

Unit Curriculum Map

| Theme, Enduring Understandings, & Essential Questions for This Unit | How Students will Demonstrate Their Understanding | Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit | Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts | Content Standard |
|---|---|---|--|--|
| <p>Theme/Unit: 1 The World Before Modern Times</p> <p>Enduring Understandings: The first communities, many of which emerged in river valleys where early humans settled to farm, slowly developed into civilizations with their own cultures, religions, and customs.</p> <p>Essential Questions: What are the characteristics of a civilization? How did patterns of civilization differ between the ancient and medieval worlds?</p> | <p>Summative Assessment (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p>Formative Assessments (throughout the unit):</p> <p>Timeline Progress Check Questions Vocab Review</p> | <p>Reading:</p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p>Writing:</p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p>Speaking & Listening:</p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs. 2. Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras. 3. Compare using specific textual evidence the contributions of Greek and Roman philosophers to political ideas using selections from Plato’s Republic, Aristotle’s Politics, Cicero’s On the Republic and On the Laws, and their impact on later political thought in Western societies. 4. Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilizations of India, China, and Southeast Asia, and their influence into the modern eras. 5. Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church; the Byzantines and the Orthodox churches; and its influence into the modern eras. 6. Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras. 7. Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras. |

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| <p><u>Theme/Unit: 2 The Renaissance in Europe</u></p> <p><u>Enduring Understandings:</u> New ideas can influence politics, economics, and culture-changing the shape of history</p> <p><u>Essential Questions:</u> How can trade lead to economic prosperity and political power? How can ideas be reflected in art, sculpture, and architecture?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.</p> <p>1. Cite specific textual and visual evidence to assess the significance of the Renaissance on politics and artistic creativity as exemplified by Machiavelli, Michelangelo, and daVinci.</p> |

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| <p>Theme/Unit: 3 The Reformation in Europe</p> <p>Enduring Understandings: Changes in intellectual thought, as well as discontent and instability, can lead to reform</p> <p>Essential Questions: What conditions can encourage the desire to reform? How can reform influence society and beliefs?</p> | <p>Summative Assessment (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p>Formative Assessments (throughout the unit):</p> <p>Timeline Progress Check Questions Vocab Review</p> | <p>Reading:</p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p>Writing:</p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p>Speaking & Listening:</p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.</p> <p>2. Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin.</p> |

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| <p><u>Theme/Unit: 4 The Age of Exploration</u></p> <p><u>Enduring Understandings:</u> The movement of people. Goods and ideas can have positive and negative impacts.</p> <p><u>Essential Questions:</u> What are the effects of political and economic expansion?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.</p> <p>3. Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources among European nations during the Age of Exploration including the impact of the Columbian Exchange and the Atlantic slave trade.</p> |

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| <p><u>Theme/Unit: 5 conflict and Absolutism in Europe</u></p> <p><u>Enduring Understandings:</u> The struggle for power during times of conflict, and the resulting search for stability, can lead to the absolute power of a single ruler.</p> <p><u>Essential Questions:</u> What effect might social, economic, and religious conflicts have on a country? Howe would the exercise of absolute power affect a country?</p> | <p><u>Summative Assessment</u> (at the end of the unit): Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u> Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u> Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u> Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u> Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.</p> <p>1. Summarize the establishment and authority exercised by absolute monarchies including Louis XIV, Frederick the Great, and Peter the Great.</p> |

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| <p><u>Theme/Unit: 6 The Muslim Empires</u></p> <p><u>Enduring Understandings:</u> The expansion of empires, which can be fueled by the desire for political and economic gain or by conflicts over religion, can have lasting effects on a regions people, culture, and ways of life.</p> <p><u>Essential Questions:</u> What factors help unify an empire? How can the creation of a new empire impact the people and culture of a region?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.</p> <p>7. Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras.</p> |

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| <p><u>Theme/Unit: 7 The East Asian World</u></p> <p><u>Enduring Understandings:</u> The emergence of kingdoms and dynasties, which can be fueled by the desire for political and economic gain or by conflicts over religion, can have lasting effects on a region's people, culture, and ways of life</p> <p><u>Essential Questions:</u> What factors help unify a kingdom or a dynasty How can external forces influence a kingdom or dynasty</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.</p> |

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| <p><u>Theme/Unit: 8 The Enlightenment and Revolution</u></p> <p><u>Enduring Understandings:</u> Intellectual movements can affect all aspects of life, including politics. Economics and society</p> <p><u>Essential Questions:</u> Why do new ideas often spark change? How do new ways of thinking affects the way people respond to their surroundings?</p> | <p><u>Summative Assessment</u> (at the end of the unit): Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u> Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u> Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u> Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u> Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.</p> <p>2. Compare how scientific theories and technological discoveries including those made by Newton, Copernicus, and Galileo brought about social and cultural changes.</p> <p>3. Cite specific textual and visual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions.</p> <p>4. Compare and contrast the causes and lasting impact of England’s Glorious Revolution, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna.</p> |

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| <p><u>Theme/Unit: 9 The French Revolution and Napoleon</u></p> <p><u>Enduring Understandings:</u> Political, economic, and social conflict can change the roles of citizens and the structures of political systems.</p> <p><u>Essential Questions:</u> What causes revolutions? How does revolution change society?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.</p> <p>4. Compare and contrast the causes and lasting impact of England’s Glorious Revolution, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna</p> |

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| <p><u>Theme/Unit: 10 Industrialization and Nationalism</u></p> <p><u>Enduring Understandings:</u> Periods of transition in history are marked by innovation and revolution.</p> <p><u>Essential Questions:</u> How can innovation affect ways of life? How does revolution bring about political and economic change?</p> | <p><u>Summative Assessment</u> (at the end of the unit): Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u> Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u> Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u> Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u> Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations. 5. Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia. Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> |

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| <p><u>Theme/Unit: 11 Mass Society and Democracy</u></p> <p><u>Enduring Understandings:</u> Industrialization can bring changes to economic, social, and political structures.</p> <p><u>Essential Questions:</u> How can industrialization affect a country's economy? How are political and social structures influenced by economic changes?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> |

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| <p><u>Theme/Unit: 12 The Reach of Imperialism</u></p> <p><u>Enduring Understandings:</u> Industrialization and the desire for resources can motivate countries to seek control over other countries</p> <p><u>Essential Questions:</u> What are the causes and effects of imperialism? How do some groups resist control by others?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> <p>2. Cite specific textual and visual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples.</p> |

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| <p><u>Theme/Unit: 13 Challenges and Transition in East Asia</u></p> <p><u>Enduring Understandings:</u> The desire for economic and political gain can result in changes within and between cultures.</p> <p><u>Essential Questions:</u> How can new ideas accelerate economic and political change? How do cultures influence each other?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> |

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| <p><u>Theme/Unit: 14 World War 1 and the Russian Revolution</u></p> <p><u>Enduring Understandings:</u> War is shaped by political motivations and relationships, as well as by technological innovations.</p> <p><u>Essential Questions:</u> Why do politics often lead to war? How can technology impact war?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> <p>3. Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies.</p> <p>4. Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I</p> |

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| <p><u>Theme/Unit: 15 The West Between the Wars</u></p> <p><u>Enduring Understandings:</u> Economic instability can lead to social and political change.</p> <p><u>Essential Questions:</u> What can cause economic instability? How might political change impact society?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> <p>5. Examine the causes of World War II including the failure of the Treaty of Versailles, the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.</p> |

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| <p><u>Theme/Unit: 16 Nationalism around the World</u></p> <p><u>Enduring Understandings:</u> Nationalism can trigger political, social, and economic change in a country.</p> <p><u>Essential Questions:</u> How can political control lead to nationalist movements? Hoe does economic exploitation lead to nationalist movements?</p> | <p><u>Summative Assessment</u> (at the end of the unit): Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u> Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u> Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u> Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u> Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini. 2. Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demons 3. Cite specific textual and visual evidence to examine the origins of India as a modern world power by tracing the struggle for independence achieved through Mohandas K. Gandhi's non-violent civil disobedience movement, the development of India's industrial and service oriented economy, and the ongoing threat of nuclear warfare between India and Pakistan |

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| <p><u>Theme/Unit: 17 World War II and the Holocaust</u></p> <p><u>Enduring Understandings:</u> Political motivations and relationships are often the cause of war, while human suffering and environmental destruction are often the result.</p> <p><u>Essential Questions:</u> Why do political actions often lead to war? How does war impact society and the environment?</p> | <p><u>Summative Assessment</u> (at the end of the unit): Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u> Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u> Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u> Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u> Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.</p> <p>5. Examine the causes of World War II including the failure of the Treaty of Versailles, the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.</p> <p>6. Cite specific textual and visual evidence to analyze World War II including the leadership of Winston Churchill, Franklin Roosevelt, Josef Stalin, Adolf Hitler, Benito Mussolini, and Hideki Tojo, the key strategic decisions, and the war’s significant turning points.</p> <p>7. Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.</p> <p>8. Cite specific textual and visual evidence to examine the causes, course, and effects of the Holocaust; and compare and contrast eyewitness accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine. itary and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.</p> |

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|--|---|---|--|--|
| <p><u>Theme/Unit: 18 The Cold War</u></p> <p><u>Enduring Understandings:</u> Differences in political ideology can create conflict and influence government policies.</p> <p><u>Essential Questions:</u> How does conflict influence political relationships?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world.</p> <p>4. Evaluate the effects of Poland’s Solidarity Movement, Soviet President Mikhail Gorbachev’s policies of the perestroika and glasnost, the fall of the Berlin Wall, the reunification of Germany, the collapse of Communism and the breakup of the Soviet Union that resulted in new independent countries.</p> |

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| <p><u>Theme/Unit: 19 Independence and Nationalism in the Developing World</u></p> <p><u>Enduring Understandings:</u> The transition to independence can be characterized by political, economic dependence, and social change.</p> <p><u>Essential Questions:</u> How might the struggle for political independence lead to conflict? How can economic relationships be affected by political relationships?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world.</p> <p>5. Assess the impact of continuing African independence movements on human rights and the global expansion of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah’s struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu</p> |

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| <p><u>Theme/Unit: 20 Life During the Cold War</u></p> <p><u>Enduring Understandings:</u> War brings political, Economic, and social change to countries in positive and negative ways.</p> <p><u>Essential Questions:</u> How does war result in change? What challenges may countries face as a result of war?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world.</p> <p>6. Compare and contrast multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland’s Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic-cleansing in the Balkans, Rwanda’s mass murders, and the ethnic and religious crisis in Darfur.</p> |

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| <p><u>Theme/Unit: 21 A new Era Begins</u></p> <p><u>Enduring Understandings:</u> Political change can result in new economic and social relationships between countries.</p> <p><u>Essential Questions:</u> What motivates political change? How can economic and social change affect a country?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Venn Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world. Content Standard 6: The student will evaluate contemporary global issues and challenges.</p> |

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|--|---|---|--|--|
| <p><u>Theme/Unit: 22 Contemporary Global Issues</u></p> <p><u>Enduring Understandings:</u> Political and economic relationships on a global scale can result in social and environmental challenges.</p> <p><u>Essential Questions:</u> What influences global and economic relationships? How do social and environmental issues affect countries differently?</p> | <p><u>Summative Assessment</u> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><u>Formative Assessments (throughout the unit):</u></p> <p>Timeline Progress Check Questions Vocab Review</p> | <p><u>Reading:</u></p> <p>Non –Fiction text Charts/ Graphs Maps</p> <p><u>Writing:</u></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><u>Speaking & Listening:</u></p> <p>Collaborative learning Group and individual projects</p> | <p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p> | <p>Content Standard 6: The student will evaluate contemporary global issues and challenges.</p> <ol style="list-style-type: none"> 1. Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization. 2. Cite specific textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing regions. 3. Cite specific textual and visual evidence to describe the impact of ongoing cultural diffusion as a result of the development of mass communication, social media, transportation systems, and global trade. 4. Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq. |

