

Topics & Standards  Quarter 1	Unit 1: Historical Thinking; Age of Enlightenment and Revolution: 1600-1800  Historical Thinking and Skills  1. Historical events provide opportunities to examine alternative courses of action.  2. The use of primary and secondary sources of information includes an examination of the credibility of each source.  3. Historians develop theses and use evidence to support or refute positions  4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.  Enlightenment and Revolutions  5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.  6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.  7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism  8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence  The Industrial Revolution  9. Industrialization had social, political and economic effects on Western Europe and the world.  13. Advances in technology, communication and transportation improved lives, but also had negative consequences			
Time Frame	Types of Assessment	Opportunities for integration	Resources (Curriculum or	Technology, Other
	(Evidence)	things attor	Textbook)	
Historical	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Thinking and Skills Unit 2 Weeks	Unit: Historical Thinking Skills and Methods  Under Construction Great Work Coming Soort	CCSS.ELA-LITERACY.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.	World History & Geography- Modern Times (Resources and Content Section Online)	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)
	Formative/Summative Assessments	CCSS.ELA-LITERACY.RH.9- 10.2 Determine the central ideas or information of a primary or	Defined Stem  Discovery Education	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)

	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within unit</li> <li>McGraw-Hill</li> <li>Assessment Resources</li> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  McGraw-Hill Text Literacy Resources  Reading Essentials Graphic Novels Biographies Research and Writing Skills Content/Academic Vocabulary Ohio Public Library Information Network	Reading Like a Historian	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
Enlightenment	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
and	Unit: Enlightenment	CCSS.ELA-LITERACY.RH.9-	World History & Geography-	
Revolutions	Haite Francis David Co.	10.5 Analyze how a text uses	Modern Times	www.discoveryeducation.com
Unit	Unit: French Revolution	structure to emphasize key	(Chapter 8-9)	(daily videos and current events)
3 Weeks	Under Construction Great Work Coming Soort	points or advance an explanation or analysis.	Defined Stem	www.definedstem.com (GRASPS-Project based Learning)
		McGraw-Hill Text Literacy	Discovery Education	http://sheg.stanford.edu/us
	Formative/Summative	<u>Resources</u>	Discovery Education	(Reading Like a Historian lessons and activities)
	Assessments  • 3-5 tasks that reach	<ul> <li>Reading Essentials</li> </ul>	Reading Like a Historian	http://www.archives.gov/education/
	DOK 3-4 AND/OR	Graphic Novels	_	(Professional Development, Documents, Archived materials,
	• 2-3 FATPS/RAFTS	Biographies		non-fictional articles, exhibits)
		- biographies		<u>www.icivics.com</u>

	At least 1 GRASP per quarter  At least 1 Common Short Cycle per quarter  *Assessments located within unit  McGraw-Hill  Assessment Resources  Lesson Quiz  Lesson Review  Chapter Assessment  Self-Check Quiz	<ul> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>		(Interactive tools and activities about civics)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
Industrial	UBD Framework	Language Arts	- McGraw Hill	www.connected.mcgraw-hill.com
Revolution	Unit: Industrial	CCSS.ELA-LITERACY.RH.9-	World History & Geography-	
Unit	Revolution	10.2 Determine the central ideas or	Modern Times	www.discoveryeducation.com (daily videos and current events)
0.117	Under Construction	information of a primary or	(Chapter 10-11 )	(ually videos and current events)
$3\ Weeks$	Great Work Coming Sount	secondary source; provide an accurate summary of how key	5 ( 16	www.definedstem.com
	*XXX	events or ideas develop over the	Defined Stem	(GRASPS-Project based Learning)
	Formative/Summative Assessments	course of the text. CCSS.ELA-LITERACY.RH.9- 10.3	Discovery Education	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)
	3-5 tasks that reach  BOK 3-4 AND (OR	Analyze in detail a series of events described in a text;	Reading Like a Historian	http://www.archives.gov/education/
	DOK 3-4 AND/OR • 2-3 FATPS/RAFTS	determine whether earlier events		(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)
	At least 1 GRASP per	caused later ones or simply		
	quarter	preceded them.		<u>www.icivics.com</u> (Interactive tools and activities about civics)
	At least 1 Common     Short Cycle per	McGraw-Hill Text Literacy		(interactive tools and activities about civics)
	Short Cycle per guarter			Differentiated Instruction and ELL support
	*Assessments located within	<u>Resources</u>		listed in online resources under Lesson
	unit	<ul> <li>Reading Essentials</li> </ul>		Planning "Differentiation and Remediate."

Assessment Resources      Lesson Quiz     Lesson Review     Chapter Assessment     Self-Check Quiz  Ohio Public Library Information Network
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## Topics & Standards

### **Unit 2: Imperialism: 1800-1914**

### **Imperialism**

- 10. Imperial expansion had political, economic and social roots
- 11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
- 12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

### Unit 3: Achievements and Crisis: 1900-1945 (3 weeks)

### World War I

- 13. Advances in technology, communication and transportation improved lives, but also had negative consequences.
- 14. The causes of World War I included militarism, imperialism, nationalism and alliances.

### Unit 4: Achievements and Crisis: 1900-1945 (continued 6 weeks into 3<sup>rd</sup> Quarter)

### **Rise of Dictators**

15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appearement which in turn led to World War II

### Genocide

16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

Quarter 2

Imperialism	Time Frame Quarter 2	Types of Assessment	Opportunities for integration	Resources (Curriculum	Technology, Other
Unit: Imperialism  CCSS.ELA-LITERACY.RH.9- 10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9- 10.9 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9- 10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.  1.2 FATPS/RAFTS At least 1 GRASP per quarter Assessments located within unit McGraw-Hill Assessment Resources  1. Lesson Quiz Lesson Review Chapter Assessment CCSS.ELA-LITERACY.RH.9- 10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.  MCGraw-Hill Text Literacy Resources Reading Like a Historian Writing Skills Compare and contrast treatments of the same topic in several primary and secondary sources.  MCGraw-Hill Text Literacy Resources Reading Like a Historian Writing Skills Compare and contrast treatments of the same topic in several primary and secondary sources.  MCGraw-Hill Text Literacy Resources Reading Like a Historian Writing Skills Compare and contrast treatments of the same topic in several primary and secondary sources.  Reading Like a Historian  McGraw-Hill Assessment Biographies Research and Writing Skills Content/Academic Vocabulary Ohio Public Library  World History & Geography-Modern Times (Chapter 12)  Www.definedstem.com (RASPS-Project based Learning)  McGRASPS-Project based Learning)  Defined Stem Discovery Education  Http://sheg.stanford.edu/us Www.definedstem.com (RASPS-Project based Learning)  Num. definedstem.com (RASPS-Project based Learning)  McGray-Hill Text Literacy Reading Like a Historian  Discovery Education  Www.definedstem.com (RASPS-Project based Learning)  Http://sheg.stanford.edu/us Www.definedstem.com (RASPS-Project based Learning)  Num. definedstem.com (RasPS-Project based Learning)  Num. defined	Quarter 2		integration	,	
Network	Unit	Unit: Imperialism  Unit: Imperialism  Formative/Summative Assessments  2-3 tasks that reach DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per quarter  At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  Lesson Quiz Lesson Review Chapter Assessment	CCSS.ELA-LITERACY.RH.9- 10.8  Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9- 10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.  McGraw-Hill Text Literacy Resources  Reading Essentials Graphic Novels Biographies Research and Writing Skills Content/Academic Vocabulary Ohio Public Library Information	- McGraw Hill World History & Geography- Modern Times (Chapter 12)  Defined Stem  Discovery Education  Reading Like a	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  www.icivics.com (Interactive tools and activities about civics)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning

Achievements and Crisis: WW I Unit

2.5 Weeks

#### **UBD Framework**

Unit: World War I



### Formative/Summative Assessments

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit McGraw-Hill Assessment
Resources

- Lesson Quiz
- Lesson Review
- Chapter Assessment
- Self-Check Quiz

### Language Arts

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

### McGraw-Hill Text Literacy Resources

- Reading Essentials
- Graphic Novels
- Biographies
- Research and Writing Skills
- Content/Academic Vocabulary
- Ohio Public Library Information Network

McGraw Hill World History & Geography-Modern Times (Chapter 13-14)

Defined Stem

Discovery Education

Reading Like a Historian

www.connected.mcgraw-hill.com

www.discoveryeducation.com

(daily videos and current events)

www.definedstem.com

(GRASPS-Project based Learning)

http://sheg.stanford.edu/us

(Reading

Like a Historian lessons and activities)

http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

www.icivics.com

(Interactive tools and activities about civics)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

Achievements and Crisis: Rise of Dictators And Genocide Unit

3 Weeks

### **UBD Framework**

Unit:

### Formative/Summative Assessments

- 3-5 tasks that reach DOK
   3-4 AND/OR
- 2-3 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit McGraw-Hill Assessment

### Resources

- Lesson Quiz
- Lesson Review
- Chapter Assessment
- Self-Check Quiz

### Language Arts

CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RH.9-

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.

10.2

### McGraw-Hill Text Literacy Resources

- Reading Essentials
- Graphic Novels
- Biographies
- Research and Writing Skills
- Content/Academic Vocabulary
- Ohio Public Library Information Network

McGraw Hill World History & Geography-Modern Times (Chapter 14-16)

**Defined Stem** 

Discovery Education

Reading Like a Historian

### www.connected.mcgraw-hill.com

### www.discoveryeducation.com

(daily videos and current events)

### www.definedstem.com

(GRASPS-Project based Learning)

### http://sheg.stanford.edu/us

(Reading

Like a Historian lessons and activities)

### http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

#### www.icivics.com

(Interactive tools and activities about civics)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

Topics &	Unit 4: Achievements and Crisis: 1900-1945 (continued from 2 <sup>nd</sup> Quarter)
Standards	World War II
	17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age
	Unit 5: The Cold War: 1945-1991
<u>Quarter 3</u>	Cold War Superpowers
	18. The United States and the Soviet Union became superpowers and competed for global influence.
	19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
	Decolonization and Conflict
	20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East
	21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
	22. 22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Time	$Types\ of\ Assessment$	Opportunities for	Resources	Technology, Other
Frame	(Evidence)	integration	(Curriculum	
Quarter 3			/Textbook)	
Achievement	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
and Crisis:	Unit: World War II	CCSS.ELA-LITERACY.RH.9-	World History &	
WW II		10.4 Determine the meaning of words	Geography- Modern	www.discoveryeducation.com
Unit	Linder Construction Great Work Coming Sound	and phrases as they are used in a	Times	(daily videos and current events)
	<i>₹4</i> 4€	text, including vocabulary	(Chapter 17)	www.definedstem.com
2 Week	_	describing political, social, or		(GRASPS-Project based Learning)
	Formative/Summative	economic aspects of history/social science.	<b>Defined Stem</b>	
	Assessments	CCSS.ELA-LITERACY.RH.9-		http://sheg.stanford.edu/us
	• 2-3 tasks that reach DOK 3-4	10.5	Discovery Education	(Reading Like a Historian lessons and activities)
	AND/OR	Analyze how a text uses structure	,	http://www.archives.gov/education
	1-2 FATPS/RAFTS     At least 1 GRASP per quarter	to emphasize key points or	Reading Like a	/
	<ul><li>At least 1 GRASP per quarter</li><li>At least 1 Common Short Cycle</li></ul>	advance an explanation or analysis.	Historian	(Professional Development, Documents, Archived
	per quarter		11136311411	materials, non-fictional articles, exhibits)

	*Assessments located within unit	McGraw-Hill Text Literacy		www.icivics.com
	McGraw-Hill Assessment	<u>Resources</u>		(Interactive tools and activities about civics)
	<ul> <li>Resources</li> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	<ul> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
Cold War	UBD Framework	Language Arts		www.connected.mcgraw-hill.com
Unit	Unit: Cold War	CCSS.ELA-LITERACY.RH.9-	McGraw Hill	www.comiceted.megraw min.com
6 Weeks	Formative/Summative Assessments	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. CCSS.ELA-LITERACY.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.  McGraw-Hill Text Literacy Resources	World History & Geography- Modern Times (Chapter 18-20)  Defined Stem  Discovery Education  Reading Like a Historian	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education / (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  www.icivics.com (Interactive tools and activities about civics)  Differentiated Instruction and ELL
	<ul><li>Lesson Quiz</li><li>Lesson Review</li></ul>	Reading Essentials		support listed in online resources

Chapter Assessment     Self-Check Quiz  Summative/Quarterly  Assessments	<ul> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>	under Lesson Planning "Differentiation and Remediate."
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Topics &	Unit 6: Globalization: 1991-Present
Standards	Contemporary Conflicts
	23. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non- aligned world
	24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
Quarter 4	25. Political and cultural groups have struggled to achieve self-governance and self- determination.
Quarter 4	27. Proliferation of nuclear weapons has created a challenge to world peace.
	Global Interdependence
	26. Emerging economic powers and improvements in technology have created a more interdependent global economy
	Sustainability
	28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges
	29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have

resulted in a new environmental consciousness and a movement for the sustainability of the world's resources

Time Frame	Types of	Opportunities for	Resources	Technology, Other
	Assessment	integration	(Curriculum	
	(Evidence)	integration	/Textbook)	
Globalization: 1991-Present	UBD Framework Unit: Globalization	Language Arts CCSS.ELA-LITERACY.RH.9-10.1	McGraw Hill World History &	www.connected.mcgraw-hill.com
Unit	Unit: GIODAIIZATION  Under Construction Great Work Coming Soort	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such	Geography- Modern Times	www.discoveryeducation.com (daily videos and current events)
Culminating GRASP and DEBATE	Formative/Summative Assessments	features as the date and origin of the information.  CCSS.ELA-LITERACY.RH.9-10.2  Determine the central ideas or	(Chapter 21-22)  Defined Stem	www.definedstem.com (GRASPS-Project based Learning)
8 Weeks	5-7 tasks that reach DOK     3-4 AND/OR     3-4 FATPS/RAFTS     At least 1 GRASP per quarter     At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources	information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  CCSS.ELA-LITERACY.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.	Discovery Education Reading Like a Historian	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  www.icivics.com (Interactive tools and activities about civics)  Differentiated Instruction and ELL support listed in online resources under Lesson
	<ul> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	McGraw-Hill Text Literacy Resources  Reading Essentials Graphic Novels Biographies Research and Writing Skills		Planning "Differentiation and Remediate."

Content/Academic     Vocabulary
Ohio Public Library
Information Network