|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Unit** | **Standards** | **Assessments** |
| 1 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.  H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems | - Written analysis of the word “revolution” and description of what it would take for each student to want a revolution  - Video “Crash Course: The French Revolution” to introduce students to concepts they will be studying  - Completion of note guide to accompany the PowerPoint “The French Revolution Begins”  - Written first person description of the Storming of the Bastille in the form of a journal entry  - Completion of a webquest on the French Revolution in which students watch videos and answer questions about the events of the revolution, the Reign of Terror, and the guillotine  - Written analysis of a quote and its application to Louis XVI and Marie Antoinette |
| 2 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.  H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism. | - Written analysis of the Enlightenment ideas students see at work in the French Revolution  - Students will begin to fill out the worksheet “The Frame Routine” to review what they have learned about the French Revolution  - Completion of the “French Revolution Slogan/Poster” project in which students will create a slogan for the French Revolution, on the back of their poster they will explain in writing the causes of the French Revolution  - Close Read: *Declaration of the Rights of Man and the Citizen*  - Completion of writing exercise worksheet to accompany close read |
| 3 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.  H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism. | - Close Read: *Declaration of the Rights of Man and the Citizen*  - Completion of writing exercise worksheet to accompany close read  - Completion of questions in regards to the reading “The Russian Revolution”  - Written review of reasons Russian citizens were opposed to the monarchy |
| 4 | Revolutions | H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.  H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Written analysis of the term “allegory”  - Completion of questions based on the movie *Animal Farm*  - Written analysis of metaphors the students are starting to pick out between *Animal Farm* and real life events from the Russian Revolution  - Completion of a webquest about Animal Farm and the reign of Joseph Stalin |
| 5 | Revolutions  \*President’s Day Week | H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.  H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Completion of a webquest about Animal Farm and the reign of Joseph Stalin  - Written comparison of Joseph Stalin and the character Napoleon from *Animal Farm*  - Completion of questions to accompany PowerPoint on the Bolshevik Revolution and the reign of Joseph Stalin  - Students will continue to fill out their worksheet “The Frame Routine” |
| 6 | Revolutions | H2.[9-12].23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation  H2.[9-12].24 Discuss examples of contemporary **ethnic** conflicts and explain how those conflicts have changed nations  H2.[912].25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them  H4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.  H4.[9-12].16 Examine the decline of **colonial rule** and the development of independent nations. | - Completion of questions that accompany a PowerPoint on revolutions in various Latin American countries  - Completion of a graphic organizer to aid in organizing key figures, events, and reasons for revolutions in these countries  - Students will complete a jigsaw activity in which they will analyze primary sources from the Cuban Revolution and report what they learned back to their home groups  - Completion of graphic organizer to accompany jigsaw activity  - Students will continue to fill in “The Frame Routine” worksheet, using information about revolutions in Latin America |
| 7 | Revolutions | H2.[9-12].23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation  H2.[912].25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them | - Students will complete a research project on the Egyptian Revolution of 2011. They will each create a magazine about the revolution with articles on the following topics: reasons for the revolution, timeline of major events, immediate effects, long term effects  - Students will continue to fill in “The Frame Routine” worksheet, using information about the Egyptian Revolution |
| 8 | World War I | H1.[9-12].15 Analyze the cultural, social, and economic changes that occurred as a result of **industrialization**.  H1.[9-12].16 Analyze how **industrialization**, **migration**, changing diets, and scientific and medical advances have affected worldwide **demographics**. | - Written analysis of how railroads helped the growth of cities  - Completion of questions regarding the reading “The Industrial Revolution”  - Written analysis of how the industrial revolution changed the way that families lived and worked during the Industrial Revolution  - Students will work in groups to research innovations in one of several areas (farming, textiles, power sources, transportation) during the Industrial Revolution. Each group will create a poster on their assigned area to present orally to the class.  - Students will begin to fill in the worksheet “The Frame Routine” with information about Industrialism |
| 9 | World War I | H2.[912].16 Examine the roles of **nationalism**, **imperialism**, and religion in the building and development of nations.  H4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of questions accompanying the PowerPoint “Nationalism & Reform in Europe”  - Creation of an acrostic poem based on the word “Nationalism”  - Students will complete the questions regarding “Colonial Rule in Southeast Asia”.  - Written analysis of the impact of colonial rule on colonies in Southeast Asia |
| 10 | World War I | H2.[912].16 Examine the roles of **nationalism**, **imperialism**, and religion in the building and development of nations.  H4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Written analysis of why resistance movements were often led by natives who had lived and been educated in the West  - Completion of questions accompanying the PowerPoint “Empire Building in Africa”  - Written analysis of why the British were interested in Africa, and what other countries claimed parts of East Africa  - Completion of the activity “Imperialist Dinner Party” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) in which each student will research a historical figure relating to imperialism, introduce him/herself, and prepare questions to ask other dinner guests  - Students will continue to fill in the worksheet “The Frame Routine” using information about nationalism and imperialism |
| 11 | World War I | H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of questions regarding the PowerPoint “Causes of World War I”  - Written review of the terms in the acronym “MANIA” and the definition of each term  - Students will use the three column note taking method to take notes on the reading “The War”  - Written analysis of how government powers increased during World War I  - Written analysis of the quote “Promises not to go to war were worthless without a way to enforce these promises.”  - Completion of questions regarding the reading “The Futile Search for Stability”  - Close Read: “Fourteen Points” |
| 12 | World War I | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Students will create a graphic organizer to explain the causes and effects of the great depression  - Students will continue to fill in the worksheet “The Frame Routine” with information on the causes of World War I, and the aftermath  - As a class we will follow the directions of “Skill Builder: Analyzing Political Cartoons” to analyze a political cartoon created between the World Wars  - Students will create their own political cartoon for the time period leading up to, during, or immediately after World War I |
| 13 | World War II | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.  H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.  H4.[9-12].13 Discuss the causes, characteristics, and consequences of European and Japanese **imperialism** prior to World War II.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of activity “World War II: Japanese Expansion” in which students will research Japanese expansion after World War I and write a speech to the League of Nations explaining the threat  - Completion of questions regarding the PowerPoint “The Rise of Dictatorial Regimes”  - Students will define the terms: totalitarian state, and facism  - Completion of questions regarding the audio tutorial “Adolf Hitler” on www.sascurriculumpathways.com |
| 14 | World War II | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.  H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Students will complete a webquest in which they answer questions regarding the events leading up to World War II  - Students will create their own graphic organizer to review and describe the events leading up to World War II  - Students will complete a jigsaw in which they analyze primary sources from World War II (specifically the Holocaust) and report what they learned back to their home groups  - Completion of graphic organizer to accompany jigsaw activity |
| 15 | World War II | H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of questions based on the PowerPoint “The Three Solutions”  - Completion of questions regarding *The Last Days*, a documentary featuring five survivors of concentration camps, originally from Hungary, now all are Americans  - Completion of questions regarding the reading “Remembering the Holocaust” |
| 16 | World War II | H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.  H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world.  H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**  G8.[9-12].2 Describe the ways in which **technology** has affected the human capacity to modify the **physical environment** and evaluate possible **regional** and global impact. | - Completion of questions regarding the reading “The Course of World War II”  - Gallery Walk activity, in which students will work with a partner to read the story of a person who has been deemed Righteous Among the Nations. Each partnership will create a poster describing the story the highlights of the story they read, and create a drawing that represents the story. Posters will be hung around the classroom and students will complete a gallery walk  - Completion of webquest in which students will answer the question “Was dropping the atomic bomb necessary?” in the form of a written three minute speech |
| 17 | The Cold War | H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**  H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Students will create an outline for the reading “Development of the Cold War”  - Students will work with partners and will each be assigned a strategy of fighting from the Cold War to research and report to the class orally. Students will fill in a graphic organizer with an explanation of each strategy  - Close Read: “Harry Truman Remembers the Truman Doctrine” from *Memoirs of Harry S. Truman*  - Completion of writing exercise worksheet to accompany close read |
| 18 | The Cold War | H2.[9-12].22 Explain how the break-up of the Soviet Union and other eastern European **communist** governments led to the foundation of new nations  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems  H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**  H4.[9-12].15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the **Cold War** | - Close Read: “Harry Truman Remembers the Truman Doctrine” from *Memoirs of Harry S. Truman*  - Completion of writing exercise worksheet to accompany close read  - Completion of questions that accompany the PowerPoint “Eastern Europe”  - Completion of questions that accompany the audio tutorial “End of the Cold War” on [www.sascurriculumpathwas.com](http://www.sascurriculumpathwas.com) |
| 19 | The Modern World  End of the Year | H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Students will research international newspaper articles and fill out a “Current Events Analysis” worksheet  - Students must complete a reflection on this class for their Weebly portfolio as their final project. They should include assignments they are proud of, what they liked/didn’t like learning, what Social Studies skills they have improved/need to work on, accomplishments in the class, topics covered, etc. |

Bibliography

Spielvogel, Jackson J. *Glencoe World History*. New York, NY: Glencoe/McGraw-Hill, 2003. Print.