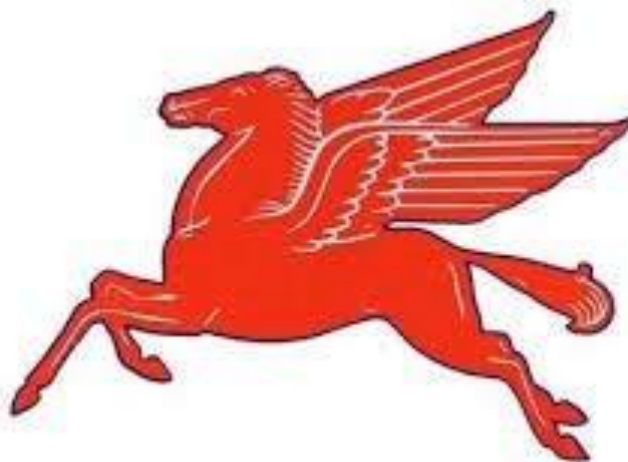


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Honors World History
Grade 9

UPDATED March 2016

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: (4/25/16)

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Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

6.3 Active Citizenship in the 21st Century- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Honors World History – Quarter I

Big Idea: Political and Social Revolutions

I. The Renaissance

- A. Bubonic Plague and Other Causes of the Renaissance
- B. Humanism
- C. Italian Renaissance
- D. The Spread of Renaissance Ideas
- E. Northern Renaissance
- F. The ‘Renaissance Man’
- G. People of the Renaissance
- H. Impact on Art, Music, Literature

Big Idea: Discovery, Technology, and Innovations

III. Age of Exploration

- A. Search and Discovery of New Trade Routes
- B. Discovery of the Americas
- C. Spanish Conquest of the Americas
- D. Atlantic Slave Trade
- E. English and French Colonies in America
- F. Triangular Trade

Big Idea: Political and Social Revolutions

II. The Protestant Reformation

- A. Renaissance ideas cause some to question Church authority
- B. Martin Luther
- C. John Calvin
- D. Henry VIII
- E. Catholic Counter Reformation

Big Idea: The Changing Role of Government/ Human Rights

IV. European Monarchs (Age of Absolutism)

- A. Rise and Decline of Spain’s Empire
- B. Absolute monarchy in France
- C. Constitutional Monarchy in England
- D. Rulers of Russia and Eastern Europe

Scope and Sequence

Honors World History – Quarter II

Big Idea: Political and Social Revolutions

- V. The Enlightenment (Age of Reason)
 - A. Impact of Scientific Revolution
 - B. Enlightenment Philosophes
 - 1. Thomas Hobbes
 - 2. John Locke
 - 3. Jean Jacques Rousseau
 - 4. Voltaire
 - 5. Mary Wollstonecraft
 - C. Ideas of the Enlightenment
 - 1. Natural Rights
 - 2. Theories about the purpose/role of government
 - D. Documents of the Enlightenment
 - E. Spread of the Enlightenment
 - F. The Legacy of the Enlightenment
 - G. American and French Revolutions

Big Idea: Political and Social Revolutions

- VII. The Industrial Revolution
 - A. Factors of Production
 - B. Industrialization in Britain with Textiles
 - C. Cottage Industry vs. Factory System
 - D. Impact of the Steam Engine
 - E. Improvements in transportation
 - F. Key inventors and inventions
 - G. Industrialization brings problems and change
 - H. Spread of Industry

Big Idea: Political and Social Revolutions

- VI. The French Revolution
 - A. Causes of the French Revolution
 - B. Social structure during the Old Regime
 - C. Summoning of the Estates General
 - D. National Assembly and the Tennis Court Oath
 - E. Storming of the Bastille
 - F. Declaration of the Rights of Man and of the Citizen
 - G. Factions develop in France
 - H. Reign of Terror
 - I. Rise of Napoleon and Napoleonic Wars
 - J. Events that led to Napoleon's downfall
 - K. The Congress of Vienna
 - 1. Legacy of the French Revolution

Big Idea: The Changing Role of Government / Human Rights

- VIII. Life in the Industrial Age
 - A. Urbanization
 - B. Early Factory/Industrial City Conditions
 - C. Child Labor
 - D. Labor Unions
 - E. Rise of Middle Class
 - F. Origins of modern economic systems (Capitalism / Socialism)
 - G. Rise of Big Business
 - H. Reforms and Other Improvements

Scope and Sequence

Honors World History – Quarter III

Big Idea: The Changing Role of Government/ Human Rights

IX. 19th Century Reform Movements

- A. Abolition of Slavery
- B. Extension of Voting Rights
- C. France's Third Republic and Associated Reforms
- D. Latin American Independence Movements
- E. Labor Laws
- F. U.S. Expansion

Big Idea: Global Conflict

XI. Imperialism

- A. What is Imperialism?
- B. Motives for Imperialism
- C. The British in India
 - 1. Sepoy Rebellion
 - 2. The Raj
 - 3. Indian Nationalism
 - 4. Indian National Congress and Muslim League
 - 5. Mohandas Gandhi and Civil Disobedience
- D. Partition of Africa
- E. Chinese Resistance to Outsiders
- F. Unequal Treaties and Opium Wars
- G. Japan opens doors to Western trade

Big Idea: Global Conflict

X. Nationalism

- A. Elements of Nationalism
- B. Unification of Germany
- C. Italian Unification
- D. Franco-Prussian War
- E. Establishment of the Dual Monarchy in Austria-Hungary
- F. Nationalism as a unifying and divisive force
- G. Europe's "Powder Keg"
- H. Impact of Nationalism on Europe

Big Idea: Global Conflict

XII. World War I

- A. Causes of WWI
- B. The Assassination of the Arch Duke
- C. Secret System of Alliances
- D. A New Kind of War
 - 1. Trench Warfare
 - 2. WWI technology
 - 3. Total War
 - 4. Propaganda
- E. Stalemate on Western Front
- F. The Russian Revolution of 1917
- G. The U.S. Enters the War
- H. The Treaty of Versailles / terms of 'peace'
- I. Effects of WWI

Scope and Sequence

Honors World History – Quarter IV

Big Idea: Global Conflict

XIII. The Rise of Dictators in Europe

- A. Post WWI problems (social and economic)
- B. The failure of the Treaty of Versailles
- C. Great Depression
- D. Fascism and Mussolini in Italy
- E. Nazism and the Rise of Hitler
- F. Common Features of Totalitarian Governments
- G. Axis Aggression in the 1930s
- H. Appeasement

Big Idea: The Changing Role of Government/ Human Rights

XV. The Holocaust

- A. Anti-Semitism in Europe
- B. Nuremberg Laws
- C. Kristallnacht
- D. Purpose of the ghettos and their living conditions
- E. Concentration camps
- F. Death camps and the Final Solution
- G. Other groups targeted during the Holocaust
- H. Atrocities of the Holocaust
- I. Death Toll of the Holocaust
- J. Genocide awareness

Big Idea: Global Conflict

XIV. World War II

- A. Causes of WWII
- B. Non-Aggression Pact with Soviet Union
- C. German Invasion of Poland
- D. German Defeat and Occupation of France
- E. German invasion of the Soviet Union
- F. Pearl Harbor and the U.S. Entrance into WWII
- G. Allied Success in North Africa
- H. D-Day
- I. Pacific Theater
- J. Hitler Defeated (VE-Day)
- K. Atomic Bombs and VJ-Day
- L. Potsdam Conference and terms of Peace

Big Idea: The Changing Role of Government/ Human Rights

XVI. Post WWII Europe

- A. Emergence of U.S and Soviet Union as Super Powers
- B. The Cold War and Associated Conflicts
- C. Western Europe's economic Recovery
- D. Economic Unity and Cooperation among Western Nations

Honors World History -- Quarter I
Big Idea: Political and Social Revolutions
Topic: The Renaissance

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.2.12.D.2.a - Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts. • SOC.6.2.12.D.2.c - Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. • SOC.6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. • SOC.6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.9 • W.9-10.2 • W.9-10.7 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	<u>Goal 1:</u> Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.	
	<u>Essential Questions</u>	<u>Instructional Tools/Learning Activities/Resources/Assessments</u>
	<ul style="list-style-type: none"> • What was the Renaissance? • What Caused the Renaissance? • Who were some of the most influential Renaissance artists / scholars? • How did the Renaissance impact people, government, the status quo, the Church? • How did the Renaissance change the world? • How did art evolve during the Renaissance? • How can art and music show what is important in society? • How can the Renaissance be defended at a turning point in global history? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	<u>Enduring Understanding</u>	
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	

Honors World History -- Quarter I
Big Idea: Political and Social Revolutions
Topic: The Protestant Reformation

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics. • SOC.6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. • SOC.6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas. • SOC.6.2.12.B.2.a -- Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.9 • W.9-10.2 • W.9-10.7 	GOAL
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century
	Essential Questions
	<ul style="list-style-type: none"> • What was the Protestant Reformation? • What causes the Protestant Reformation? • Who were key individuals associated with the Protestant Reformation? • Should religion impact government policy? • How do political/social revolutions solve and/or create problems? • How did the Protestant Reformation impact Europe? The World? The present day?
	Instructional Tools/Learning Activities/Resources/Assessments
	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology <ul style="list-style-type: none"> • History, Culture, and Perspectives

Honors World History – Quarter I
Big Idea: Discovery, Technology, and Innovation
Topic: The Age of Exploration

Standards: <ul style="list-style-type: none"> • SOC.6.2.12.B.1.a - Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. • SOC.6.2.12.B.1.b - Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. • SOC.6.2.12.C.1.b - Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society. • SOC.6.2.12.C.1.c --Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. • SOC.6.2.12.C.1.d - Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. • SOC.6.2.12.C.1.e - Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest. 	GOAL	
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What drives people to explore the unknown? • What determines the location of human Settlements? • What causes human conflict? • What are the lasting impacts of the Columbian Exchange? 	<u>Resources</u> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com
	Enduring Understanding	<u>Assessments</u> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates

Honors World History – Quarter I
Big Idea: Discovery, Technology, and Innovation
Topic: The Age of Exploration

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • SOC.6.2.12.C.2.a - Relate the development of more modern banking and financial systems to European economic influence in the world. • SOC.6.2.12.D.1.a - Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans. • SOC.6.2.12.D.1.b - Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. • SOC.6.2.12.D.1.c - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. • SOC.6.2.12.D.1.d - Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. • SOC.6.2.12.D.1.e - Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. • SOC.6.2.12.D.1.f - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. 		

Honors World History – Quarter I
Big Idea: Discovery, Technology, and Innovation
Topic: The Age of Exploration

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>Career Ready Practices</u> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <u>English/Language Arts Standards</u> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.9 • W.9-10.2 • W.9-10.7 		

Honors World History – Quarter I
Big Idea: The Changing Role of Government/Human Rights
Topic: The Age of European Absolutism

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.A.2.b - Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). • SOC.6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.3 • RI.9-10.4 • W.9-10.4 • W.9-10.5 	<p>GOAL</p>
	<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>
	<p>Essential Questions</p>
	<ul style="list-style-type: none"> • How do various forms of government affect the lives of citizens? • How did European monarchs get their power? • How did the power of monarchies vary throughout Europe? • How does discontent often lead to change?
	<p>Instructional Tools/Learning Activities/Resources/Assessments</p>
	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests
	<p>Enduring Understanding</p>
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives

Honors World History – Quarter II
Big Idea: Political and Social Revolutions
Topic: The Enlightenment (Age of Reason)

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. • SOC.6.2.12.A.3.b - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • SOC.6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.3 • RI.9-10.4 • W.9-10.4 • W.9-10.5 	GOAL	
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How and why are governments formed? • What is the purpose of government? • How does discontent often lead to change? • What ideas were formed during the Enlightenment? • Who were key figures of the Enlightenment? • What impact did the Enlightenment have on 18th Century Europe? The present day? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter II
Big Idea: Political and Social Revolutions
Topic: The French Revolution

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. • SOC.6.2.12.A.3.b - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • SOC.6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. • SOC.6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What caused the French Revolution? • How does discontent often lead to change? • How did the French Revolution impact Europe? • What is the Legacy of the French Revolution? 	<u>Resources</u> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com
	Enduring Understanding	Assessments
<u>Career Ready Practices</u> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates

Honors World History – Quarter II
Big Idea: Political and Social Revolutions
Topic: The French Revolution

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.9 • W.9-10.2 • W.9-10.7 		

Honors World History – Quarter II
Big Idea: Political and Social Revolutions
Topic: Industrial Revolution

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.2.12.A.3.c - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. • SOC.6.2.12.C.3.a -Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding. • SOC.6.2.12.C.3.d - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.3 • RI.9-10.4 • W.9-10.4 • W.9-10.5 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What caused the Industrial Revolution? • Why did Industrialization begin in Britain? • How have scientific and technological developments over the course of history changed the way people live and the way in which economies and governments function? • How does social revolutions solve problems And/or create new problems? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter II
Big Idea: The Changing Role of Government/Human Rights
Topic: Life in the Industrial Age

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.A.3.d - Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. • SOC.6.2.12.D.3.b -Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. • SOC.6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.5 • RI.9-10.6 • W.9-10.1 • W.9-10.6 • W.9-10.8 	GOAL				
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: center;">Essential Questions</th> <th style="width: 50%; text-align: center;">Instructional Tools/Learning Activities/Resources/Assessments</th> </tr> <tr> <td> <ul style="list-style-type: none"> • What were conditions in early factories like? • What was it like to live in an early Industrial City? • What changes came as a result of poor working/ living conditions? • How did the social structure of society change as a result of industrialization? • How did the role of government change as a result of industrialization? </td> <td> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates </td> </tr> </table>	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	<ul style="list-style-type: none"> • What were conditions in early factories like? • What was it like to live in an early Industrial City? • What changes came as a result of poor working/ living conditions? • How did the social structure of society change as a result of industrialization? • How did the role of government change as a result of industrialization? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments				
<ul style="list-style-type: none"> • What were conditions in early factories like? • What was it like to live in an early Industrial City? • What changes came as a result of poor working/ living conditions? • How did the social structure of society change as a result of industrialization? • How did the role of government change as a result of industrialization? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates 				
	Enduring Understanding				
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 				

Honors World History – Quarter III
Big Idea: The Changing Role of Government/Human Rights
Topic: 19th Century Reform Movement

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.B.3.b - Relate the role of geography to the spread of independence movements in Latin America. • SOC.6.2.12.C.3.e - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. • SOC.6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.5 • RI.9-10.6 • W.9-10.1 • W.9-10.6 • W.9-10.8 	GOAL	
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How did ideas developed during the Enlightenment lead to political and cultural changes that have had a lasting impact? • How does discontent often lead to change? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter III
Big Idea: Global Conflict
Topic: Nationalism

Standards: <ul style="list-style-type: none"> • SOC.6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities • SOC.6.2.12.C.3.b -- Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. • SOC.6.2.12.A.4.b - Compare the rise of nationalism in China, Turkey, and India. • SOC.6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. <u>Career Ready Practices</u> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 	GOAL	
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What is Nationalism • What elements are essential to unite people? • Who benefits from nationalism? Who suffers? • How can nationalism be both a uniting and divisive force? • What nations emerged as a result of Nationalism? Which nations dissolved? 	<u>Resources</u> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <u>Assessments</u> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter III

Big Idea: Global Conflict

Topic: Nationalism

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u> <ul style="list-style-type: none">• RI.9-10.2• RI.9-10.7• RI.9-10.8• W.9-10.2• W.9-10.9		<ul style="list-style-type: none">• Class discussions and debates

Honors World History – Quarter III
Big Idea: Global Conflict
Topic: Imperialism

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.2.12.B.3.a - Assess the impact of Imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. • SOC.6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, Imperialism, and natural resources. • SOC.6.2.12.C.3.e - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. • SOC.6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What factors drove European Imperialism? • How does conflict develop and how is it resolved among groups that are Diverse? • What (if anything) justifies armed conflict? • Why do nations feel the need to compete With one another? • Who benefits when nations compete? Who suffers? • What has been the lasting impact of European imperialist policies? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests
	Enduring Understanding	
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	

Honors World History – Quarter III

Big Idea: Global Conflict

Topic: Imperialism

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u> <ul style="list-style-type: none">• RI.9-10.2• RI.9-10.7• RI.9-10.8• W.9-10.2• W.9-10.9		<ul style="list-style-type: none">• Class discussions and debates

Honors World History – Quarter III
Big Idea: Global Conflict
Topic: World War I

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.1.12.C.7.a - Determine how technological advancements affected the nature of World War I on land, on water, and in the air. • SOC.6.1.12.D.7.b -Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I • SOC.6.2.12.B.4.a - Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. • SOC.6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I • SOC.6.2.12.D.4.b -Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations. • SOC.6.2.12.D.4.d -- Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II • SOC.6.2.12.D.4.g - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”. 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What caused World War I? • Who were the key players in World War I? • What justifies armed conflict? • What was the role of women in WWI? • How did technology and industry impact warfare? • How did modern warfare impact the soldier? • How did modern warfare impact civilians? • What should be considered when structuring post war peace? • What lessons can we learn from WWI? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives

Honors World History – Quarter III

Big Idea: Global Conflict

Topic: World War I

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none">• SOC.6.2.12.B.4.c - Explain how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none">• CRP2• CRP4• CRP6• CRP7• CRP11• CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none">• RI.9-10.2• RI.9-10.7• RI.9-10.8• W.9-10.2• W.9-10.9		

Honors World History – Quarter IV

Big Idea: Global Conflict

Topic: The Rise of Disasters in Europe

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.1.12.D.7.c -Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I • SOC.6.2.12.C.4.a - Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. • SOC.6.2.12.C.4.c -Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. • SOC.6.2.12.D.4.d -Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. • SOC.6.2.12.C.4.d -Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period. • SOC.6.2.12.D.5.b - Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries. 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What factors drove European Imperialism? • How does conflict develop and how is it resolved among groups that are Diverse? • What (if anything) justifies armed conflict? • Why do nations feel the need to compete With one another? • Who benefits when nations compete? Who suffers? • What has been the lasting impact of European imperialist policies? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	

Honors World History – Quarter III

Big Idea: Global Conflict

Topic: The Rise of Disasters in Europe

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none">• CRP2• CRP4• CRP6• CRP7• CRP11• CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none">• RI.9-10.2• RI.9-10.7• RI.9-10.8• W.9-10.2• W.9-10.9		

Honors World History – Quarter IV

Big Idea: Global Conflict

Topic: World War II

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.1.12.B.11.a -Explain the role that geography played in the development of military strategies and weaponry in World War II • SOC.6.1.12.D.11.a - Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II. • SOC.6.1.12.D.11.e - Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. • SOC.6.2.12.B.4.b - Determine how geography impacted military strategies and major turning points during World War II. • SOC.6.2.12.B.4.a -Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 	<p>GOAL</p>
	<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>
	<p>Essential Questions</p>
	<ul style="list-style-type: none"> • What caused World War II? • Who were the key players in World War II? • How did technology impact warfare? • Why did the U.S. join WWII? • What was the role of women in WWII? • Was the atomic bomb necessary? • Could there ever be another global war?
	<p>Instructional Tools/Learning Activities/Resources/Assessments</p>
	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	<p>Enduring Understanding</p>
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives

Honors World History – Quarter IV

Big Idea: Global Conflict

Topic: World War II

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u> <ul style="list-style-type: none">• RI.9-10.2• RI.9-10.7• RI.9-10.8• W.9-10.2• W.9-10.9		

Honors World History -- Quarter IV
Big Idea: The Changing Role of Government/Human Rights
Topic: The Holocaust

<p>Standards:</p> <ul style="list-style-type: none"> • SOC.6.2.12.A.4.c - Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. • SOC.6.2.12.A.4.d - Assess government responses to incidents of ethnic cleansing and genocide. • SOC.6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. • SOC.6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 	GOAL	
	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What is Anti-Semitism? • How has economic, technological, and military power been used to systematically destroy ethnic/racial, Political, and cultural groups? • What was the Holocaust? • What could have been done to prevent or stop the Holocaust? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter IV
Big Idea: The Changing Role of Government/Human Rights
Topic: The Holocaust

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u> <ul style="list-style-type: none"> • RI.9-10.5 • RI.9-10.6 • W.9-10.1 • W.9-10.6 • W.9-10.8 		

Honors World History – Quarter IV
Big Idea: The Changing Role of Government/Human Rights
Topic: Post World War II Europe

Standards:	GOAL	
<ul style="list-style-type: none"> • SOC.6.1.12.B.12.a - Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period. • SOC.6.2.12.B.4.d - Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. • SOC.6.2.12.C.5.a - Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II. • SOC.6.2.12.A.4.a - Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia. • SOC.6.2.12.A.5.a - Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East). • SOC.6.2.12.B.5.a - Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. 	6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What was the Cold War? • What were some Cold War conflicts? • How did Europe change after WWII? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbook: Human Legacy- Modern Era and associated resources • Maps (current day and historical) • Various school library resources • Various Internet resources including: History.com, Youtube.com <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Tests • Quizzes • Projects • PowerPoint Presentations • Booklets • Research papers • Web Quests • Class discussions and debates
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Honors World History – Quarter IV
Big Idea: The Changing Role of Government/Human Rights
Topic: Post World War II Europe

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • SOC.6.2.12.B.5.b – Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. • SOC.6.2.12.C.5.b -Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. • SOC.6.2.12.C.5.c - Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.9-10.5 • RI.9-10.6 • W.9-10.1 • W.9-10.6 • W.9-10.8 		

HonorsWorld History

COURSE BENCHMARKS

1. Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
2. Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
3. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
4. Assess the impact of the printing press and other technologies developed on the dissemination of ideas
5. Determine the factors that led to the Reformation and the impact on European politics.
6. Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
7. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
8. Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
9. Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
10. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
11. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
12. Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
13. Relate the development of more modern banking and financial systems to European economic influence in the world.
14. Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
15. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
16. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
17. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
18. Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
19. Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies

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20. Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
21. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
22. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
23. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
24. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
25. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
26. Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
27. Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
28. Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
29. Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
30. Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
31. Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
32. Relate the role of geography to the spread of independence movements in Latin America.
33. Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
34. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
35. Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
36. Compare the rise of nationalism in China, Turkey, and India.
37. Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
38. Assess the impact of Imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
39. Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

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40. Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
41. Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
42. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I
43. Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
44. Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I
45. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
46. Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II
47. Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
48. Explain how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East.
49. Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I
50. Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
51. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
52. Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
53. Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
54. Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
55. Explain the role that geography played in the development of military strategies and weaponry in World War II
56. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
57. Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
58. Determine how geography impacted military strategies and major turning points during World War II.
59. Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
60. Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

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61. Assess government responses to incidents of ethnic cleansing and genocide.
62. Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
63. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
64. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.
65. Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
66. Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
67. Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
68. Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
69. Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
70. Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
71. Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
72. Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.