 6.2.12.A.2.b</li> <li>Assess the extent to which the reasoning and evidence in a text support the author's claims about the origins of the Protestant Reformation (i.e., Martin Luther, John Calvin, and Henry VIII). RH.9-10.8, 6.2.12.D.2.b</li> <li>Evaluate the impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas). 6.2.12.D.2.e</li> <li>Analyze the causes and effects of religious wars in Europe (i.e., Thirty Years War and migration to America). 6.2.12.D.2.b</li> <li>Compare the point of view of two or more authors to explain how the outcome of the Thirty Years War impacted the political and social development of Europe (e.g., France, Spain, German states). RH.9-10.6, 6.2.12.B.2.b</li> <li>Develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state (e.g., England, France, Holy Roman Empire, Russia, Spain). WHST.9-10.1, 6.2.12.A.2.c</li> <li>Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government). 6.2.12.A.2.a</li> <li>Determine the meaning of laissez-faire economics and describe how it led to the development of a new merchant class during this time period (e.g., supply and demand, free markets, efficient production). RH.9-10.4, 6.2.12.A.2.a</li> </ul>	
Skills:	<ul style="list-style-type: none"> <li>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</li> <li>WHST.9-10.1 a-e Write arguments focused on discipline-specific content.</li> <li>WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	

	<ul style="list-style-type: none"> <li>• 6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</li> <li>• 6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</li> <li>• 6.2.12.A.2.c Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</li> <li>• 6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</li> <li>• 6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</li> <li>• 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</li> <li>• 6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</li> <li>• 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</li> <li>• 6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</li> <li>• 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</li> <li>• 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>• McDougal Littell <i>World History: Patterns of Interaction</i> Textbook</li> <li>• Period Maps</li> <li>• Primary Sources: Magna Carta, 95 Thesis, Spirit of Laws, Selected Art, Political Cartoons, etc...</li> <li>• Selected works of Baldisar Casiglionea, Galileo, Francis Bacon, Martin Luther, John Calvin, Montesquieu, John Locke, Voltaire, Rousseau, Alexander the Great, Frederick the Great, Isaac Newton, Aristotle, Plato, Cicero, Leonardo da Vinci, Michelangelo, Raphael, Niccolo Machiavelli, Mozart, Beethoven, etc...</li> <li>• Unit Test, Formative assessment</li> </ul>

This Curriculum Map is a model for content, skills, and pacing. Teachers will adapt the map in light of students' prior knowledge.

Department: Social Studies	Course Title: World History	
	<b>Unit 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	<b>January-February</b>
Essential Question(s):	<ul style="list-style-type: none"> <li>• How did discontent with prevailing economic, political, and social conditions, result in revolution or reform.</li> <li>• What factors drove the Industrial Revolution?</li> <li>• What was the result of industrialized nations competitive race for global resources and markets?</li> <li>• How did the establishment of political and economic control over large regions of the world have a lasting impact?</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period. RH.9-10.2, 6.2.12.A.3.a</li> <li>• Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas. WHST.9-10.2, 6.2.12.A.3.b</li> <li>• Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas, 6.2.12.A.3.c</li> <li>• Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions. WHST.9-10.7, 6.2.12.A.3.d</li> <li>• Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti. 6.2.12.B.3.c</li> <li>• Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period. 6.2.12.C.3.f</li> <li>• Use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, Bolsheviks). WHST.9-10.6, 6.2.12.D.3.a</li> <li>• Determine the central ideas or information of a primary or secondary source (e.g., the Sadler Report, Oliver Twist, David Copperfield) to understand how the British government responded to the problems of industrialization and urbanization during the time period. RH.9-10.2, 6.2.12.A.3.e</li> <li>• Trace the struggles for women's suffrage in Europe (e.g., Emmeline Pankhurst) and North America (e.g., Seneca Falls) and explain their different experiences. 6.2.12.A.3.f</li> <li>• Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period. RH.9-10.3, 6.2.12.A.3.g</li> <li>• Use historical maps from different time periods in the 19th and 20th century to determine which European country had the greatest geographic and economic advantage in the world. 6.2.12.B.3.a</li> <li>• Explain the impact of industrialization on population growth, urbanization, and the environment by evaluating the quality of life in this time period. 6.2.12.B.3.b</li> <li>• Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England. 6.2.12.D.3.b</li> <li>• Explain the cause and effect of the "agricultural revolution" in England to the mechanization of production with population growth and land-holding during this time period. 6.2.12.C.3.a</li> <li>• Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication). 6.2.12.C.3.b</li> <li>• Produce clear and coherent writing that compares the competing economic and political philosophies (e.g., amount of government influence or regulation) of capitalism in the United States, socialism in Western Europe, and communism in the Soviet Union. WHST.9-10.4, 6.2.12.C.3.c</li> <li>• Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period. 6.2.12.C.3.d</li> <li>• Evaluate the effect of economic development (e.g., telegraph, railroad, schools, bureaucracy) in Africa (e.g., Ghana, Egypt, South Africa) and Asia (e.g., India, China). 6.2.12.C.3.e</li> <li>• Compare and contrast China's and Japan's views of and responses to imperialism (i.e., Japan imperialistic interests in Korea, Manchuria; China: rejection of imperialist powers). 6.2.12.D.3.c</li> <li>• Determine the effects of imperialism on the development and change to livelihood and economic growth of each country in the 20th century (e.g., Japan: industrialization / westernization, China: civil war Chiang Kai-shek / Mao Zedong). 6.2.12.D.3.c</li> <li>• Write a narrative regarding the consequences of imperialism (e.g., Boxer Rebellion, Opium Wars, Sepoy Rebellion, Philippine Rebellion) from the perspectives of native populations and European colonizers. WHST.9-10.2, 6.2.12.D.3.d</li> </ul>	

Skills:	<ul style="list-style-type: none"> <li>• Explain the effect of Social Darwinism as a motive for imperialism (i.e., White Man’s Burden, religious conflicts between Buddhism and Christianity).6.2.12.D.3.e</li> <li>• RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>• RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>• WHST.9-10.2 a-f Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</li> <li>• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</li> <li>• 6.2.12.A.3.b Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.</li> <li>• 6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</li> <li>• 6.2.12.A.3.d Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</li> <li>• 6.2.12.A.3.e Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</li> <li>• 6.2.12.A.3.f Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</li> <li>• 6.2.12.A.3.g Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</li> <li>• 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</li> <li>• 6.2.12.B.3.b Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.</li> <li>• 6.2.12.B.3.c Relate the role of geography to the spread of independence movements in Latin America.</li> <li>• 6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</li> <li>• 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</li> <li>• 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</li> <li>• 6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</li> <li>• 6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.</li> <li>• 6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.</li> <li>• 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</li> <li>• 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.</li> <li>• 6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</li> <li>• 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</li> <li>• 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>• McDougal Littell World History: Patterns of Interaction Textbook</li> <li>• Period Maps</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Primary Sources: English Bill of Rights, Declaration of Independence, Declaration of Rights of Man and Citizen, Political Cartoons, Photographs, etc...</li><li>• Selected works of Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, Giuseppe Mazzini, Mary Shelley, King Louis XVI, J.G. Milligan, Napoleon, Prince Klemens von Metternich, Karl Marx, Friedrich Engels, Charles Dickinson, John Knox, Andrew Jackson, Charles Darwin, W.E.B. de Bouis, Henry Stanley, A.E. Scrivener, J.E. Neilly</li><li>• Unit Test, Formative assessment</li></ul> |
|--|--|

Department: Social Studies	Course Title: World History
	<p data-bbox="405 110 1150 142"><b>4. A Half-Century of Crisis and Achievement: The Era of the Great Wars</b></p> <p data-bbox="1892 110 2022 142" style="text-align: right;"><b>March-April</b></p> <p data-bbox="90 240 310 272">Essential Question(s):</p> <ul data-bbox="405 151 2022 365" style="list-style-type: none"> <li>• How did nationalism, imperialism, industrialization, and militarism contribute to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I?</li> <li>• How did the failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations result in World War II?</li> <li>• Why are World Wars I and II considered "total wars," resulting in unprecedented death and destruction, as well as drastic changes in political boundaries?</li> <li>• How did World Wars I and II challenge economic and political power structures and give rise to a new balance of power in the world?</li> <li>• In which ways were economic, technological, and military power and bureaucracies used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups?</li> </ul>
Content	<ul data-bbox="405 373 2022 1461" style="list-style-type: none"> <li>• Gather relevant information from multiple authoritative to analyze how nationalism (e.g., Serbia, Germany), industrialization, imperialism, militarism, and alliances (e.g., Triple Alliance, Triple Entente) led to World War I. WHST.9-10.8, 6.2.12.D.4.a</li> <li>• Analyze primary and secondary sources (i.e., date, origin of information) to explain the relationship of the devastation of World War I (e.g., economic, social) to the rise of fascism and spread of communism in Europe and Asia (e.g., China, Italy, Germany, Soviet Union). RH.9-10.1, 6.2.12.A.4.a, 6.2.12.C.4.a</li> <li>• Assess the extent to which reasoning and evidence in a text evaluating the Treaty of Versailles (e.g., war debt, reparations, war guilt, League of Nations) accurately reflects the perspectives of different nations (e.g., Germany, United States, Japan, France). RH.9-10.8, 6.2.12.D.4.b</li> <li>• Draw evidence from informational texts to explain how social and economic conditions of imperialism and self-determination contributed to the rise of nationalist movements in China, Turkey, and India. WHST.9-10.9, 6.2.12.A.4.b</li> <li>• Explain how the Allies and Central/Axis powers used colonial peoples in the war efforts in both World Wars (e.g., extraction of raw materials, sources of military personnel and bases). 6.2.12.D.4.f</li> <li>• Compare and contrast different government responses in Europe and Asia to the Great Depression (i.e., fiscal and monetary policy). RH.9-10.9, 6.2.12.C.4.a</li> <li>• Use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939. RH.9-10.7, 6.2.12.B.4.a</li> <li>• Analyze how dictators used text (i.e., structure, vocabulary) and media (e.g., propaganda, radio, film) to gain and maintain authoritarian power (e.g., restrictions on mail and travel). RH.9-10.5, 6.2.12.C.4.d, 6.2.12.D.4.g</li> <li>• Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, and geographic impact on war tactics/military strategies) and social/ environmental impact (i.e., national mobilization, loss of life, destruction of property, and biochemical and nuclear weapons). 6.2.12.C.4.b, 6.2.12.B.4.b, 6.2.12.C.4.c</li> <li>• Cite specific textual evidence to compare how Allied countries responded to the expansionist actions of Germany and Italy (i.e., Munich Conference). RH.9-10.1, 6.2.12.D.4.e</li> <li>• Develop an argument analyzing the primary cause of World War II (e.g., legacy of World War I, global depression, ethnic and ideological conflicts, imperialism, traditional political or economic rivalries). WHST.9-10.1, 6.2.12.D.4.d</li> <li>• Conduct short research to determine how social, economic, and political roles of women were transformed during this time period (e.g., job opportunities, political participation, military service, the role of Eleanor Roosevelt in promoting human rights). WHST.9-10.7, 6.2.12.D.4.j</li> <li>• Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.2.12.D.4.i</li> <li>• Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. 6.2.12.A.4.c</li> <li>• Compare the point of view of two more authors to assess government responses to incidents of ethnic cleansing and genocide during this time period. RH.9-10.6, 6.2.12.A.4.d,</li> <li>• Use multiple credible sources of information to explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East (e.g., Balfour Declaration, decline of British and French colonialism). WHST.9-10.8, 6.2.12.B.4.c</li> <li>• Analyze cause and effect relationships of intended decisions at the end of World War II regarding the boundaries in Germany (Berlin) and Japan (Sakhalin) and the unintended consequences of the boundaries in Eastern Europe, the Baltic States, and Korea. 6.2.12.B.4.d</li> <li>• Draw evidence from informational sources to explain the causes of revolution (e.g., political, economic, social) in Russia, China, and India, and their</li> </ul>



	<p>historical/political significance. WHST.9-10.9, 6.2.12.D.4.c</p> <ul style="list-style-type: none"> <li>• Explain factors contributing to the emergence of movements for national self-rule or sovereignty in Africa (e.g., Ghana) and Asia (e.g., India). 6.2.12.D.4.h, 6.2.12.A.5.c, 6.2.12.D.5.a</li> <li>• Conduct short research to assess the cultural impact (e.g., art, literature, media, music, memorials) of World War I, the Great Depression, and World War II. WHST.9-10.7, 6.2.12.D.4.l</li> <li>• Use technology to illustrate how the arts represent the changing values and ideals of society leading to the creation of mass culture around the world (e.g., Jazz, motion pictures, Cubism, Expressionist art, magazines, sports, “lost generation” movement). WHST.9-10.6, 6.2.12.D.4.k</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>• RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>• RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>• RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</li> <li>• RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>• WHST.9-10.1 Write arguments focused on discipline-specific content.</li> <li>• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> <li>• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• 6.2.12.A.4.a Explain the rise of fascism and spread of communism in Europe and Asia.</li> <li>• 6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.</li> <li>• 6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</li> <li>• 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</li> <li>• 6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</li> <li>• 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</li> <li>• 6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.</li> <li>• 6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</li> <li>• 6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</li> <li>• 6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</li> <li>• 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</li> <li>• 6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</li> <li>• 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</li> <li>• 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</li> <li>• 6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</li> <li>• 6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</li> <li>• 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.</li> <li>• 6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</li> <li>• 6.2.12.D.4.g Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</li> <li>• 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>• 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</li> <li>• 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</li> <li>• 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</li> <li>• 6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.</li> <li>• 6.2.12.D.4.l Assess the cultural impact of World War I, the Great Depression, and World War II.</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>• McDougal Littell World History: Patterns of Interaction Textbook</li> <li>• Period Maps</li> <li>• Primary Sources: “The Atlantic Charter”, The Fourteen Points, Nuremberg Laws, Photographs, Speeches, Political Cartoons, Political Propaganda, Music, etc...</li> <li>• Selected works of Leonard Thompson, Mohandas K. Ghandi, Rudolf Hess, Richard Harding Davis, Neville Chamberlin, Friedrich Nietzsche, Douglas Miller, Joseph C. Grew, Constance Lytton, John Reed, Philip Gibbs, Woodrow Wilson, Theodore Roosevelt, Lucy Larcom</li> <li>• Unit Test, Formative assessment</li> </ul>

Department: Social Studies	Course Title: World History	May-June
Essential Question(s):	<b>5. The 20th Century Since 1945: Challenges for the Modern World</b>	
	<ul style="list-style-type: none"> <li>• How did decolonization, the emergence of new independent nations, and competing ideologies change the political landscape and national identities of those involved?</li> <li>• Analyze military confrontations and violations of human rights which occurred due to decolonization, emerging nations and competing ideologies.</li> <li>• How did international migration and scientific and technological improvements in the second half of the 20th century result in an increasingly global economy and society?</li> <li>• What are challenges and limits of natural resources?</li> <li>• How does technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders. □</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing to explain how and why the differences in ideologies and policies between the United States and the Soviet Union resulted in a cold war (e.g., Berlin Airlift, NATO and Warsaw Pact, Suez Crisis, Korea). WHST.9-10.4, 6.2.12.A.5.a, 6.2.12.B.5.b</li> <li>• Draw evidence from informational texts to analyze the role of the Security Council in the United Nations and evaluate its influence on solving or mediating international conflicts (e.g., Korea, Middle East, the role of UN peacekeepers, the Secretary General) WHST.9-10.9, 6.2.12.A.5.b</li> <li>• Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries (i.e., Union of South Africa/ apartheid and United States/ civil rights). 6.2.12.D.5.b</li> <li>• Compare and contrast increasing birth rates in developing countries with aging populations in industrialized countries and evaluate their potential impact of these trends on the economy, political stability, and use of resources. 6.2.12.C.6.b</li> <li>• Determine the challenges (e.g., agricultural subsidies, foreign direct investment, currency exchange rates, human rights violations) faced by developing nations in their efforts to compete in a global economy. 6.2.12.C.5.d</li> <li>• Compare and contrast texts relating to the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. RH.9-10.9 6.2.12.A.5.e</li> <li>• Conduct short research to analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. WHST.9-10.7 6.2.12.A.5.d</li> <li>• Use technology to demonstrate how nations, multinational organizations, and non-government organizations are attempting to solve global issues (e.g., environment, trade, economic growth, poverty, public health). WHST.9-10.6, 6.2.12.A.6.a,6.2.12.C.6.a</li> <li>• Evaluate the role of the petroleum industry in world politics, the global economy, and the environment (e.g., OPEC, oil spills, offshore drilling, impact on indigenous populations). 6.2.12.C.5.g</li> <li>• Assess the role of government (e.g., fiscal policy), regional trade partnerships (e.g., NAFTA, ASEAN), central banks (e.g., monetary policy), international investment, and currency exchange rates in addressing economic growth and price stability. 6.2.12.C.6.c</li> <li>• Analyze why terrorist movements and acts of terrorism have proliferated, and evaluate their impact on governments (e.g., increased cost of security), individuals, and societies (e.g., diminished freedoms, concern for safety). 6.2.12.A.6.c</li> <li>• Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Bosnia, Sri Lanka, Sudan, Democratic Republic of Congo). 6.2.12.A.6.d</li> <li>• Assess the role of boundary disputes and limited natural resources as sources of conflict (e.g., Iraq and Kuwait, Sudan and South Sudan, and Namibia and Botswana). 6.2.12.B.5.e, 6.2.12.B.6.a</li> <li>• Draw evidence from informational text to assess how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social, economic, and political equality in various countries (e.g., Scandinavia, Southeast Asia, Middle East, East Africa). WHST.9-10.9, 6.2.12.D.5.d</li> <li>• Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory (e.g., Iraq), economic development, use of natural resources (e.g., Brazil), and human rights (e.g., Southeast Asia). 6.2.12.A.6.b</li> <li>• Use quantitative and qualitative analysis to determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries (e.g., European Union and Middle Eastern countries). RH.9-10.7, 6.2.12.B.5.c</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use technology to research and illustrate how the availability of scientific, technological, and medical advances impacts the quality of life in different countries (e.g., vaccinations, prescription drugs, access to medical treatment, potable water, hygiene, sanitation). WHST.9-10.6, 6.2.12.C.6.d</li> <li>• Assess the role of increased personal and business electronic communications in creating a 'global' culture, and evaluate the impact on traditional cultures and values. 6.2.12.D.6.a</li> <li>• Explain how the influence of television, the Internet, and other forms of electronic communication have influenced the development of a global culture. 6.2.12.D.5.c</li> <li>• Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. 6.3.12.A.2</li> <li>• Use technology to collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. WHST.9-10.6 6.3.12.B.1 □</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>• RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>• RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>• RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>• WHST.9-10.1 Write arguments focused on discipline-specific content.</li> <li>• WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• 6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the U.S.S.R. resulted in a cold war, the formation of new alliances, and periodic military clashes.</li> <li>• 6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</li> <li>• 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.</li> <li>• 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</li> <li>• 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</li> <li>• 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</li> <li>• 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</li> <li>• 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</li> <li>• 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</li> <li>• 6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</li> <li>• 6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</li> <li>• 6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</li> <li>• 6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as</li> </ul>

	<p>later tensions over Kashmir.</p> <ul style="list-style-type: none"> <li>• 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</li> <li>• 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</li> <li>• 6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</li> <li>• 6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</li> <li>• 6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</li> <li>• 6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</li> <li>• 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</li> <li>• 6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.</li> <li>• 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.</li> <li>• 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</li> <li>• 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</li> <li>• 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</li> <li>• 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</li> <li>• 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</li> <li>• 6.2.12.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</li> <li>• 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</li> <li>• 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</li> <li>• 6.2.12.D.6.a Assess the role of increased personal and bus</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>• McDougal Littell <i>World History: Patterns of Interaction</i> Textbook</li> <li>• Period Maps</li> <li>• Primary Sources: <i>Latin American Economic Growth, Destruction of the Berlin World, Unification of Germany, The Massacre at Tiananmen Square, Unification of Germany</i>, Photographs, Speeches, Political Cartoons, Political Propaganda, Music, etc...</li> <li>• Selected works of Sakutarō Fujikawa, Princess Der Ling, Mohandas K. Gandhi, Rudolph Hess, Philip Gibbs, Nikita Khrushchev, George W. Bush, Lyndon B. Johnson, John F. Kennedy</li> <li>• Unit Test, Formative assessment</li> </ul>