

Centerville High School Curriculum Mapping
World History & Civilizations
Matthew Dickerson

World History & Civilizations Overview

The Indiana Academic Standards specify the core, fundamental skills students should learn, master, and apply at grade level beginning in kindergarten and continuing through grade twelve. These academic standards serve as the basis to our curriculum in Centerville-Abington Community Schools but do not serve as curriculum alone. The Indiana Academic Standards are supported through grade-level, content-specific curriculum maps and resources. These curriculum maps and resources are aligned to the Indiana Academic Standards and provide the tools which are necessary to meet the needs of all learners. As a result, the Centerville-Abington Community Schools' curriculum maps are examined regularly and undergo periodic revisions.

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Textbook: McGraw Hill (2022). *World History and Civilization*.

<u>Unit 1 Theme</u> Rise and Spread of Civilizations (Chapters 1 & 2)	<u>Duration of Unit</u> 2 Weeks
<u>Essential Questions</u> What do archaeology and anthropology teach us about prehistoric humans? What is a civilization, and how does one form? How does geography affect the development of civilizations? In what ways do civilizations influence each other?	
<u>End of Unit 1 Authentic Learning Task</u> Project Civil People: Students will be tasked with making an interactive timeline/cause and effect map that illustrates how early people's began to organize themselves and develop their society, economy, political structures, environment, industry, and so on.	

Pacing: Unit 1, 2 Weeks

Indiana Academic Standards

WH.1.1, WH.1.2, WH.1.3, WH.1.4, WH.2.1, WH.2.2, WH.7.1, WH.7.2, WH.7.3, WH.7.4, WH.7.5, 9-10.LH.1.1, 9-10.LH.1.2, 9-10.LH.3.1, 9-10.LH.4.1, 9-10.LH.4.3, 9-10.LH.5.2, 9-10.LH.6.2

Academic Vocabulary

archaeology, anthropology, hominid, homo sapiens, “out of Africa” theory, systematic agriculture, artisan, civilization, priest, culture, confluence, city-state, ziggurat, cuneiform, polytheistic, theocracy, dynasty, pharaoh, bureaucracy, hieroglyphics, hieratic script, pastoral nomad, monotheistic, monsoon, Sanskrit, aristocracy, Dao, filial piety, obsidian, ritual

Key Concepts/Learning Targets

1. I can describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.
2. I can identify the key components that make up a civilization and the key differences between civilizations and how people organize themselves outside of civilizations.
3. I can review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China.
4. I can examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou.
5. I can review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.
6. I can examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.
7. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
8. I can locate and analyze primary sources and secondary sources

Question Stems

1. How did social, cultural, and economic changes of small agriculture communities lead to the development of large agricultural settlements?
2. What are the key components that make up a civilization and what are the key differences between civilizations and how people organize themselves outside of civilizations?
3. What are the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China?
4. How would you describe the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou?
5. How would you describe the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam?
6. How would you describe the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization?
7. What are the patterns of historical change and how would you construct a representation that illustrates continuity and change?
8. How would you locate and analyze a primary source and secondary source related to an event or issue of the past?
9. How would you investigate and interpret multiple causation in analyzing

<p>related to an event or issue of the past.</p> <p>9. I can investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</p> <p>10. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>11. I can use technology and historical data in the process of conducting and presenting historical research.</p> <p>12. I can analyze primary and secondary sources.</p> <p>13. I can cite specific evidence to support my analysis of both primary and secondary sources.</p> <p>14. I can determine the meaning of keywords and phrases as they are specifically used to describe the political, social, or economic aspects of history/social studies.</p> <p>15. I can summarize information from quantitative and qualitative sources.</p> <p>16. I can analyze the relationship between a primary source and a secondary source about the same topic.</p> <p>17. I can use relevant evidence to support my analysis.</p> <p>18. I can use technology to support the writing process.</p>	<p>historical actions and analyze cause-and-effect relationships?</p> <p>10. What issues and problems of the past can you describe by analyzing various interests and viewpoints of the participants involved?</p> <p>11. How can you use technology and historical data in the process of conducting and presenting historical research?</p> <p>12. What is the purpose of this text? What evidence from the text supports your conclusion?</p> <p>13. How can you determine if the source is secondary?</p> <p>14. What does this word or phrase mean in the context of describing the political, social, and economic aspects of history/social studies?</p> <p>15. How would you summarize the data from the chart?</p> <p>16. How does the primary source support the author's thesis in the secondary source?</p> <p>17. What supporting information will you use to explain your topic?</p> <p>18. What technology will be most useful in drafting your composition?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="padding-left: 40px;">PowerPoint presentations and interactive slideshows</p> <p style="padding-left: 80px;">Guided notes</p> <p style="padding-left: 80px;">Guided readings</p> <p style="padding-left: 40px;">Crash Course videos from YouTube</p> <p style="padding-left: 40px;">Interactive classroom simulations and timeline</p> <p style="padding-left: 80px;">Think-Pair-Share activities</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Primary Sources"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Maps, Charts, and Graphs"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Interactive White Board Activities"</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="padding-left: 40px;">Chapter Tests</p> <p style="padding-left: 40px;">Chapter Quizzes</p> <p style="padding-left: 40px;">Unit Authentic Learning Task</p> <p style="padding-left: 80px;">Simulation</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Primary Sources" Questions</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Maps, Charts, and Graphs" Worksheet</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Interactive White Board Activities" Responses</p>

<p><u>Unit 2 Theme</u></p> <p>Ancient and Early Empires</p>	<p><u>Duration of Unit</u></p> <p>7 Weeks</p>
--	--

(Chapters 3-7, 9 & 14)

Essential Questions

How were empires of the ancient Near East governed?
How do empires rise, how are they maintained, and what causes them to fall?
How can geography influence political organizations?
How can cultural and political differences lead to conflict and change?
How was early Indian culture influenced by religion and social structure?
How did ideas and events during the Mauryan and Gupta Empires affect India's development?
How can differing philosophies influence a culture?
What factors can help a dynasty stay in power?
How do different types of political organizations emerge?
How can new ideas lead to social and political change?
How can religion influence the development of an empire?
How might religious beliefs affect society, culture, and politics?
In what ways were civilizations in early Mesoamerica and South America complex?
How were civilizations in early Mesoamerica and South America influenced by previous cultures?

End of Unit 2 Authentic Learning Task

Museum Exhibit: Students, as a curator in a museum, will work together in small groups to create a display/presentation and written explanation of a chosen early empire discussing all the attributes thereof.

Pacing: Unit 2, 7 Weeks

Indiana Academic Standards

WH.2.1, WH.2.3, WH.2.4, WH.2.5, WH.2.6, WH.2.9, WH.2.10, WH.2.11, WH.2.12, WH.2.13, WH.3.1, WH.3.4, WH.3.5, WH.3.12, WH.7.1, WH.7.2, WH.7.3, WH.7.4, WH.7.5, WH.7.6, 9-10.LH.2.1, 9-10.LH.2.2, 9-10.LH.2.3, 9-10.LH.3.2, 9-10.LH.4.2, 9-10.LH.5.1, 9-10.LH.7.3

Academic Vocabulary

empire, patriarchal, chariot, expedition, satrapy, monarchy, satrap, epic poem, arête, polis, agora, tyrant, oligarchy, ephor, acropolis, phalanx, democracy, helot, Age of Pericles, direct democracy, ostracism, oracle, philosophy, Socratic method, tragedy, legacy, Hellenistic Era, Epicureanism, Stoicism, varnas, Hinduism, reincarnation, karma, caste system, yoga, dharma, Buddhism, nirvana, Silk Road, Vedas, pilgrim, Confucianism, Daoism, Legalism, steppe, regime, censorate, civil service, martial, republic, plebeian, praetor, patrician, consul, triumvirate, dictator, emperor, urbanization, paterfamilias, insulae, sheikh, Quran, Hijrah, hajj, Five Pillars of Islam, shari'ah, Allah, Muslim, Bedouin, caliph, Shia, vizier, caliphate, jihad, Sunni, sultan, bazaar, astrolabe, minaret, dowry, arabesques, muezzin, longhouse, clan tepee, maize, quipu

Key Concepts/Learning Targets

1. I can review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.
2. I can examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars.
3. I can describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.
4. I can analyze the development of Roman Republican government and society.
5. I can trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.
6. I can examine the significant achievements of the Greeks and Romans and their impact on the modern world.
7. I can examine the origins and major achievements of civilizations in India such as the Mauryan and Gupta empires.
8. I can compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia.
9. I can compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations
10. I can trace the developments and achievements of the Qin and Han Dynasties.
11. I can analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.
12. I can examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa.
13. I can trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.
14. I can compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.
15. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.

Question Stems

1. How would you describe the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam?
2. How would you examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars?
3. Can you describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe?
4. Can you analyze the development of Roman Republican government and society?
5. How would you trace the changes that culminated in the end of the Republic and the formation of the Roman Empire?
6. How would you examine the significant achievements of the Greeks and Romans and their impact on the modern world?
7. How would you explain the origins and major achievements of civilizations in India such as the Mauryan and Gupta empires?
8. How would you compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia?
9. How would you compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations
10. I can trace the developments and achievements of the Qin and Han Dynasties?
11. How would you describe the impact of trade networks such as the Silk Road and Indian Ocean trade network?
12. How would you explain the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa?
13. How would you trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia?
14. How would you compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations?
15. What are the patterns of historical change and how would you construct a representation that illustrates continuity and change?

<p>16. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>17. I can investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</p> <p>18. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>19. I can use technology and historical data in the process of conducting and presenting historical research.</p> <p>20. I can formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</p> <p>21. I can analyze the text features of primary and secondary sources.</p> <p>22. I can summarize the key events or ideas of a text using text evidence to support the central ideas.</p> <p>23. I can identify when one event causes another.</p> <p>24. I can analyze how a text's structure emphasizes key points to advance or explain the central idea.</p> <p>25. I can evaluate the evidence and reasoning that supports the author's claim.</p> <p>26. I can develop a claim.</p> <p>27. I can use evidence to support my analysis.</p>	<p>16. How would you locate and analyze a primary source and secondary source related to an event or issue of the past?</p> <p>17. How would you investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships?</p> <p>18. What issues and problems of the past can you describe by analyzing various interests and viewpoints of the participants involved?</p> <p>19. How can you use technology and historical data in the process of conducting and presenting historical research?</p> <p>20. What would you do to formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position?</p> <p>21. How does the context in which this piece was written contribute to your interpretation of it?</p> <p>22. How can I accurately summarize the text?</p> <p>23. What is the relationship between these events?</p> <p>24. What ideas are emphasized by the structure of the text?</p> <p>25. What evidence does the author use to support the claim?</p> <p>26. What evidence will you use to support your claim?</p> <p>27. What evidence can you provide that supports your claim?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="padding-left: 40px;">PowerPoint presentations and interactive slideshows</p> <p style="padding-left: 80px;">Guided notes</p> <p style="padding-left: 80px;">Guided readings</p> <p style="padding-left: 40px;">Crash Course videos from YouTube</p> <p style="padding-left: 40px;">Interactive classroom simulations and timeline</p> <p style="padding-left: 80px;">Think-Pair-Share activities</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Primary Sources"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Maps, Charts, and Graphs"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Interactive White Board Activities"</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="padding-left: 40px;">Chapter Tests</p> <p style="padding-left: 40px;">Chapter Quizzes</p> <p style="padding-left: 40px;">Unit Authentic Learning Task</p> <p style="padding-left: 80px;">Simulation</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Primary Sources" Questions</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Maps, Charts, and Graphs" Worksheet</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Interactive White Board Activities" Responses</p>

<u>Unit 3 Theme</u>	<u>Duration of Unit</u>
----------------------------	--------------------------------

Medieval Times (Chapters 8, 10-13)	5 Weeks
<p align="center"><u>Essential Questions</u></p> <p align="center">How can religion impact culture? What factors lead to the rise and fall of empires? How can changes to political systems impact economic activities? How is society influenced by changes in political and economic systems? What qualities define power struggles and stable periods of rule? How can invasion change the lives of people in conquered lands? How did the Church influence political and cultural changes in medieval Europe? How did both innovations and disruptive forces affect people during the Middle Ages? How does geography affect society, culture, and trade?</p>	
<p align="center"><u>End of Unit 3 Authentic Learning Task</u></p> <p>A Knight's Tale: Students will create a graphic novel that dives deep into the feudal system, the importance of the church and the crusades, contains elements of the plague, and describes the nobility of their character, a Knight, as they make their way through the Middle Ages.</p>	

Pacing: Unit 3, 5 Weeks	
<p align="center"><u>Indiana Academic Standards</u></p> <p align="center">WH.2.1, WH.2.7, WH.2.8, WH.3.1, WH.3.2, WH.3.3 WH.3.6, WH.3.7, WH.3.8, WH.3.9, WH.3.10, WH.3.11, WH.3.13, WH.3.14, WH.3.15, WH.7.1, WH.7.2, WH.7.3, WH.7.4, WH.7.5, WH.7.6, 9-10.LH.1.1, 9-10.LH.1.2, 9-10.LH.3.1, 9-10.LH.3.2, 9-10.LH.4.1, 9-10.LH.5.1, 9-10.LH.6.2, 9-10.LH.7.2</p>	
<p align="center"><u>Academic Vocabulary</u></p> <p>procurator, clergy, laity, plague, inflation, bishopric, monk, monasticism, missionary, nun, abbess, wergild, ordeal, patriarch, icon, idolatry, feudalism, vassal, knight, fief, feudal contract, chivalry, carruca, serf, patrician, manor, bourgeoisie, common law, Magna Carta, Parliament, estate, scholar-gentry, dowry, khanate, neo-Confucianism, porcelain, samurai, shogun, Shinto, archipelago, Bushido, daimyo, Zen, Theravada, Mahayana, lay investiture, interdict, sacrament, heresy, relics, Crusades, infidel, theology, scholasticism, chanson de geste, anti-Semitism, new monarchy, taille, plateau, lineage groups, patrilineal, griot, savanna, matrilineal, diviner, subsistence farming, stateless society</p>	
<p align="center"><u>Key Concepts/Learning Targets</u></p> <p>1. I can review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism,</p>	<p align="center"><u>Question Stems</u></p> <p>1. How would you describe the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism,</p>

Sikhism, Judaism, Christianity, and Islam.

2. I can examine the spread of Christianity and Christianity's impact on the Roman Empire.
3. I can analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.
4. I can analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.
5. I can explain the origin, rise, and achievements of the Byzantine Empire.
6. I can explain the role of Christianity as a unifying force in medieval Europe.
7. I can describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.
8. I can analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe.
9. I can explain the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.
10. I can describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.
11. I can examine the key achievements of civilizations in Africa prior to European contact.
12. I can explain and describe the major achievements of the Tang and Song Dynasties.
13. I can describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire.
14. I can examine the development of feudalism in Japan and its impact on Japanese society and government.
15. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
16. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.
17. I can investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.
18. I can explain issues and problems of the past by analyzing

Sikhism, Judaism, Christianity, and Islam?

2. How would you describe the spread of Christianity and Christianity's impact on the Roman Empire?
3. How would you describe the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire?
4. Can you illustrate the impact of trade networks such as the Silk Road and Indian Ocean trade network?
5. How would you explain the origin, rise, and achievements of the Byzantine Empire?
6. How would you explain the role of Christianity as a unifying force in medieval Europe?
7. How would you describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire?
8. What were the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe?
9. What were the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe?
10. What were the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages?
11. What were the key achievements of civilizations in Africa prior to European contact?
12. How would you describe the major achievements of the Tang and Song Dynasties?
13. How would you describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire?
14. What did the development of feudalism in Japan and its impact on Japanese society and government look like?
15. What are the patterns of historical change and how would you construct a representation that illustrates continuity and change?
16. How would you locate and analyze a primary source and secondary source related to an event or issue of the past?
17. How would you investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships?
18. What issues and problems of the past can you describe by analyzing various interests and viewpoints of the participants involved?

<p>various interests and viewpoints of the participants involved.</p> <p>19. I can use technology and historical data in the process of conducting and presenting historical research.</p> <p>20. I can formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</p> <p>21. I can analyze primary and secondary sources.</p> <p>22. I can cite specific evidence to support my analysis of both primary and secondary sources.</p> <p>23. I can determine the meaning of keywords and phrases as they are specifically used to describe the political, social, or economic aspects of history/social studies.</p> <p>24. I can analyze how a text's structure emphasizes key points to advance or explain the central idea.</p> <p>25. I can summarize information from quantitative and qualitative sources.</p> <p>26. I can develop a claim.</p> <p>27. I can use technology to support the writing process.</p> <p>28. I can quote or paraphrase the data and conclusions in a source.</p>	<p>19. How can you use technology and historical data in the process of conducting and presenting historical research?</p> <p>20. What would you do to formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position?</p> <p>21. What is the purpose of this text? What evidence from the text supports your conclusion?</p> <p>22. How can you determine if the source is secondary?</p> <p>23. What does this word or phrase mean in the context of describing the political, social, and economic aspects of history/social studies?</p> <p>24. What ideas are emphasized by the structure of the text?</p> <p>25. How would you summarize the data from the chart?</p> <p>26. What evidence will you use to support your claim?</p> <p>27. What technology will be most useful in drafting your composition?</p> <p>28. How do you paraphrase the information from your source?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of:</p> <p>PowerPoint presentations and interactive slideshows</p> <p>Guided notes</p> <p>Guided readings</p> <p>Crash Course videos from YouTube</p> <p>Interactive classroom simulations and timeline</p> <p>Think-Pair-Share activities</p> <p>McGraw-Hill Textbook “Primary Sources”</p> <p>McGraw-Hill Textbook “Maps, Charts, and Graphs”</p> <p>McGraw-Hill Textbook “Interactive White Board Activities”</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="text-align: center;">Chapter Tests</p> <p style="text-align: center;">Chapter Quizzes</p> <p style="text-align: center;">Unit Authentic Learning Task</p> <p style="text-align: center;">Simulation</p> <p style="text-align: center;">Chosen McGraw-Hill Textbook “Primary Sources” Questions</p> <p style="text-align: center;">Chosen McGraw-Hill Textbook “Maps, Charts, and Graphs” Worksheet</p> <p style="text-align: center;">Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses</p>

<p style="text-align: center;"><u>Unit 4 Theme</u></p> <p style="text-align: center;">Renaissance, Reformation, and Exploration (Chapters 15-17 & 25)</p>	<p style="text-align: center;"><u>Duration of Unit</u></p> <p style="text-align: center;">4 Weeks</p>
--	--

Essential Questions

How can trade lead to economic prosperity and political power?
How can idea be reflected in art, sculpture, and architecture?
What conditions can encourage the desire for reform?
How can reform influence society and beliefs?
What are the effects of political and economic expansion?
What are the causes and effects of imperialism?
How do some groups resist control by others?

End of Unit 4 Authentic Learning Task

“Teachers” Believe it or not: Students here will model a significant figure from this era and prepare a “was museum” type presentation. They will dress, act, speak, and reflect all the mannerisms of their chosen historical figure. They will create a presentation of sorts to deliver that hits on all the important aspects of the time period but especially pinpoints their figures contributions to an audience.

Pacing: Unit 4, 4 Weeks

Indiana Academic Standards

WH.4.1, WH.4.2, WH.4.4, WH.4.5, WH.4.6, WH.5.8, WH.7.1, WH.7.2, WH.7.4, WH.7.5, WH.7.6, 9-10.LH.2.1, 9-10.LH.2.2, 9-10.LH.2.3, 9-10.LH.4.2, 9-10.LH.4.3, 9-10.LH.5.2, 9-10.LH.6.1, 9-10.LH.7.1, 9-10.LH.7.3

Academic Vocabulary

mercenary, burgher, republic, humanism, fresco, vernacular, perspective, Christian humanism, salvation, indulgence, Lutheranism, justification, predestination, annul, ghetto, caravel, conquistador, colony, joint-stock company, mercantilism, subsidies, plantation, Middle Passage, peninsulare, creole, encomienda, mestizo, mulatto, mita, imperialism, racism, protectorate, indirect rule, direct rule, annex, indigenous, sepoys, viceroys, dollar diplomacy

Key Concepts/Learning Targets

1. I can trace the origins and developments of the European Renaissance and its impact throughout Western Europe.
2. I can analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.
3. I can explain the causes of the worldwide voyages of exploration.
4. I can explain consequences of the conquests and colonization as

Question Stems

1. How would you trace the origins and developments of the European Renaissance and its impact throughout Western Europe?
2. What were the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion?
3. What were the causes of the worldwide voyages of exploration?
4. What were the consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave

<p>a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.</p> <p>5. I can examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.</p> <p>6. I can analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania.</p> <p>7. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</p> <p>8. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>9. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>10. I can use technology and historical data in the process of conducting and presenting historical research.</p> <p>11. I can formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</p> <p>12. I can analyze the text features of primary and secondary sources.</p> <p>13. I can summarize the key events or ideas of a text using text evidence to support the central ideas.</p> <p>14. I can identify when one event causes another.</p> <p>15. I can evaluate the evidence and reasoning that supports the author's claim.</p> <p>16. I can analyze the relationship between a primary source and a secondary source about the same topic.</p> <p>17. I can use relevant evidence to support my analysis.</p> <p>18. I can write like a historian.</p> <p>19. I can synthesize information from multiple sources.</p> <p>20. I can use evidence to support my analysis.</p>	<p>trade, Columbian Exchange, and the effects on native populations in the Americas?</p> <p>5. How would you explain the growth and development of the European economic system as a result of exploration and the growth of mercantilism?</p> <p>6. What were the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania?</p> <p>7. What are the patterns of historical change and how would you construct a representation that illustrates continuity and change?</p> <p>8. How would you investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships?</p> <p>9. What issues and problems of the past can you describe by analyzing various interests and viewpoints of the participants involved?</p> <p>10. How can you use technology and historical data in the process of conducting and presenting historical research?</p> <p>11. What would you do to formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position?</p> <p>12. How does the context in which this piece was written contribute to your interpretation of it?</p> <p>13. How can I accurately summarize the text?</p> <p>14. What is the relationship between these events?</p> <p>15. What evidence does the author use to support the claim?</p> <p>16. How does the primary source support the author's thesis in the secondary source?</p> <p>17. What supporting information will you use to explain your topic?</p> <p>18. What is the goal or purpose of your writing?</p> <p>19. What are you trying to prove in my research?</p> <p>20. What evidence can you provide that supports your claim?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of:</p>	<p style="text-align: center;"><u>Assessments</u></p> <p>Chapter Tests</p>

PowerPoint presentations and interactive slideshows Guided notes Guided readings Crash Course videos from YouTube Interactive classroom simulations and timeline Think-Pair-Share activities McGraw-Hill Textbook “Primary Sources” McGraw-Hill Textbook “Maps, Charts, and Graphs” McGraw-Hill Textbook “Interactive White Board Activities”	Chapter Quizzes Unit Authentic Learning Task Simulation Chosen McGraw-Hill Textbook “Primary Sources” Questions Chosen McGraw-Hill Textbook “Maps, Charts, and Graphs” Worksheet Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses
---	--

END OF SEMESTER I

<u>Unit 5 Theme</u> Revolution and Enlightenment (Chapters 18-22)	<u>Duration of Unit</u> 5 Weeks
<p style="text-align: center;"><u>Essential Questions</u></p> <p style="text-align: center;">What effect might social, economic, and religious conflicts have on a country? How would the exercise of absolute power affect a country? What factors help to unify an empire? How can the creation of a new empire impact the people and culture of a region? What factors help unify a kingdom or dynasty? How can external forces influence a kingdom or dynasty? Why do new ideas often spark change? How do new ways of thinking affect the way people respond to their surroundings? What causes revolution? How does revolution change society?</p>	
<p style="text-align: center;"><u>End of Unit 5 Authentic Learning Task</u></p> <p>Spark Tank: Students will create the next version of society with all its idealistic goals and its faults. Using the age of enlightenment and revolution outlined in this unit, they will attempt to predict society, politics, etc in the year 2050. They will create a “declaration” of sorts to describe what we, as a society, should expect and how to operate in such a world.</p>	

Indiana Academic Standards

WH.2.1, WH.4.3, WH.4.7, WH.4.8, WH.4.9, WH.5.1, WH.5.2, WH.5.3, WH.5.7, WH.7.1, WH.7.2, WH.7.4, WH.7.6, 9-10.LH.2.1, 9-10.LH.2.3, 9-10.LH.5.1

Academic Vocabulary

Heretic, armada, inflation, national sovereignty, divine right of kings, Puritans, Cavaliers, Roundheads, natural rights, absolutism, boyar, czar, Mannerism, baroque, janissary, gunpowder empire, sultan, grand vizier, harem, pasha, ulema, shah, orthodoxy, anarchy, zamindars, suttee, queue, clan, porcelain, daimyo, hans, hostage system, eta, isolationist, mainland states, bureaucracy, geocentric, heliocentric, universal law of gravitation, rationalism, scientific method, inductive reasoning, empiricism, philosophe, separation of powers, deism, laissez-faire, social contract, salons, rococo, enlightened absolutism, successors, popular sovereignty, federal system, estate, taille, bourgeoisie, sans-culottes, electors, coup d'etat, consulate, nationalism, conservatism, principle of intervention, liberalism

Key Concepts/Learning Targets

1. I can review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.
2. I can discuss the emergence of nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.
3. I can trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their response to Western interaction.
4. I can trace the development and impact of absolute monarchies in Europe.
5. I can describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.
6. I can explain the key developments of the Scientific Revolution and its impact on the world.
7. I can explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.
8. I can examine the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon.

Question Stems

1. How would you describe the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam?
2. How would you describe the emergence of nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period?
3. How would you describe the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their response to Western interaction?
4. How would you explain the development and impact of absolute monarchies in Europe?
5. How would you describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688?
6. What were the key developments of the Scientific Revolution and its impact on the world?
7. What were the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government?
8. What were the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon?

<p>9. I can examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.</p> <p>10. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</p> <p>11. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>12. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>13. I can formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</p> <p>14. I can analyze the text features of primary and secondary sources.</p> <p>15. I can identify when one event causes another.</p> <p>16. I can develop a claim.</p>	<p>9. How would you describe the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories?</p> <p>10. What are the patterns of historical change and how would you construct a representation that illustrates continuity and change?</p> <p>11. How would you locate and analyze a primary source and secondary source related to an event or issue of the past?</p> <p>12. What issues and problems of the past can you describe by analyzing various interests and viewpoints of the participants involved?</p> <p>13. What would you do to formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position?</p> <p>14. How does the context in which this piece was written contribute to your interpretation of it?</p> <p>15. What is the relationship between these events?</p> <p>16. What evidence will you use to support your claim?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="padding-left: 40px;">PowerPoint presentations and interactive slideshows</p> <p style="padding-left: 80px;">Guided notes</p> <p style="padding-left: 80px;">Guided readings</p> <p style="padding-left: 40px;">Crash Course videos from YouTube</p> <p style="padding-left: 40px;">Interactive classroom simulations and timeline</p> <p style="padding-left: 80px;">Think-Pair-Share activities</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Primary Sources”</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Maps, Charts, and Graphs”</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Interactive White Board Activities”</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="padding-left: 40px;">Chapter Tests</p> <p style="padding-left: 40px;">Chapter Quizzes</p> <p style="padding-left: 40px;">Unit Authentic Learning Task</p> <p style="padding-left: 80px;">Simulation</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Primary Sources” Questions</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Maps, Charts, and Graphs” Worksheet</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses</p>

<p><u>Unit 6 Theme</u></p> <p>Industrialization and Mass Society (Chapters 23 and 24)</p>	<p><u>Duration of Unit</u></p> <p>2 Weeks</p>
<p><u>Essential Questions</u></p> <p>How can innovation affect ways of life?</p>	

How does revolution bring about political and economic change?
How can industrialization affect a country's economy?
How are political and social structures influenced by economic changes?

End of Unit 6 Authentic Learning Task

You the Inventor: The students will create a product or invention that they believe the world will need in 25-50 years. They will be asked to create a prototype model but above that, they will need to illustrate where it came from, the reason society "needs" it, how it affects our society, politics, and our economy both in the short and long term.

Pacing: Unit 6, 2 Weeks

Indiana Academic Standards

WH.5.4, WH.5.5, WH.5.6, WH.5.7, WH.7.1, WH.7.2, WH.7.4, 9-10.LH.2.2, 9-10.LH.3.2, 9-10.LH.4.3, 9-10.LH.5.2, 9-10.LH.7.2

Academic Vocabulary

capital, entrepreneur, cottage industry, puddling, industrial capitalism, socialism, universal male suffrage, multinational empire, militarism, Kaiser, plebiscite, emancipation, abolitionism, creole, peninsulare, mestizo, caudillo, cash crop, romanticism, secularization, natural selection, realism, assembly line, mass production, bourgeoisie, proletariat, revisionists, feminism, suffrage, ministerial responsibility, Duma, modernism, psychoanalysis, Social Darwinism, pogroms, Zionism

Key Concepts/Learning Targets

1. I can explain the influences of colonization of Latin American independence movements in the 19th century including their outcomes.
2. I can explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia.
3. I can explain the causes and conditions of the Industrial Revolution.
4. I can examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.
5. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
6. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.

Question Stems

1. What were the influences of colonization of Latin American independence movements in the 19th century including their outcomes?
2. What were the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia?
3. What were the causes and conditions of the Industrial Revolution?
4. What were the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories?
5. What are the patterns of historical change and duration and construct a representation that illustrates continuity and change?
6. How would you go about locating and analyzing primary sources and secondary sources related to an event or issue of the past?
7. What are the issues and problems of the past by analyzing various interests and viewpoints of the participants involved?

<p>7. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>8. I can summarize the key events or ideas of a text using text evidence to support the central ideas.</p> <p>9. I can analyze how a text's structure emphasizes key points to advance or explain the central idea.</p> <p>10. I can analyze the relationship between a primary source and a secondary source about the same topic.</p> <p>11. I can use relevant evidence to support my analysis.</p> <p>12. I can quote or paraphrase the data and conclusions in a source.</p>	<p>8. How can I accurately summarize the text?</p> <p>9. What ideas are emphasized by the structure of the text?</p> <p>10. How does the primary source support the author's thesis in the secondary source?</p> <p>11. What supporting information will you use to explain your topic?</p> <p>12. How do you paraphrase the information from your source?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="padding-left: 40px;">PowerPoint presentations and interactive slideshows</p> <p style="padding-left: 80px;">Guided notes</p> <p style="padding-left: 80px;">Guided readings</p> <p style="padding-left: 40px;">Crash Course videos from YouTube</p> <p style="padding-left: 40px;">Interactive classroom simulations and timeline</p> <p style="padding-left: 80px;">Think-Pair-Share activities</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Primary Sources"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Maps, Charts, and Graphs"</p> <p style="padding-left: 40px;">McGraw-Hill Textbook "Interactive White Board Activities"</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="padding-left: 40px;">Chapter Tests</p> <p style="padding-left: 40px;">Chapter Quizzes</p> <p style="padding-left: 40px;">Unit Authentic Learning Task</p> <p style="padding-left: 80px;">Simulation</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Primary Sources" Questions</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Maps, Charts, and Graphs" Worksheet</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook "Interactive White Board Activities" Responses</p>

<p><u>Unit 7 Theme</u></p> <p>Revolution and War (Chapters 26-28 & 30)</p>	<p><u>Duration of Unit</u></p> <p>5 Weeks</p>
<p><u>Essential Questions</u></p> <p>How can new ideas accelerate economic and political change?</p> <p>How do cultures influence each other?</p> <p>Why do politics often lead to war?</p> <p>How can technology impact war?</p> <p>What can cause economic instability?</p> <p>How might political change impact society?</p>	

Why do political actions often lead to war?
How does war impact society and the environment?

End of Unit 7 Authentic Learning Task

Worth Fighting For: In small groups, students will design a campaign to wage the latest revolution. Each student will be responsible for a specific element of the movement (Publicist/Public Information, Media, Strategist, Activist, Figure Head, etc.). They will put together a comprehensive plan as to how they are going to go about creating true change from grassroots using the information gained from the past in these time periods.

Pacing: Unit 7, 5 Weeks

Indiana Academic Standards

WH.5.9, WH.6.1, WH.6.2, WH.6.3, WH.6.4, WH.6.5, WH.6.6, WH.7.1, WH.7.2, WH.7.4, 9-10.LH.1.1, 9-10.LH.1.2, 9-10.LH.3.1, 9-10.LH.3.3, 9-10.LH.4.2, 9-10.LH.4.3, 9-10.LH.5.2, 9-10.LH.6.2, 9-10.LH.7.1, 9-10.LH.7.3

Academic Vocabulary

extraterritoriality, self-strengthening, spheres of influence, Open Door Policy, indemnity, provincial, commodities, concessions, prefecture, conscription, mobilization, propaganda, trench warfare, war of attrition, total war, planned economies, soviet, war communism, abdicate, armistice, mandate, reparation, depression, collective bargaining, deficit spending, surrealism, uncertainty principle, totalitarian state, fascism, collectivization, authoritarian, Nazi, concentration camps, Aryan, demilitarized, appeasement, sanctions, blitzkrieg, isolationism, neutrality, mobilization, kamikaze, blitz, genocide, collaborator, partisan, Cold War

Key Concepts/Learning Targets

1. I can compare and contrast the responses of China and Japan to challenges by Western imperial powers.
2. I can identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states.
3. I can trace major events and global consequences of World War I.
4. I can explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.
5. I can examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.
6. I can identify the causes (social, political, militaristic, and

Question Stems

1. How would you compare and contrast the responses of China and Japan to challenges by Western imperial powers?
2. Can you identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states?
3. How would you trace major events and global consequences of World War I?
4. What were the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics?
5. How would you describe the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism?
6. What were the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the

<p>economic) and key events of World War II and analyze the impact this war had on the global community.</p> <p>7. I can examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials.</p> <p>8. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</p> <p>9. I can locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>10. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>11. I can analyze primary and secondary sources.</p> <p>12. I can cite specific evidence to support my analysis of both primary and secondary sources.</p> <p>13. I can determine the meaning of keywords and phrases as they are specifically used to describe the political, social, or economic aspects of history/social studies.</p> <p>14. I can analyze which details contribute to the overall meaning of a text and how they contribute to the author's perspective.</p> <p>15. I can evaluate the evidence and reasoning that supports the author's claim.</p> <p>16. I can analyze the relationship between a primary source and a secondary source about the same topic.</p> <p>17. I can use relevant evidence to support my analysis.</p> <p>18. I can use technology to support the writing process.</p> <p>19. I can synthesize information from multiple sources.</p> <p>20. I can use evidence to support my analysis.</p>	<p>global community?</p> <p>7. What were/was the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials?</p> <p>8. What are the patterns of historical change and duration and construct a representation that illustrates continuity and change?</p> <p>9. How would you locate and analyze primary sources and secondary sources related to an event or issue of the past?</p> <p>10. What are the issues and problems of the past by analyzing various interests and viewpoints of the participants involved?</p> <p>11. What is the purpose of this text? What evidence from the text supports your conclusion?</p> <p>12. How can you determine if the source is secondary?</p> <p>13. What does this word or phrase mean in the context of describing the political, social, and economic aspects of history/social studies?</p> <p>14. Which details of the text reveal the authors' perspectives?</p> <p>15. What evidence does the author use to support the claim?</p> <p>16. How does the primary source support the author's thesis in the secondary source?</p> <p>17. What supporting information will you use to explain your topic?</p> <p>18. What technology will be most useful in drafting your composition?</p> <p>19. What are you trying to prove in my research?</p> <p>20. What evidence can you provide that supports your claim?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="text-align: center;">PowerPoint presentations and interactive slideshows</p> <p style="text-align: center;">Guided notes</p> <p style="text-align: center;">Guided readings</p> <p style="text-align: center;">Crash Course videos from YouTube</p> <p style="text-align: center;">Interactive classroom simulations and timeline</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="text-align: center;">Chapter Tests</p> <p style="text-align: center;">Chapter Quizzes</p> <p style="text-align: center;">Unit Authentic Learning Task</p> <p style="text-align: center;">Simulation</p> <p style="text-align: center;">Chosen McGraw-Hill Textbook "Primary Sources" Questions</p> <p style="text-align: center;">Chosen McGraw-Hill Textbook "Maps, Charts, and Graphs" Worksheet</p>

Think-Pair-Share activities McGraw-Hill Textbook “Primary Sources” McGraw-Hill Textbook “Maps, Charts, and Graphs” McGraw-Hill Textbook “Interactive White Board Activities”	Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses
---	---

<u>Unit 8 Theme</u> Nationalism and The Cold War (Chapters 29, 31-33)	<u>Duration of Unit</u> 4 Weeks
<u>Essential Questions</u> How can political control lead to nationalist movements? How does economic exploitation lead to nationalist movements? How does conflict influence political relationships? How might the struggle for political independence lead to conflict? How can economic relationships be affected by political relationships? How does war result in change? What challenges may countries face as a result of war?	
<u>End of Unit 8 Authentic Learning Task</u> Surviving the Cold War – A Guide: Students here will make a brochure explaining, in detail, the origins of the cold war, how to survive the current political, social, economic, and environmental climate, and anticipated ways forward. This is a how-to guide/summary of the Cold War presented in a guide format.	

Pacing: Unit 8, 4 Weeks
<u>Indiana Academic Standards</u> WH.6.7, WH.6.8, WH.6.9, WH.6.10, WH.7.1, WH.7.2, WH.7.4, 9-10.LH.2.1, 9-10.LH.2.2, 9-10.LH.3.3, 9-10.LH.4.1, 9-10.LH.7.2
<u>Academic Vocabulary</u> genocide, ethnic cleansing, caliphate, Pan-Africanism, civil disobedience, zaibatsu, guerrilla tactics, redistribution of wealth, oligarchy, satellite state, policy of containment, arms race, deterrence, commune, permanent revolution, proxy war, domino theory, principle of nonalignment, discrimination, Pan-Arabism, intifada, apartheid, HIV/AIDS, privatization, trade embargo, cartels, magic realism, megacity, welfare state, bloc, consumer society, women’s liberation movement, real wages, heavy industry, de-Stalinization, détente, dissidents, occupied, state capitalism

<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ol style="list-style-type: none"> 1. I can explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world. 2. I can describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East. 3. I can explain the origins of the modern State of Israel and the ongoing conflict with Palestine and the Arab World. 4. I can trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments. 5. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change. 6. I can locate and analyze primary sources and secondary sources related to an event or issue of the past. 7. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved. 8. I can analyze the text features of primary and secondary sources. 9. I can summarize the key events or ideas of a text using text evidence to support the central ideas. 10. I can analyze which details contribute to the overall meaning of a text and how they contribute to the author's perspective. 11. I can summarize information from quantitative and qualitative sources. 12. I can quote or paraphrase the data and conclusions in a source. 	<p style="text-align: center;"><u>Question Stems</u></p> <ol style="list-style-type: none"> 1. What were the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world? 2. How would you describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East? 3. What are the origins of the modern State of Israel and the ongoing conflict with Palestine and the Arab World? 4. How would you trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments? 5. What are the patterns of historical change and duration and construct a representation that illustrates continuity and change? 6. How would you locate and analyze primary sources and secondary sources related to an event or issue of the past? 7. What are the issues and problems of the past by analyzing various interests and viewpoints of the participants involved? 8. How does the context in which this piece was written contribute to your interpretation of it? 9. How can I accurately summarize the text? 10. Which details of the text reveal the authors' perspectives? 11. How would you summarize the data from the chart? 12. How do you paraphrase the information from your source?
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p>PowerPoint presentations and interactive slideshows</p> <p>Guided notes</p> <p>Guided readings</p> <p>Crash Course videos from YouTube</p> <p>Interactive classroom simulations and timeline</p> <p>Think-Pair-Share activities</p> <p>McGraw-Hill Textbook “Primary Sources”</p> <p>McGraw-Hill Textbook “Maps, Charts, and Graphs”</p> <p>McGraw-Hill Textbook “Interactive White Board Activities”</p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p>Chapter Tests</p> <p>Chapter Quizzes</p> <p>Unit Authentic Learning Task</p> <p>Simulation</p> <p>Chosen McGraw-Hill Textbook “Primary Sources” Questions</p> <p>Chosen McGraw-Hill Textbook “Maps, Charts, and Graphs” Worksheet</p> <p>Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses</p>

<p style="text-align: center;"><u>Unit 9 Theme</u> The Contemporary World (Chapters 34 & 35)</p>	<p style="text-align: center;"><u>Duration of Unit</u> 2 Weeks</p>
<p style="text-align: center;"><u>Essential Questions</u> What motivates political change? How can economic and social changes affect a country? What influences global and economic relationships? How do social and environmental issues affect countries differently?</p>	
<p style="text-align: center;"><u>End of Unit 9 Authentic Learning Task</u> Future Focus Political Map: Students will be asked to create a future political map based on the content of this unit with several elements of reasoning as to why they created the political world that they did.</p>	

<p style="text-align: center;">Pacing: Unit 9, 2 Weeks</p>	
<p style="text-align: center;"><u>Indiana Academic Standards</u> WH.6.11, WH.6.12, WH.7.1, WH.7.2, WH.7.4, 9-10.LH.2.3, 9-10.LH.3.2, 9-10.LH.4.1, 9-10.LH.5.1, 9-10.LH.6.1</p>	
<p style="text-align: center;"><u>Academic Vocabulary</u> Perestroika, glasnost, ethnic cleansing, autonomous, budget deficit, postmodernism, popular culture, cultural imperialism, per capita, one-child policy, deflation, corruption, normalization, remittance, jurisdiction, peacekeeping forces, nuclear proliferation, bioterrorism, pandemic, human rights, nongovernmental organization, multinational corporation, globalization, collateralized debt obligation, subprime investment, microchip, ecology, deforestation, desertification, greenhouse effect, sustainable development</p>	
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ol style="list-style-type: none"> 1. I can describe and analyze the global expansion of democracy and globalization in the late 20th century. 2. I can investigate current global issues such as terrorism, genocide, and environmental issues. 3. I can identify patterns of historical change and duration and construct a representation that illustrates continuity and change. 4. I can locate and analyze primary sources and secondary sources 	<p style="text-align: center;"><u>Question Stems</u></p> <ol style="list-style-type: none"> 1. How would you describe the global expansion of democracy and globalization in the late 20th century? 2. How would you describe current global issues such as terrorism, genocide, and environmental issues? 3. What are the patterns of historical change and duration and construct a representation that illustrates continuity and change? 4. How would you locate and analyze primary sources and secondary

<p>related to an event or issue of the past.</p> <p>5. I can explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</p> <p>6. I can identify when one event causes another.</p> <p>7. I can analyze how a text's structure emphasizes key points to advance or explain the central idea.</p> <p>8. I can summarize information from quantitative and qualitative sources.</p> <p>9. I can develop a claim.</p> <p>10. I can write like a historian.</p>	<p>sources related to an event or issue of the past?</p> <p>5. What are the issues and problems of the past by analyzing various interests and viewpoints of the participants involved?</p> <p>6. What is the relationship between these events?</p> <p>7. What ideas are emphasized by the structure of the text?</p> <p>8. How would you summarize the data from the chart?</p> <p>9. What evidence will you use to support your claim?</p> <p>10. What is the goal or purpose of your writing?</p>
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>For each chapter, students will use a mixture of the following:</p> <p style="padding-left: 40px;">PowerPoint presentations and interactive slideshows</p> <p style="padding-left: 80px;">Guided notes</p> <p style="padding-left: 80px;">Guided readings</p> <p style="padding-left: 40px;">Crash Course videos from YouTube</p> <p style="padding-left: 40px;">Interactive classroom simulations and timeline</p> <p style="padding-left: 80px;">Think-Pair-Share activities</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Primary Sources”</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Maps, Charts, and Graphs”</p> <p style="padding-left: 40px;">McGraw-Hill Textbook “Interactive White Board Activities”</p>	<p style="text-align: center;"><u>Assessments</u></p> <p style="padding-left: 40px;">Chapter Tests</p> <p style="padding-left: 40px;">Chapter Quizzes</p> <p style="padding-left: 40px;">Unit Authentic Learning Task</p> <p style="padding-left: 80px;">Simulation</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Primary Sources” Questions</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Maps, Charts, and Graphs” Worksheet</p> <p style="padding-left: 40px;">Chosen McGraw-Hill Textbook “Interactive White Board Activities” Responses</p>

END OF SEMESTER II

<p style="text-align: center;">Indiana Academic Standards Addressed and Assessed Each Term</p> <p style="text-align: center;">World History & Civilizations</p> <p style="text-align: center;">(A=assessed; I=introduced; P=practiced; R=reviewed)</p> <p style="text-align: center;">(Green=high priority; Yellow=moderate priority; Blue=low priority)</p>					
Standard	Standard Statement	Term 1	Term 2	Term 3	Term 4
Ancient Cultures and Civilizations: 8000 BCE to 600 BCE					

WH.1.1	Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.	IPRA			
WH.1.2	Identify the key components that make up a civilization and the key differences between civilizations and how people organize themselves outside of civilizations.	IPRA			
WH.1.3	Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China.	IPRA			
WH.1.4	Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou.	IPRA			
Classical Civilization: 1000 BCE to 600 CE					
WH.2.1	Review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.	IPRA	PRA	PRA	
WH.2.2	Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.	IPRA			
WH.2.3	Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars.	IPRA			
WH.2.4	Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.	IPRA			
WH.2.5	Analyze the development of Roman Republican government and society.	IPRA			
WH.2.6	Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.	IPRA			
WH.2.7	Examine the spread of Christianity and Christianity's impact on the Roman Empire.		IPRA		
WH.2.8	Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.		IPRA		

WH.2.9	Examine the significant achievements of the Greeks and Romans and their impact on the modern world.	IPRA			
WH.2.10	Examine the origins and major achievements of civilizations in India such as the Mauryan and Gupta empires.	IPRA			
WH.2.11	Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia.	IPRA			
WH.2.12	Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations.	IPRA			
WH.2.13	Trace the developments and achievements of the Qin and Han Dynasties.	IPRA			
Major Civilizations and Cultural Interactions 600 to 1300 CE					
WH.3.1	Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.	IPRA	PRA		
WH.3.2	Explain the origin, rise, and achievements of the Byzantine Empire.		IPRA		
WH.3.3	Explain the division (Great Schism of 1054) that resulted in the division of Christianity into the Eastern (Orthodox) and Western (Roman Catholic) branches of Christianity.		IPRA		
WH.3.4	Examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa.	IPRA			
WH.3.5	Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.	IPRA			
WH.3.6	Explain the role of Christianity as a unifying force in medieval Europe.		IPRA		
WH.3.7	Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.		IPRA		
WH.3.8	Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe.		IPRA		
WH.3.9	Explain the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.		IPRA		

WH.3.10	Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.		IPRA		
WH.3.11	Examine the key achievements of civilizations in Africa prior to European contact		IPRA		
WH.3.12	Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.	IPRA			
WH.3.13	Explain and describe the major achievements of the Tang and Song Dynasties.		IPRA		
WH.3.14	Describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire.		IPRA		
WH.3.15	Examine the development of feudalism in Japan and its impact on Japanese society and government.		IPRA		
The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE					
WH.4.1	Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.		IPRA		
WH.4.2	Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.		IPRA		
WH.4.3	Discuss the emergence of nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.			IPRA	
WH.4.4	Explain the causes of the worldwide voyages of exploration.		IPRA		
WH.4.5	Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.		IPRA		
WH.4.6	Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.		IPRA		

WH.4.7	Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their response to Western interaction.			IPRA	
WH.4.8	Trace the development and impact of absolute monarchies in Europe.			IPRA	
WH.4.9	Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.			IPRA	
Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE					
WH.5.1	Explain the key developments of the Scientific Revolution and its impact on the world.			IPRA	
WH.5.2	Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.			IPRA	
WH.5.3	Examine the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon.			IPRA	
WH.5.4	Explain the influences of colonization of Latin American independence movements in the 19th century including their outcomes.			IPRA	
WH.5.5	Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia.			IPRA	
WH.5.6	Explain the causes and conditions of the Industrial Revolution.			IPRA	
WH.5.7	Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.			IPRA	
WH.5.8	Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania.		IPRA		
WH.5.9	Compare and contrast the responses of China and Japan to challenges by Western imperial powers.			IPRA	PRA

An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present					
WH.6.1	Identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states.			IPRA	PRA
WH.6.2	Trace major events and global consequences of World War I.			IPRA	PRA
WH.6.3	Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.			IPRA	PRA
WH.6.4	Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.			IPRA	PRA
WH.6.5	Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.			IPRA	PRA
WH.6.6	Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials.			IPRA	PRA
WH.6.7	Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.				IPRA
WH.6.8	Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East				IPRA
WH.6.9	Explain the origins of the modern State of Israel and the ongoing conflict with Palestine and the Arab World				IPRA
WH.6.10	Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments				IPRA
WH.6.11	Describe and analyze the global expansion of democracy and globalization in the late 20th century.				IPRA
WH.6.12	Investigate current global issues such as terrorism, genocide, and environmental issues.				IPRA

Historical Thinking					
WH.7.1	Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.	IPRA	PRA	PRA	PA
WH.7.2	Locate and analyze primary sources and secondary sources related to an event or issue of the past.	IPRA	PRA	PRA	PA
WH.7.3	Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.	IPRA	PRA		
WH.7.4	Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.	IPRA	PRA	PRA	PA
WH.7.5	Use technology and historical data in the process of conducting and presenting historical research. I	IPRA	PRA		
WH.7.6	Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.	IPRA	PRA	PRA	
History/Social Studies Literacy					
9-10.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	IPRA	PRA	PA	PA
9-10.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	IPRA	PRA	PA	PA
9-10.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	IPRA	PRA	PA	PA
9-10.LH.2.2	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.	IPRA	PRA	PA	PA
9-10.LH.2.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	IPRA	PA	PA	PA

9-10.LH.3.1	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 studies.	IPRA	PA	A	PA
9-10.LH.3.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	IPRA	P	P	PA
9-10.LH.3.3	Compare the perspectives 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.			IPR	PA
9-10.LH.4.1	Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.	IPRA	PRA	PRA	PA
9-10.LH.4.2	Assess the extent to which the reasoning and evidence in a text support the author's claims.	IPRA	P	P	PA
9-10.LH.4.3	Analyze the relationships among primary and secondary sources on the same topic.	IPRA	P	P	P
9-10.LH.5.1	Write arguments focused on discipline-specific content.	IPRA	PRA	PRA	PA
9-10.LH.5.2	Write informative texts, including analyses of historical events.	IPRA	PA	PA	PA
9-10.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.		IPRA		PA
9-10.LH.6.2	Use technology 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.	IPRA	PRA	PRA	PA
9-10.LH.7.1	Conduct short as well as more sustained research assignments and tasks 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.		IPRA	P	PA
9-10.LH.7.2	Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).		IPRA	P	PA

9-10.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	IPRA	P	P	PA
-------------	---	------	---	---	----