

2013-2014 World History

COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: The World Before Modern Times		UNIT ESSENTIAL QUESTION:	
SEMESTER: One		Grading Period: One/Two	
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> What are the characteristics of a civilization? How did patterns of civilizations differ among ancient and medieval worlds? </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> </div>			
CONCEPT		CONCEPT	
Prehistory to A.D.1500		The Byzantine Empire and Emerging Europe A.D. 50-800	
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.H.1.3 SS.912.H.3.1 SS.912.W.1.2, 1.3, 1.4, 1.6 SS.912.W.2.13 SS.912.W.3.1, 3.2, 3.6 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.4.3 SS.912.W.1.4 SS.912.W.2.2, 2.3, 2.4, 2.5, 2.9, 2.10 SS.912.W.3.2	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
What factors contributed to the establishment of organized communities? What skills and tools do scientists use to examine the past?		How can religion impact a culture? What factors lead to the rise and fall of empires?	
		How can religion influence the development of an empire? How might religious beliefs affect society, culture, and politics?	

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VOCABULARY	VOCABULARY	VOCABULARY
Monotheism Mandate of Heaven Oligarchy Democratic Republic Culture Cycle Classical Lineage Group Landed Aristocrat Sultanate Feudalism Crusades Prosper Traditional Revival	Procurator Clergy Laity Transformation Structure Plague Inflation Military Collapse Bishopric Monk Monasticism Missionary Nun Abbess Pursue Conversion Wergild Ordeal Exclude Ensure Patriarch Icon Idolatry Legal Enormous	Sheikh Allah Quran Islam Muslim Hijrah Bedouin Hajj Five Pillars of Islam Sheri'ah Revelation Submission Caliph Jihad Caliphate Shia Sunni Vizier Sultan Complex Bazaar Dowry Astrolabe Arabesques Minaret Muezzin Erode Commentary

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RESOURCES

Spiegovel's *World History and Geography: Florida Edition* Chapter 1 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Compare and contrast the basic levels of government in the U.S. today with the Sumerian political structure. What advantages and disadvantages can you identify for each system?
- 2) Imagine that you are a religious scholar examining world religions. Prepare a speech explaining why the Israelites adopted monotheism, while the Egyptian religion was based on polytheism.
- 3) Research different interpretations of why the Great Sphinx was built and its purpose, or develop one of your own. Why do historians sometimes arrive at different conclusions? How might these differences be reconciled?
- 4) Restate in your own words the meaning of William Loftus' phrase, "the cradle of civilization."
- 5) Search the Internet for the email address of an Egyptologist from an international museum or university. Compose a letter requesting information about aspects of ancient culture.

Spiegovel's *World History and Geography: Florida Edition* Chapter 2 (include all lecture slides and online textbook resources)

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Identify the ways in which the Romans preserved the intellectual heritage of the Greek world.
- 2) Use the Internet and other resources to research the Twelve Tables. Design a similar code of laws using modern-day language.
- 3) Pretend you are in a public forum in Rome. In class, debate with another citizen the extent to which the gulf between the patricians and plebeians is straining the Roman empire. Together, decide on measures that could provide stability to the government and the empire as a whole.

Additional resources at Map Skill Builder at <http://connected.mcgraw-hill.com/ssh/resourceLibrary.do?bookId=SBDDT4B2FSMHCGLF2GHO9VCONM>

http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000155/35/50.pdf

Writing/discussion component at http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000073/74/9.pdf

Spiegovel's *World History and Geography: Florida Edition* Chapter 3 (include all lecture slides and online textbook resources)

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Compare and contrast the Islamic religion to Christianity.
- 2) Evaluate the significance in world history of the Battle of Tours in 732 and the destruction of the Muslim fleet in 717.
- 3) Search the Internet to find information about different modern Islamic countries. Build a database collecting information about beliefs, practices, and demographics of each country. Identify each country's major imports and exports and cultural treasures. Choose one country and present your findings to the class.
- 4) Imagine that you are a Bedouin, used to living in the desert with your family. You have grown accustomed to the nomadic lifestyle but have been offered an opportunity to join another family in the city, go to school daily, and meet new friends. What would you choose to do? Justify your answer with logic and support your position with research from both traditional and electronic sources.

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Additional Information		
<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>	<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>	<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>

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CONCEPT	CONCEPT	CONCEPT
Medieval Kingdoms in Europe 800-1300		
STANDARD(S)	STANDARD(S)	STANDARD(S)
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.H.3.1 SS.912.W.1.1,1.3, 1.5 SS.912.W.2.10, 2.11, 2.15, 2.16, 2.18		
LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION
How can changes to political systems impact economic activities? How is society influenced by changes in political and economic systems?		
VOCABULARY	VOCABULARY	VOCABULARY
Feudalism Vassal Knight Fief Feudal contract Chivalry Enable Contract Carruca Manor Serf Bourgeoisie Patrician Technology Crucial Common law Magna Carta Parliament Challenge Document Estate		

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RESOURCES

Spiegel's *World History and Geography: Florida Edition*
Chapter 4 (include all lecture slides and online textbook
resources)

Facts about early civilizations can be accessed here:

<http://www.kathimitchell.com/ancivil.html>

Questions suitable for Socratic Seminars, extended
writing/research assignments and/or technology application
include:

- 1) What factors helped feudalism to develop in Western Europe during the 9th and 10th centuries? Describe the major characteristics of the political system of feudalism.
- 2) Search the internet for a Web site that provides information on social history during medieval times. Use a search engine to help focus your search by using words such as *medieval*, *feudalism*, *vassal*, and *chivalry*. Use the information you find to develop a diary that might have been written by an individual living in medieval society. In your diary, describe things such as your daily routine, your family, where you live, and your hopes and plans for the future.

Access resources at http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000072/76/94.pdf

Additional resources at

<http://library.thinkquest.org/2840/?tqskip1=1&tqtime=0720>

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Additional Information

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The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:

LACC.910.RH.2.6- Craft and Structure

LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas

LACC.910.RH.4.10- Range of Reading and Level of Text Complexity

LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration

LACC.910.SL.2.4- Presentation of Knowledge and Ideas

LACC.910.WHST.1.1, 1.2- Text Types and Purposes

LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing

LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge

LACC.910.WHST.4.10- Range of Writing

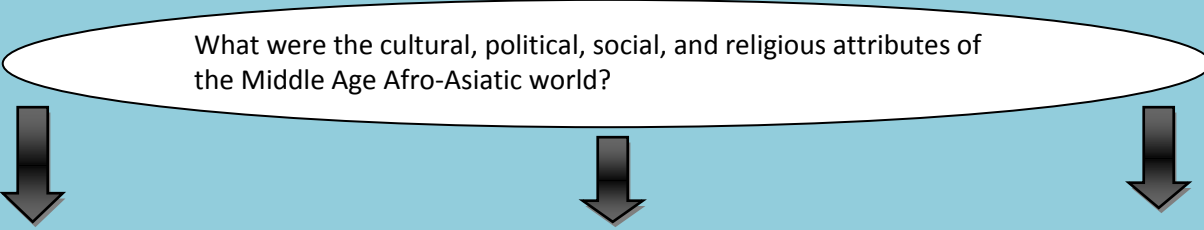
MACC.K12.MP.1.1- Make sense of problems and persevere in solving them

MACC.K12.MP.3.1- Construct Arguments

MACC.K12.MP.6.1- Attend to Precision

MACC.K12.MP.5.1- Use tools strategically

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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>The Middle Ages: Asia to Africa</i>		UNIT ESSENTIAL QUESTION:	
SEMESTER: One		<div style="text-align: center;">  <p>What were the cultural, political, social, and religious attributes of the Middle Age Afro-Asiatic world?</p> </div>	
Grading Period: Two			
CONCEPT		CONCEPT	
Civilizations of East Asia 220-1500		Crusades and Culture in the Middle Ages 1000-1500	
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.4.7 SS.912.H.3.1 SS.912.W.1.1,1.3, 1.4 SS.912.W.2.19, 2.20, 2.21 SS.912.W.3.4 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.12 SS.912.G.2.3 SS.912.G.4.7 SS.912.H.1.3 SS.912.W.1.3,1.4 SS.912.W.2.7, 2.10,2.11,2.14,2.17 SS.912.W.3.3, 3.7, 3.8	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
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?	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
		How does geography affect society, culture, and trade?	

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VOCABULARY	VOCABULARY	VOCABULARY
Scholar-gentry	Lay investiture	Plateau
Dowry	Interdict	Savanna
Period	Sacrament	Lineage Group
Complexity	Heresy	Matrilineal
Khanate	Relic	Patrilineal
Neo-Confucianism	Pursue	Diviner
Porcelain	Remove	Griot
Acquired	Crusades	So-called
Available	Infidel	Founding
Vision	Proceed	Subsistence Farming
Samurai	Libel	Stateless Society
Bushido	Theology	Factor
Shogun	Scholasticism	Administrative
Daimyo	Faith	Security
Shinto	Vernacular	
Zen	Chanson de Geste	
Archipelago	Technical	
Revenue	Corporation	
Code	Anti-Semitism	
Theravada	New monarchy	
Mahayana	Taille	
Retain	Period	
Traditional	Consequence	

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RESOURCES

Spiegovel's *World History and Geography: Florida Edition* Chapter 5 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) How did the civil service examinations aid in the development of a strong central government in China?
- 2) In what ways were the roles of women of the early Chinese dynasties similar to the roles of women of Southeast Asia? How were they different?
- 3) Pretend that you are a native Chinese citizen traveling through Southeast Asia. Choose a country that you wish to visit, as well as a time period, and write an essay about your impressions of the area. Finally, compare the area to your home in China.
- 4) Search the internet for information about Buddhism, Hinduism, Confucianism, and Shintoism and complete a comparison table.

<http://www.owasso.k12.ok.us/webpages/gyankey/files/3.4%20Early%20Eastern%20Mediterranean%20Civilizations.pdf>

Spiegovel's *World History and Geography: Florida Edition* Chapter 6 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

<http://www.pptpalooza.net/>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) What caused the schism in Christianity in the 11th century? Could the split have been prevented?
- 2) Using the information you find in the text, your local library, or the internet, describe the political, economic, and social impact of the Crusades. Which of these areas do you think the Crusades impacted the most? Support your answer with factual information.
- 3) Pretend you are a knight returning from the First Crusade. Write a letter to your wife describing the Crusade and its result. Also, explain why you went on the Crusade, and whether or not the Crusade lived up to your expectations.

Additional resources at

<http://www.owasso.k12.ok.us/webpages/gyankey/files/6.2%20The%20Roads%20of%20the%20Roman%20Empire.pdf>

Spiegovel's *World History and Geography: Florida Edition* Chapter 7 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

Web Directory

<http://kabiza.com/African-Directory-Society-Culture.htm>

The Kingdom of Mali 1200-1450

<http://www.thenagain.info/webchron/africa/Mali.html>

Photographic Society of South Africa

<http://www.pssa.co.za/>

Songhai Empire (ca. 1375-1591)

<http://www.blackpast.org/?q=songhai-empire-ca-1375-1591>

<http://www.pptpalooza.net/>

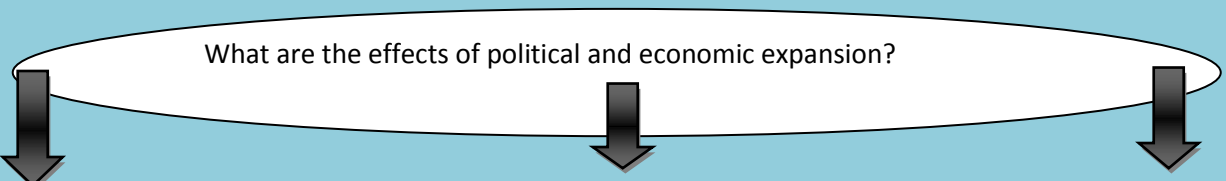
Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Explain the reasons for the devaluation of gold during the reign of Mansa Musa.
- 2) Through trade, many civilizations came in contact with each other. What civilizations outside of Africa did African kingdoms and states contact? Influence?

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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>Pre-Columbian America & The Age of Exploration 300-1800</i>		UNIT ESSENTIAL QUESTION:	
SEMESTER: One	Grading Period: Two	 <p style="margin: 0;">What are the effects of political and economic expansion?</p>	
CONCEPT		CONCEPT	
Pre-Columbian America 300-1500		Age of Exploration	
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.2.1 SS.912.W.1.4 SS.912.W.3.16, 3.18 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.2.1 SS.912.G.4.9 SS.912.W.1.4 SS.912.W.4.9, 4.11, 4.12, 4.13, 4.14, 4.15	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
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?		What are the effects of political and economic expansion?	
VOCABULARY		VOCABULARY	
Longhouse Clan Teepee Consist Area Maize Quipu Instruct Resident	Caravel Colony Mercantilism Middle Passage Regime Peninsulare Mestizo Encomienda Labor	Conquistador Overseas Plantation Culture Export Creole Mulatto Mita Draft	

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RESOURCES

Spiegelov's *World History and Geography: Florida Edition* Chapter 8 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Choose a Mesoamerican society from the chapter and write an essay describing how geography affected the following: how food was obtained, the materials used for homes and other structures, the size of communities, the need for trade, the impact of natural boundaries such as mountains and bodies of water, and the sources of drinking water.
- 2) Early civilizations had to survive with little technology, knowledge of the world, or grocery stores. Imagine that you and a group of friends are stranded on a deserted island. Make a list of things you hope you will find on the island in order to survive, and how you will stay alive until you are rescued.

Additional resources at <http://www.owasso.k12.ok.us/webpages/gyankey/files/16.2%20maya%20irrigation%20techniques.pdf>

Spiegelov's *World History and Geography: Florida Edition* Chapter 11 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here: <http://www.kathimitchell.com/ancivil.html>

Resources:

http://www.fordham.edu/academics/programs_at_fordham/latin_american_and_l/the_sourcebook_on_c/index.asp

Colonial Latin American History Links

<http://pitt.libguides.com/content.php?pid=112050&sid=843744>

Reference videos and pod casts at <http://www.teachertube.com>

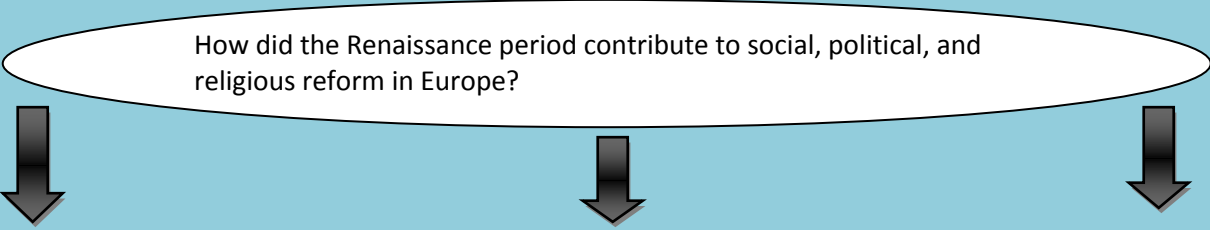
Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Describe the impact on history of the voyages of Christopher Columbus.
- 2) Write an essay in which you analyze the reasons why Native Americans in both North and South America might be offended by the term *New World*. What does the use of the term suggest about European attitudes toward the rest of the world? Refer to the Treaty of Tordesillas and use other specific examples.

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Additional Information		
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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>Renaissance and Reformation in Europe, 1350-1715</i>		UNIT ESSENTIAL QUESTION:	
SEMESTER: Two			
Grading Period: Three			
CONCEPT		CONCEPT	
The Renaissance in Europe, 1350-1600		The Reformation in Europe, 1517-1600	
CONCEPT		CONCEPT	
Conflict and Absolutism in Europe, 1550-1715			
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.H.1.3 SS.912.H.3.1 SS.912.W.1.3, 1.4 SS.912.W.2.17 SS.912.W.4.1, 4.2, 4.3, 4.4 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.H.1.3 SS.912.H.3.1 SS.912.W.4.3, 4.7, 4.8	
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.H.1.3 SS.912.W.1.3, 1.4, 1.6 SS.912.W.2.16, 2.18 SS.912.W.4.3 SS.912.W.5.1			
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
How can trade lead to economic prosperity and political power? How can ideas be reflected in art, sculpture, and architecture?		What conditions can encourage the desire for reform? How can reform influence society and beliefs?	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
		What effect might social, economic, and religious conflicts have on a country? How would the exercise of absolute power affect a country?	

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VOCABULARY	VOCABULARY	VOCABULARY
Mercenary Republic Burgher Dominate Decline Humanism Vernacular Fresco Perspective Attain Core Style Circumstance	Christian humanism Salvation Indulgence Lutheranism Fundamental External Valid Justification Predestination Annul Ghetto Publish Community	Heretic Armada Inflation Conflict Policy Divine right of kings Puritans Cavaliers Roundheads Natural Rights Commonwealth Restoration Convert Absolutism Czar Boyar Stability Authority Emerge Mannerism Baroque Decline Drama Creative

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RESOURCES

Spiegelov's *World History and Geography: Florida Edition* Chapter 9 (include all lecture slides and online textbook resources)

Facts about early civilizations can be accessed here:
<http://www.kathimitchell.com/ancivil.html>

Interactive:

<http://www.learner.org/interactives/renaissance/resources.html>

Reference videos and pod casts at
<http://www.teachertube.com>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Why did Martin Luther split with the Catholic Church? Identify the causes that led to the Protestant Reformation.
- 2) List one masterpiece of Renaissance literature or art and explain how it reflects Renaissance ideals.
- 3) Use the internet to research a Renaissance artist. Find information about the person's life and achievements. Using your research, take on the role of that person and create an autobiography about your life and your contributions to the Renaissance.

Additional resources at
<http://www.owasso.k12.ok.us/webpages/gyanke/files/13.4%20feudal%20europe's%20religious%20influences.pdf>

Spiegelov's *World History and Geography: Florida Edition* Chapter 10 (include all lecture slides and online textbook resources)

Reference videos and pod casts at
<http://www.teachertube.com>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Analyze how the Reformation shaped the political and religious life of Europe. Be sure to identify the historical effects of the Reformation.
- 2) Select two of the following types of renaissance people: a noble, merchant, shopkeeper, or peasant. Research what life was like for these individuals. How did their lives vary? Who had the more comfortable lifestyle? Take into account economic and social factors.

Additional Resources at
<http://www.owasso.k12.ok.us/webpages/gyanke/files/14.1%20the%20reconquista.pdf>

Spiegelov's *World History and Geography: Florida Edition* Chapter 12 (include all lecture slides and online textbook resources)

Reference videos and pod casts at
<http://www.teachertube.com>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

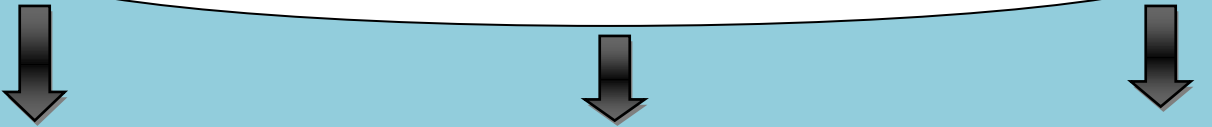
- 1) "Repression breeds rebellion." Explain how this quote relates to the history of the Netherlands during the reign of Philip II.
- 2) Which monarch described in this chapter do you most and least admire? Write an essay supporting your answer.
- 3) Baroque art and architecture reflected a search for power. How can a particular style of art be more powerful than another? (Consider the palace of Versailles.)

Additional Resources at
<http://www.owasso.k12.ok.us/webpages/gyanke/files/17.2%20trade%20in%20renaissance%20europe.pdf>

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Additional Information		
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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>The Enlightenment and Revolutions, 1550-1815</i>		UNIT ESSENTIAL QUESTION:	
SEMESTER: Two	Grading Period: Three	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> How did the Enlightenment period inspire revolts to established political, social, and economic orders? </div> 	
CONCEPT		CONCEPT	CONCEPT
The Enlightenment and Revolutions, 1550-1800		The French Revolution and Napoleon, 1789-1815	
STANDARD(S)		STANDARD(S)	STANDARD(S)
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.W.1.3 SS.912.W.4.5, 4.6 SS.912.W.5.2, 5.3, 5.4, 5.5 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.W.1.3, 1.6 SS.912.W.5.5, 5.6	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION
Why do new ideas often spark change? How do new ways of thinking often affect the way people respond to their surroundings?		What causes revolution? How does revolution change society?	

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VOCABULARY	VOCABULARY	VOCABULARY
Geocentric Heliocentric Universal law of gravitation Rationalism Scientific method Inductive reasoning Philosopher Sphere Philosophe Separation of powers Deism Laissez-faire Social contract Salons Rococo Generation Arbitrary Enlightened Absolutism Rigid Successor Eventually Federal system Amendment Guarantee	Taille Bourgeoisie Sans-Culottes Estate Consumer Exclusion Elector Coup d'état Domestic Percent Consulate Nationalism Capable Liberal Conservatism Principle of Intervention Liberalism Civil Constitution	

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RESOURCES

Spiegovel's *World History and Geography: Florida Edition* Chapter 15 (include all lecture slides and online textbook resources)

Reference videos and pod casts at
<http://www.teachertube.com>

Isaac Newton, (1642-1727)

<http://scienceworld.wolfram.com/biography/Newton.html>

The View of Nature of the Scientific Revolution

<http://www.anselm.edu/homepage/dbanach/sci.htm>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Describe inductive reasoning and give an example of finding scientific truth by using inductive principles.
- 2) Explain how separation of powers works in the American government today and give specific examples.
- 3) Analyze how the ideas of John Locke, Montesquieu, Rousseau, and Voltaire influenced the development of the U.S. Constitution. Which thinkers were most influential? Why has the Constitution remained so strong while so many reform efforts of the 18th century failed?

Additional Resource at

<http://www.owasso.k12.ok.us/webpages/gyankey/files/23.2%20the%20french%20revolution%20under%20siege.pdf>

Spiegovel's *World History and Geography: Florida Edition* Chapter 16 (include all lecture slides and online textbook resources)

Reference videos and pod casts at
<http://www.teachertube.com>

French Revolution

http://faculty.ucc.edu/egh-damerow/french_revolution.htm

Napoleon Bonaparte (1769 - 1821)

http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Examine the different systems of government in France from 1789 to 1812. Which was the most democratic? Which form of government was the most effective and why?
- 2) Evaluate which Enlightenment ideals affected the French Revolution.
- 3) Use the internet to do a keyword search for "Declaration of the Rights of Man." Identify the places where the ideals of liberty, equality, and fraternity are still being debated today. Are there places where these ideals are not being discussed and should be?

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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>Industrialization, Democracy & Imperialism, 1800-1914</i>		UNIT ESSENTIAL QUESTION:	
<p>SEMESTER: Two</p>		<p>Grading Period: Three</p>	
CONCEPT		CONCEPT	
Industrialization and Nationalism, 1800-1870		Mass Society and Democracy, 1870-1914	The Reach of Imperialism, 1800-1914
STANDARD(S)		STANDARD(S)	
<p>LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.2.1 SS.912.G.4.2, 4.9 SS.912.H.1.3 SS.912.W.1.3, 1.4 SS.912.W.5.7 SS.912.W.6.1, 6.2, 6.4, 6.5, 6.6 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx</p>		<p>LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.4.1 SS.912.H.1.3 SS.912.W.1.3, 1.4 SS.912.W.6.1, 6.2, 6.4, 6.5 SS.912.W.9.1</p>	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
<p>How can innovation affect ways of life? How does revolution bring about political and economic change?</p>		<p>How can industrialization affect a country's economy? How are political and social structures influenced by economic changes?</p>	
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
		<p>What are the causes and effects of Imperialism? How do some groups resist control by others?</p>	

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VOCABULARY	VOCABULARY	VOCABULARY
Capital	Assembly line	Imperialism
Entrepreneur	Mass production	Racism
Cottage Industry	Bourgeoisie	Protectorate
Puddling	Proletariat	Indirect Rule
Industrial Capitalism	Revisionist	Direct Rule
Socialism	Transition	Exploit
Labor	Feminism	Export
Derived	Suffrage	Annex
Universal male suffrage	Advocate	Indigenous
Multinational empire	Ministerial responsibility	Uncharted
Radical	Duma	Traditions
Temporary	Insecure	Sepoy
Militarism	Controversy	Viceroy
Kaiser	Modernism	Civil
Plebiscite	Psychoanalysis	Estate
Emancipation	Social Darwinism	Dollar diplomacy
Abolitionism	Pogrom	Whereas
Unification	Zionism	Sector
Regime	Abstract	
Creole	Intensity	
Peninsulare		
Mestizo		
Caudillo		
Cash crop		
Intervention		
Erupt		
Romanticism		
Secularization		
Realism		
Individuality		
Approach		

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RESOURCES

<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 17 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) Compare the motives for Czar Alexander II's emancipation of the serfs with Abraham Lincoln's motives for issuing the Emancipation Proclamation in 1863. 2) How did the political, economic, and social injustices that existed during the 19th century contribute to romanticism and realism? 3) Evaluate the political choices and decisions that European rulers made at the Congress of Vienna in 1814. What were the consequences of the decisions these leaders made? <p>Additional Resources at http://www.owasso.k12.ok.us/webpages/gyankey/files/24.3%20languages%20fuel%20nationalism.pdf</p>	<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 18 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) Was the Revolution of 1905 in Russia a success or failure? Why? 2) Identify changes that resulted from the Second Industrial Revolution. 3) Discuss how Einstein's and Newton's understandings of the universe differ and how they are related. 4) Use the Internet to find examples of paintings by Monet and Picasso. Carefully examine the paintings, and then describe the main differences and similarities. Some features to look for include each artist's subject matter, use of color, and method of painting. 5) Assume the role of a working-class laborer at a newly unionized factory. What demands would you present to management? Do these demands cover everything that is wrong with the factory? <p>Additional resources at http://www.owasso.k12.ok.us/webpages/gyankey/files/27.1%20david%20livingstone%20explores%20southern%20africa.pdf</p>	<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 19 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) Use the Internet to research Emilio Aguinaldo and the Philippine conquest for independence. Create a map showing the various battle sites. 2) Explain the circumstances surrounding the building of the Panama Canal. How did the United States benefit? 3) Discuss the various concerns of people under colonial rule. Did social class affect how they viewed colonial power? How were the concerns of different social classes similar? How were they different? <p>Additional resources at http://www.owasso.k12.ok.us/webpages/gyankey/files/29.2%20the%20battle%20of%20the%20some.pdf</p>
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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>World Wars, Nationalism & The Holocaust, 1914-1945</i>		UNIT ESSENTIAL QUESTION:	
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;"> What political, social, and economic events contributed to alliances and rivalries across the international community? </div>			
SEMESTER: Two	Grading Period: Four		
CONCEPT		CONCEPT	
World War I and the Russian Revolution, 1914-1919		The West Between the Wars, 1919-1939	Nationalism Around the World, 1919-1939
STANDARD(S)		STANDARD(S)	
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.2.3 SS.912.W.1.1, 1.3, 1.4, 1.5 SS.912.W.7.1, 7.2, 7.3 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.4.9 SS.912.W.1.3 SS.912.W.7.3, 7.5, 7.6, 7.8	LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2, 1.3 SS.912.G.2.1, 2.2 SS.912.G.4.9 SS.912.H.3.1 SS.912.W.1.3, 1.4, 1.6 SS.912.W.6.6 SS.912.W.7.3, 7.4 SS.912.W.8.8
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	
Why do politics often lead to war? How can technology impact war?		What can cause economic instability? How might political change impact society?	How can political control lead to nationalist movements? How does economic exploitation lead to nationalist movements?

2013-2014 World History

VOCABULARY	VOCABULARY	VOCABULARY
Conscription Mobilization Military Complex Propaganda Trench warfare War of attrition Total War Planned economy Target Unrestricted Soviets Abdicate War Communism Revolution Aid Armistice Reparation Mandate Psychological Cooperation	Depression Collective bargaining Deficit spending Surrealism Uncertainty principle Annul Appropriate Totalitarian state Fascism Collectivization Media Attitude Nazi Concentration camp Aryan Require Prohibit	Genocide Ethnic cleansing Caliphate Legislature Element Pan-Africanism Civil disobedience Zaibatsu Volunteer Compensation Guerrilla tactics Redistribution of wealth Cease Eventually Oligarchy Investor Establish

2013-2014 World History

RESOURCES

<p><i>Spiegovel's World History and Geography: Florida Edition</i> Chapter 21 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) Compare Lenin's beliefs and goals with those of Woodrow Wilson. Which leader has had the greater impact on world history? Why? 2) Why do some people feel that it is unlikely that a lasting peace could have been created at the end of World War I? 3) Use the Internet to research the total costs of World War I. Determine how many people, both military and civilian, were killed or wounded on both sides. Also find the monetary costs of the war for both sides. Create a table that clearly shows your findings. 4) Both Britain and the United States passed laws during the war to silence opposition and censor the press. Are democratic ideals consistent with such laws? Provide arguments for and against. <p>Additional resources at http://questgarden.com/158/93/8/130504114609/</p>	<p><i>Spiegovel's World History and Geography: Florida Edition</i> Chapter 22 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) How was Roosevelt's New Deal both similar and different from Stalin's Five-Year Plan? 2) Write an essay in which you relate one of the following to the uncertainties and disillusionment of the interwar years: mass entertainment, mass leisure, professional sports, Dadaism, surrealism, or "stream of consciousness" in literature. Research your topic and provide references and a bibliography with your essay. 3) Imagine that you are a young person living in Germany during 1935. Write a letter to your cousin who lives in the United States describing the influence of the powerful Nazi regime upon your life. Do you support Hitler, or are you concerned about his policies? <p>Additional resources at http://questgarden.com/110/95/9/101017060627/</p>	<p><i>Spiegovel's World History and Geography: Florida Edition</i> Chapter 23 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) How did harsh treatment of Jewish people in Europe create problems for Arab people in the Middle East? 2) What was the cultural impact of World War I on Africans? How did the political status of Africa change after the war? 3) Nationalism first became a significant political force in the movement against Napoleon. Write an essay comparing the early nationalist movements to the battles against imperialism. 4) Imagine that you are a female American foreign exchange student. Which Middle Eastern country would you choose to live in for a year? Discuss the reasons for your choice and also the concessions that would be required of you. <p>Additional resources at http://questgarden.com/110/95/9/101017060627/</p>
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Additional Information		
<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, graphic organizers, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>	<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, graphic organizers, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>	<p>McGraw-Hill’s online teacher resources provide additional discussion questions, lecture slides, games, graphic organizers, vocabulary teasers, and guided reading assignments. Please see your assistance principal for curriculum or district social studies contact for a username/password.</p> <p>The classroom teacher shall use his/her expertise and discretion in determining how to incorporate the following Common Core Standards into each unit:</p> <p>LACC.910.RH.2.6- Craft and Structure LACC.910.RH.3.7, 3.8, 3.9- Integration of Knowledge and Ideas LACC.910.RH.4.10- Range of Reading and Level of Text Complexity LACC.910.SL.1.1, 1.2, 1.3- Comprehension and Collaboration LACC.910.SL.2.4- Presentation of Knowledge and Ideas LACC.910.WHST.1.1, 1.2- Text Types and Purposes LACC.910.WHST.2.4, 2.5, 2.6- Production and Distribution of Writing LACC.910.WHST.3.7, 3.8, 3.9- Research to Build and Produce Knowledge LACC.910.WHST.4.10- Range of Writing MACC.K12.MP.1.1- Make sense of problems and persevere in solving them MACC.K12.MP.3.1- Construct Arguments MACC.K12.MP.6.1- Attend to Precision MACC.K12.MP.5.1- Use tools strategically</p>

2013-2014 World History

CONCEPT	CONCEPT	CONCEPT
World War II and The Holocaust, 1939-1945		
STANDARD(S)	STANDARD(S)	STANDARD(S)
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2, 1.3 SS.912.G.2.3 SS.912.W.1.3, 1.4, 1.6 SS.912.W.7.6, 7.7, 7.8, 7.9, 7.10, 7.11 SS.912.W.9.1		
LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION
Why do political actions often lead to war? How does war impact society and the government?		

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VOCABULARY	VOCABULARY	VOCABULARY
Demilitarized Appeasement Sanctions Dominate Violation Blitzkrieg Isolationism Neutrality Resolve Involvement Mobilization Kamikaze Blitz Widespread Circumstance Genocide Collaborator Ethnic Occupation Partisan Cold War Ideological Assure		

2013-2014 World History

RESOURCES

Spiegovel's *World History and Geography: Florida Edition*
Chapter 24 (include all lecture slides and online textbook
resources)

Reference videos and pod casts at
<http://www.teachertube.com>

World War II in Europe:
http://www.ushmm.org/wlc/en/article.php?ModuleId=10005137&WT.srch=1&WT.mc_id=10002&gclid=CI_QmKfL87ACFQKEnQodCD1P8Q

World War II ppt.
<http://www.pccua.edu/nbagley/western>

Questions suitable for Socratic Seminars, extended
writing/research assignments and/or technology application
include:

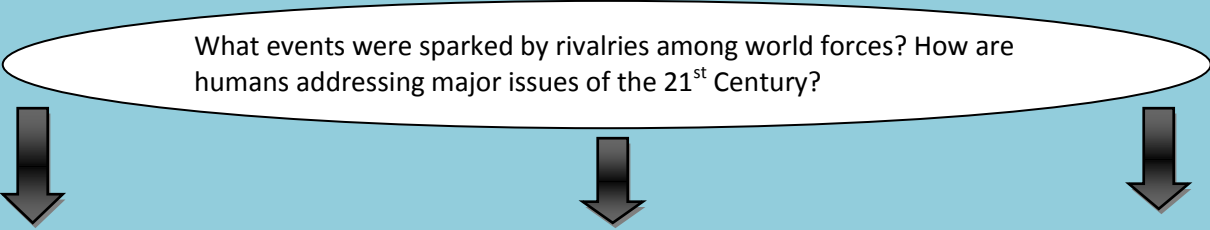
- 1) What factors caused President Truman to order the dropping of atomic bombs in Japan?
- 2) How did World War II affect the world balance of power? What nations emerged from the conflict as world powers?
- 3) Write an essay comparing how Europe ruled Asian colonies before the war with how Japan did so during World War II. Be sure to include information about key people, places, and events from each other of the two periods in history.

Additional resources at
<http://questgarden.com/158/29/9/130425124013/>

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Additional Information		
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COURSE CODE: 2109320		COURSE NAME: World History Honors	
UNIT TITLE: <i>The Cold War to Contemporary Global Issues, 1945-Present</i>		UNIT ESSENTIAL QUESTION:	
SEMESTER: Two	Grading Period: Four		
CONCEPT		CONCEPT	CONCEPT
The Cold War, 1945-1989		Independence and Nationalism in the Developing World, 1945-1993	Life During the Cold War, 1945-1989
STANDARD(S)		STANDARD(S)	STANDARD(S)
LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.4.1 SS.912.W.1.3, 1.4 SS.912.W.7.11 SS.912.W.8.1, 8.2, 8.3, 8.4 SS.912.W.9.2 *For details of benchmarks, please refer to http://www.cpalms.org/Courses/PublicPreviewCourse662.aspx		LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.4.3, 4.9 SS.912.W.1.3, 1.4, 1.6 SS.912.W.8.4, 8.6, 8.7, 8.8, 8.9 SS.912.W.9.3, 9.4, 9.5	LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.1, 1.2 SS.912.G.2.1 SS.912.H.1.3 SS.912.W.1.3, 1.4 SS.912.W.7.11 SS.912.W.8.1, 8.2 SS.912.W.9.1, 9.2, 9.6
LESSON ESSENTIAL QUESTION		LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION
How does conflict influence political relationships?		How can political change cause conflict? How can political relationships affect economic relationships?	How does war result in change? What challenges may countries face as a result of war?

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VOCABULARY	VOCABULARY	VOCABULARY
Satellite state	Principle of nonalignment	Welfare state
Policy of containment	Discrimination	Bloc
Arms race	Transfer	Real wages
Deterrent	Role	Consumer society
Liberate	Pan-Arabism	Women's liberation movement
Nuclear	Intifada	Shift
Commune	Issue	Minimal
Permanent Revolution	Revenue	Heavy industry
Final	Parallel	De-Stalinization
Source	Apartheid	Détente
Proxy war	Pan-Africanism	Dissident
Domino theory	HIV/AIDS	Enhanced
Temporary	Goal	Sole
Emerge	Diverse	Participation
	Theme	Occupied
	Privatization	State capitalism
	Trade embargo	Maintain
	Cartel	Stable
	Megacity	
	Magic realism	
	Consent Target	

2013-2014 World History

RESOURCES

<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 25 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Cold War http://www.history.com/topics/cold-war/videos</p> <p>Cold War for Kids http://www.neok12.com/Cold-War.htm</p> <p>Additional resources at http://questgarden.com/33/43/5/060816110952/ http://questgarden.com/84/90/3/090716003240/</p>	<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 26 (include all lecture slides and online textbook resources)</p> <p>Reference videos and pod casts at http://www.teachertube.com</p> <p>Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:</p> <ol style="list-style-type: none"> 1) How did De-Stalinization help Khrushchev gain control of the Soviet government? 2) Is containment an important or pressing issue in American foreign policy today? 3) In an essay, explain possible reasons for the comparatively slow growth of social benefits for Americans, compared to the growth of these programs in Europe, after World War II. 4) Search the Internet for information on technological inventions since World War II that have greatly affected our lives. Create a timeline including pictures and illustrations of the inventions you researched. 	<p>Spiegovel's <i>World History and Geography: Florida Edition</i> Chapter 27 (include all lecture slides and online textbook resources)</p> <p>The Seven Phases Of The Cold War: http://teachertube.com/viewVideo.php?title=The_Seven_Phases_Of_The_Cold_War&video_id=80375</p> <p>Reference videos and pod casts at http://www.teachertube.com</p>
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2013-2014 World History

Additional Information		
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CONCEPT	CONCEPT	CONCEPT
A New Era Begins, 1989-Present	Contemporary Global Issues, 1989-Present	
STANDARD(S)	STANDARD(S)	STANDARD(S)
MACC.912.S-IC.2.3, 2.4 MACC.912S-ID.1.1, 1.2, 1.3, 1.4 SS.912.W.1.3, 1.4 SS.912.W.8.3, 8.5, 8.9 SS.912.W.9.2, 9.4, 9.6	HE.912.C.2.4 LACC.910.RH.1.1, 1.2, 1.3 LACC.910.RH.2.4, 2.5 SS.912.G.1.2 SS.912.G.2.2 SS.912.W.1.3, 1.4 SS.912.W.7.11 SS.912.W.9.1, 9.2, 9.5, 9.6	
LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION	LESSON ESSENTIAL QUESTION
What motivates political change? How can economic and social changes affect a country?	What influences global political and economic relationships? How do social and environmental issues affect countries differently?	

2013-2014 World History

VOCABULARY	VOCABULARY	VOCABULARY
Perestroika Glasnost Ethnic cleansing Autonomous Demonstration Collapse Budget deficit Postmodernism Popular culture Cultural imperialism Currency Symbol Per capita One-child policy Unify Sector	Peacekeeping forces Nuclear proliferation Bioterrorism Chemical Drama Arbitrarily Pandemic Nongovernmental organization Projection Migration Multinational corporation Globalization Collateralized debt obligations Subprime investments Currency Dynamic Microchip Ecology Forestation Desertification Greenhouse effect Sustainable development Intense Manipulation	

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RESOURCES

Spiegelov's *World History and Geography: Florida Edition* Chapter 28 (include all lecture slides and online textbook resources)

The History and Rise of China

<http://www.watchmojo.com/index.php?id=1002>

Reference videos and pod casts at <http://www.teachertube.com>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) What were the results of the Reagan administration's military build up?
- 2) Explain why the United States, Great Britain, France, and Canada alternated between liberal and conservative government leaders from 1970 through 2000.
- 3) The United States has been accused of "cultural imperialism." What positive and negative effects does the spread of American popular culture have? How has American popular culture been influenced in return?
- 4) Use the information in the textbook and outside sources to develop a PowerPoint Presentation on the history of communism.

Additional resources at

<http://questgarden.com/15/59/7/060203103221/>

<http://questgarden.com/96/18/3/100213114343/>

Spiegelov's *World History and Geography: Florida Edition* Chapter 29 (include all lecture slides and online textbook resources)

Federal court upholds EPA's global warming rules:

http://www.denverpost.com/breakingnews/ci_20960957/federal-court-upholds-epas-greenhouse-gas-rules

United Nations Peacekeeping Forces:

<http://www.un.org/en/peacekeeping/>

Reference videos and pod casts at

<http://www.teachertube.com>

Questions suitable for Socratic Seminars, extended writing/research assignments and/or technology application include:

- 1) Analyze the interdependency of developing and industrialized nations.
- 2) Explain the increased potential for regional nuclear wars since the Soviet Union disintegrated.
- 3) Grassroots policies have moved the burden of decision making from the politicians to the individual citizen. Having read this chapter, what global issues concern you? What have you done or what would you do to help resolve these issues?
- 4) The science of ecology has led to a new form of travel known as ecotourism. Use the Internet to research an area of the world where ecotours take place.

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