

World History Honors

Unit 1: Global Encounters

Stage 1: Desired Results

Standards & Indicators:

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Curriculum Standards:

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th Century.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.GeoGE.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.

6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: 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.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

World History Honors

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese Colonies.

6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.

6.2.12.CivicsPR.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).

6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

ENGLISH/LANGUAGE ARTS STANDARDS:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

World History Honors

- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

World History Honors

9.4.12.DC.3	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • New ideas can influence politics, economics, and culture—changing the shape of history. • Changes in intellectual thought, as well as discontent and instability, can lead to reform. • The movement of people, goods, and ideas can have positive and negative impacts. • The struggle for power during times of conflict, and the resulting search for stability, can lead to the absolute power of a single ruler. • The expansion of empires, which can be fueled by the desire for political and economic gain or by conflicts over religion, can have lasting effects on a region's people, culture, and ways of life. • The emergence of kingdoms and dynasties, which can be fueled by the desire for political and economic gain or by conflicts over religion, can have lasting effects on a region's people, culture, and ways of life. • During the Post-Classical time frame, the Silk Road and Indian Ocean trade routes expanded in their use while new trade routes, such as the Trans-Saharan route, 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • 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? • What are the effects of political and economic expansion? • What effect might social, economic, and religious conflicts have on a country? • How would the exercise of absolute power affect a country? • What factors help unify an empire? • How can the creation of a new empire impact the people and culture of a region? • What factors help unify a kingdom or dynasty? • How can external forces influence a kingdom or dynasty? • How did the networks of communication and exchange change and stay the same during the Post-Classical Era? • What new political structures and belief systems developed from 600-1450 CE and how did they impact the interaction between societies? • Why are there both positive and negative consequences of navigational technology?
---	--

World History Honors

<p>were spurred by increasing contacts between regions.</p> <ul style="list-style-type: none"> • New political structures and belief systems develop in the Middle East, Europe, and Asia leading to the exchange of goods and ideas through trade and conflict. • Navigational technology made trade and communication easier and faster, but also led to the spread of disease and increase in conflict between civilizations. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • The Renaissance emphasized secularism, ties to the ancient Greeks and Romans, and individual abilities. • The desire for the reform of the Catholic Church, along with political instability, led to the emergence of Protestantism. • Different forms of Protestantism emerged in Europe as the Reformation spread, and that the Catholic Church underwent its own Reformation. • Europeans began exploring the world in the 1400s, and several nations experienced economic growth through conquest, competition, and trade which resulted in the movement of goods, people, and ideas, creating the first global economic systems. • Interactions between various peoples in Latin American colonies were complex and that Portugal and Spain reaped profits from the natural resources and products of their colonies. • Social, economic, and religious conflicts challenged the established political order throughout Europe. • The Ottomans created a strong empire through expansion, mastery of technology, religious toleration, and artistic achievements but after reaching its high points under Süleyman the Magnificent, the Ottoman Empire began to disintegrate. • The Şafavid Empire, unified as a Shia nation, fought with the Ottomans for control of territory and religion. • The Moguls established a new dynasty and brought a new era of unity to the Indian subcontinent. • During the Ming and Qing dynasties, China kept its contact with Europe through trade and missionaries under tight control and Chinese society was organized 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Identify examples of the human-focused worldview of Renaissance artists and compare and contrast the idea of liberal arts during the Renaissance and today. • Draw conclusions about the causes of reform of the Catholic Church and understand the development of Protestantism and changes in the Catholic Church. • Compare and contrast the Catholic Church and Protestant groups during the Reformation. • Discuss the motivations behind European exploration. and describe the routes and conquests of Portuguese and Spanish explorers. • Understand the places and regions involved in the Columbian Exchange and the slave trade. • Identify the causes and effects of European expansion into Africa. • Follow the expansion of the Ottoman Empire and understand the political and religious structure of the Ottoman Empire. • Identify the ways in which the Ottomans conquered the Byzantine Empire and expanded into Asia, Africa, and Europe. • Sequence information relating to the conflicts between the Ottomans and the Şafavids and identify the causes of the disintegration of the Ottoman Empire. • Compare and contrast Sunni and Shia Islam. • Describe the location and extent of the Ming and Qing dynasties. • Identify perspectives on trade between China and Europe. • Identify the causes and effects of Japanese isolation. • Compare and contrast Japan's three great unifiers. • Make generalizations about the trade, industry, and arts that flourished during the Tokugawa era. • Draw conclusions about the factors that led Korean rulers to limit contact with foreign countries. • Compare and contrast the religious systems that developed in or spread to southeast Asia.

World History Honors

<p>around the family, remained largely agricultural, and flourished culturally.</p> <ul style="list-style-type: none"> • The political unification of Japan resulted in warfare and complicated economic and social changes between the sixteenth and eighteenth centuries. • The history of Korea has been marked by the presence of dominating neighbors and isolationism. • While various religious and political systems developed in southeast Asia, Europeans struggled to control the profitable spice trade. 	
---	--

Interdisciplinary Connections:

Compare and contrast various art from the Renaissance period with artistic movements today.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

Argumentative

Informative/Explanatory

Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Learning for Justice](#)
- [Facing History & Ourselves](#)

World History Honors

<p>Document based questions</p> <p>Effective Questioning</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Lecture</p> <p>Modeling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Summarizing</p>			
<p>Differentiation</p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

World History Honors

depending on how a student is performing.	they can tutor each other.	*Allow for individual, partner or group work	
*Think, Pair, Share	*Think, Pair, Share	*Carousel activity to review or introduce material	
*Carousel activity to review or introduce material	*Excel charts to compile information	*Kahoot to introduce/conclude lessons	
*Digital Portfolios for Essay Writing	*Kahoot to introduce/conclude lessons	*Google Classroom	
*Google Classroom	*Google Classroom	*Google docs to turn in complete work	
*Google docs to turn in and complete work	*Google docs to turn in and complete work	*EdPuzzle	
*EdPuzzle	*EdPuzzle		

Unit 2: Revolutions and Change

Stage 1: Desired Results

Standards & Indicators:

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Curriculum Standards:

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and Revolution.

6.2.12.CivicsDP.3.b: Use data and evidence to 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.

6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of Imperialism.

World History Honors

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political Independence.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

ENGLISH/LANGUAGE ARTS STANDARDS:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

World History Honors

- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

World History Honors

9.4.12.DC.3	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
-------------	--	--

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • The emergence of kingdoms and dynasties, which can be fueled by the desire for political and economic gain or by conflicts over religion, can have lasting effects on a region's people, culture, and ways of life. • Political, economic, and social conflict can change the roles of citizens and the structures of political systems. • Periods of transition in history are marked by innovation and revolution. • Industrialization can bring changes to economic, social, and political structures. • Industrialization and the desire for resources can motivate countries to seek control over other countries. • The emergence of the Atlantic trade circuit has a negative impact on the population of the Americas and Africa through the spread of disease and the slave trade; however, the movement of new animals and crops will dramatically improve the lives of many in the Americas and Europe. • New empires expanded through trade and conquest, using new navigational technology and new military technology with the emergence of gunpowder. • The development of new economic systems and trade contribute to the emergence of new political and economic elites, as well as new hierarchies based on ethnicity and race. 	<p><u>Essential/Guiding Question:</u></p> <ol style="list-style-type: none"> 1. What factors help unify a kingdom or dynasty? 2. How can external forces influence a kingdom or dynasty? 3. What causes revolution? 4. How does revolution change society? 5. How can innovation affect ways of life? 6. How does revolution bring about political and economic change? 7. How can industrialization affect a country's economy? 8. How are political and social structures influenced by economic changes? 9. What are the causes and effects of imperialism? 10. How do some groups resist control by others? 11. How did colonization impact the environment and demographics of both the Eastern and Western Hemispheres? 12. How did new empires expand differently than previous periods? 13. How does globalization impact the development of new social classes and forms of labor?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • During the Ming and Qing dynasties, China kept its contact with Europe through trade and missionaries under tight control and society was organized around the family, remained largely agricultural, and flourished culturally. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Describe the location and extent of the Ming and Qing dynasties. • Identify perspectives on trade between China and Europe. • Identify the causes and effects of Japanese isolation. • Compare and contrast Japan's three great unifiers.

World History Honors

<ul style="list-style-type: none"> • Political unification of Japan resulted in warfare and complicated economic and social changes between the sixteenth and eighteenth centuries. • The history of Korea has been marked by the presence of dominating neighbors and isolationism. • While various religious and political systems developed in southeast Asia, Europeans struggled to control the profitable spice trade. • The causes of the French Revolution and the ideas and events that shaped the course of the French Revolution. • Napoleon's role in the French Revolution and how the revolution changed France. • The Industrial Revolution changed the way people lived and worked. • Italy and Germany achieved unification in the mid-1800s, but not all national groups were able to accomplish their goals. • During the nineteenth century, many Latin American countries gained their independence but became economically dependent on Western powers. • The Second Industrial Revolution resulted in an increased urban population and a growing working class and new social movements. • New imperialism, Westerners controlled vast territories, exploited native populations, and opened markets for European products. • That virtually all of Africa was under European rule by the year 1900. • That the British brought stability to India but destroyed native industries and degraded Indians. • That the independent Latin American countries were dominated by the United States. 	<ul style="list-style-type: none"> • Draw conclusions about the factors that led Korean rulers to limit contact with foreign countries. • Compare and contrast the religious systems that developed in or spread to southeast Asia • Draw conclusions about the causes and effects of the French Revolution. • Identify how human rights were influenced by different ideas during the French Revolution. • Identify Napoleon's role in the French Revolution and describe how the revolution changed France. • Identify the causes and effects of the Industrial Revolution in Great Britain. • Understand the revolutionary outbursts in the 1830s. • Compare and contrast the ways in which Latin American countries gained their independence. • Summarize the ways in which the Industrial Revolution heightened interest in scientific research. • Identify the causes and effects of urbanization in the late eighteenth and early nineteenth centuries. • Describe the political developments in western, central, and eastern Europe in the late nineteenth century. • Identify the causes of imperialism and compare and contrast direct and indirect rule in southeast Asia • Compare and contrast British and French ruling styles and their effects on African colonies. • Identify the causes and effects of the Sepoy Mutiny (Great Rebellion). • Explain the importance of the Panama Canal. • Describe the events leading up to the Mexican Revolution.
--	--

Interdisciplinary Connections:

Students will use textual evidence to write essays which will compare perspectives between mainstream and marginalized people.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes
 Presentations
 Research Projects
 Writing
 Argumentative
 Informative/Explanatory

World History Honors

	Narrative Digital Portfolios Debates Group and Individual Projects Small Groups Interviews Classroom Interaction Simulations Minute Paper One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
--	--

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	<u>Resources:</u> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas, Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves
---	---

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author's position and provide	*Visual learners create a graphic organizer of the topic.	*Offer alternate assessments/assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504

World History Honors

<p>evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
---	---	--	--

World History Honors

Unit 3: The Great Wars

Stage 1: Desired Results

Standards & Indicators:

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Curriculum Standards:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide

6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.EconEM.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.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.HistoryCC.4.c: 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.

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

World History Honors

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

ENGLISH/LANGUAGE ARTS STANDARDS:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

World History Honors

- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	There are different ways you can influence government policy to improve your financial situation.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving

World History Honors

		process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.DC.3	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • The desire for economic and political gain can result in changes within and between cultures. • War is shaped by political motivations and relationships, as well as by technological innovations. • Economic instability can lead to social and political change. • Nationalism can trigger political, social, and economic change in a country. • Political motivations and relationships are often the cause of war, while human suffering and environmental destruction are often the result. • Growing population worldwide has been supported by new advances in transportation and medicine while new technology has allowed humans to consume more resources impacting the environment. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How can new ideas accelerate economic and political change? • How do cultures influence each other? • 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? • Why do political actions often lead to war? • How does war impact society and the environment? • How do scientific and technological advances impact the environment and demographics globally? • Why are the World Wars and the Cold War examples of modern warfare and how do they change the global political landscape?
--	--

World History Honors

<ul style="list-style-type: none"> Technological advancements have dominated warfare in the 20th century causing human casualties on an unprecedented scale while leading to political divisions such as Cold War rivalries, Decolonization, and new nationalistic movements 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> Reforms led to a revolution in China, and the arrival of Westerners brought changes to its culture and economy. Western intervention opened Japan to trade, and the interaction between Japan and Western nations led to a modern industrial Japanese society. Militarism, alliances, imperialism, nationalism, and a crisis in the Balkans led to World War I. The fall of the czarist regime and the Russian Revolution put the Communists in power in Russia. Peace and prosperity were short-lived after World War I as a global depression weakened Western democracies. By 1939, many European countries had adopted dictatorial regimes that aimed to control every aspect of their citizens' lives for state goals. Hitler's totalitarian state was widely accepted, but German Jews and minorities were persecuted. The quest for national self-determination led to the creation of Turkey, Iran, and Saudi Arabia. The Balfour Declaration supported the creation of a national Jewish homeland in Palestine. Nationalism led the people of Africa and Asia to seek independence. During the 1920s, Chiang Kai-shek and Mao Zedong struggled to lead a new Chinese state. In Latin America, the Great Depression made politics unstable, and in many cases, military dictatorships were the result. The ambitions of Japan and Germany paved the way for the outbreak of World War II. Allied perseverance, effective military operations, and Axis miscalculations ended World War II. How civilians on the home front were affected by the war through mobilization and bombing raids. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> Understand the Open Door policy. Identify the series of events that led to the fall of the Qing dynasty. Make generalizations about how the Meiji government modernized Japan. Compare and contrast the ways in which Western nations and Japanese culture influenced one another. Identify the causes of World War I. Compare and contrast the Eastern Front and the Western Front of the war and identify the effects of new technologies on warfare. Summarize how Lenin and the Bolsheviks gained control of Russia. Identify the relationships between Wilson's Fourteen Points, the League of Nations, the Treaty of Versailles, and the legacy of World War I. Identify the effects of the Great Depression on government and politics. Identify instances of propaganda in Fascist Italy and summarize the ways Mussolini exploited people's fears. Identify the causes and effects of Stalin's plans of collectivization. Describe the economic devastation Germany experienced after World War I. Describe Hitler's totalitarian state and the use of propaganda. Identify the causes and effects of the decline and fall of the Ottoman Empire. Identify why Africans wanted to end colonial rule and how they resisted colonial rule. Describe Gandhi's approach of civil disobedience as he led India's independence movement. Compare and contrast urban and rural China to identify some of the problems Chiang Kai-shek faced. Explain how Latin American economies were affected by foreign investments and compare and contrast the ways in which Latin American countries responded to turmoil. Identify the causes and major events of WWII. Identify the relationship between geography and Japan's seizure of Manchuria and North Korea.

World History Honors

<ul style="list-style-type: none"> • The Holocaust claimed the lives of six million Jews. • Allied victories forced Germany and Japan to surrender unconditionally. • After World War II, a new set of Cold War problems faced the international community. 	<ul style="list-style-type: none"> • Understand the ways in which countries mobilized civilians for the war effort. • Understand the causes and effects of the Holocaust. • Understand the importance of the bombing of Hiroshima and Nagasaki. • Explain the basis of the Cold War.
--	--

Interdisciplinary Connections:

Students will analyze numerical data charts comparing the allied and axis populations, and military capacity upon entering WWII. This demonstrates an interdisciplinary connection to graphing and charts.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes
 Presentations
 Research Projects
 Writing
 Argumentative
 Informative/Explanatory
 Narrative
 Digital Portfolios
 Debates
 Group and Individual Projects
 Small Groups
 Interviews
 Classroom Interaction
 Simulations
 Minute Paper
 One Sentence Summary
 Pro-Con Grid
 Student generated Test Questions
 Goal Ranking
 Process Analysis
 Chain Notes
 Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw
 KWL Charts
 Reflection and Response
 Socratic Seminar
 Think-Pair-Share
 Academic vocabulary and language
 Cooperative learning
 Debate
 Direct instruction
 Current Events
 Document based questions
 Effective Questioning
 Flexible/strategic grouping

Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Learning for Justice](#)
- [Facing History & Ourselves](#)
- [*NJ Commission on Holocaust Education](#)

World History Honors

Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author’s position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic *Think of a situation that happened to a character in history and a present different outcome. *Use of multiple texts, supplementary materials and computer programs *Independent and small group projects chosen by students based on interest *Student centered activities with the teacher as a guide *Use of Jigsaw *Adaptive assessments that get easier or harder depending on how a student is performing. *Think, Pair, Share	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *Use of student created charts and models *Varying sets of reading comprehension questions to answer for a given chapter *Adaptive assessments that get easier or harder depending on how a student is performing. *Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other. *Think, Pair, Share *Excel charts to compile information	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic. *Break some students into reading groups to discuss the assignment. *Allow students to read individually if preferred. *Have students define terms with pictures rather than words. *Supply notetaking organizers and peer buddies *Supply highlighted texts & worksheets *Think, Pair, Share *Allow for individual, partner or group work *Carousel activity to review or introduce material	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none">• breaking assignments into smaller tasks,• giving directions through several channels (auditory, visual• kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: <ul style="list-style-type: none">• Extended time• Provide visual aids• Repeated directions• Differentiate based on proficiency• Provide word banks• Allow for translators, dictionaries

World History Honors

*Carousel activity to review or introduce material *Digital Portfolios for Essay Writing *Google Classroom *Google docs to turn in and complete work *EdPuzzle	*Kahoot to introduce/conclude lessons *Google Classroom *Google docs to turn in and complete work *EdPuzzle	*Kahoot to introduce/conclude lessons *Google Classroom *Google docs to turn in complete work *EdPuzzle	
--	--	--	--

Unit 4: The 20th and 21st Century

Stage 1: Desired Results

Standards & Indicators:

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Era 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Curriculum Standards:

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

World History Honors

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.HistoryCC.5.a: 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.

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.e: 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, Middle East).

6.2.12.HistoryCC.5.f: 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.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

World History Honors

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

ENGLISH/LANGUAGE ARTS STANDARDS:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

World History Honors

<p>W.WP.9–10.4. Writing.Process.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.SE.9–10.6. Writing.Sources of Evidence.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.DC.3	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Differences in political ideology can create conflict and influence government policies. 		Essential/Guiding Question: <ul style="list-style-type: none"> How does conflict influence political relationships?

World History Honors

<ul style="list-style-type: none"> • The transition to independence can be characterized by political conflict, economic dependence, and social change. • War brings political, economic, and social change to countries in positive and negative ways. • Political change can result in new economic and social relationships between countries. • Political and economic relationships on a global scale can result in social and environmental challenges. • Growing population worldwide has been supported by new advances in transportation and medicine while new technology has allowed humans to consume more resources impacting the environment. • Technological advancements have dominated warfare in the 20th century causing human casualties on an unprecedented scale while leading to political divisions such as Cold War rivalries, Decolonization, and new nationalistic movements. • The end of global conflicts of the 20th century as well as increasing globalization have caused the rise of popular and consumer cultures, reevaluation of the traditional social hierarchy, and growth of international economic organizations and trade networks. 	<ul style="list-style-type: none"> • How might the struggle for political independence lead to conflict? • How can economic relationships be affected by political relationships? • How does war result in change? • What challenges may countries face as a result of war? • What motivates political change? • How can economic and social changes affect a country? • What influences global and economic relationships? • How do social and environmental issues affect countries differently? • Why are the World Wars and the Cold War examples of modern warfare and how do they change the global political landscape? • How have the events of the 20th and 21st century shaped the development of new economic, social, and cultural structures?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • A period of conflict known as the Cold War developed between the United States and the Soviet Union after 1945, dividing Europe. • The policies the Chinese Communist government set up in 1949 failed to bring prosperity. • Political divisions that developed during the Cold War led to the Korean War, the Cuban Missile Crisis, and the Vietnam War. • British India and colonies throughout southeast Asia gained independence following World War II, but independence was often followed by continual conflict. • Recurring violence and continuing efforts at international mediation have been the norm in the Middle East for decades. • After independence, many African nations faced political, economic, social, and health challenges. • During the Cold War, Latin American countries faced political and economic 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Sequence events surrounding the Cold War and compare and contrast information to learn how political divisions led to the arms race. • Summarize China's relationship with the United States and the Soviet Union during the Cold War. • Summarize the roles of Jawaharlal Nehru, Indira Gandhi, and Mother Teresa in the new India. • Identify the relationship between East and West Pakistan and the conflicts between the two. • Draw conclusions about the Arab-Israeli conflict. • Sequence information about the Iranian Revolution, the Iran-Iraq War, and Afghanistan. • Compare and contrast the ways in which tension between old and new affects African society. • Summarize the economic status of Latin American economies and their relationship to the United States. • Compare and contrast domestic policies of Western European countries between 1945 and 1989. • Summarize the aspects of Soviet control of Eastern Europe and identify the causes and effects of Eastern European resistance to Soviet control.

World History Honors

<p>challenges from the involvement of the United States and the Soviet Union.</p> <ul style="list-style-type: none"> • Popular revolutions helped end Communist regimes in Eastern Europe. • The factors that led to conflict in Yugoslavia. • Modern China is not a democracy, but has become a world economic power; • Japan's economy has slowed; and that political tensions remain between North and South Korea. • The desire for a better life has led to economic and social reforms as well as popular uprisings and movements toward democracy in Africa, Asia, Latin America, and the Middle East. • Under Deng Xiaoping, China ended the Cultural Revolution and modernized the Chinese economy. • In the twenty-first century, China has become a world economic power. • Conflict continues in the Kashmir region between India and Pakistan. • Causes and effects of the drug war in Mexico in the early 2000s and that Latin America countries have worked toward reforming social and economic structures but challenges remain. • The Middle East and North America is one of the most unstable regions in the world. • Developments in the Israeli-Palestinian conflict since the 1990s. • A movement toward democracy and a desire for a better life have led people throughout Africa and the Middle East to call for changes to existing political and economic structures. • Globalization affects national, regional, and world economies. • The opportunities and challenges presented by science, technology, and the environment in the late twentieth and early twenty-first centuries. 	<ul style="list-style-type: none"> • Draw conclusions about the patterns of long-term economic change in Japan and South Korea. • Understand the causes of continuing tensions between North Korea and South Korea. • Compare and contrast economic, social, and political issues in world regions in the post–Cold War period. • Understand the role of government corruption in regime changes in Pakistan since the late 1990s. • Draw conclusions about the impact of terrorism. • Explain how UN agencies work to solve problems. • Understand that poverty, hunger, and health pandemics continue to plague many developing countries. • Identify and understand the costs and benefits of globalization. • Compare the roles of the World Bank, the International Monetary Fund, and the World Trade Organization. • Summarize the ways in which scientific discoveries and medical advancements have transformed society. • Explain responses to environmental challenges.
---	---

Interdisciplinary Connections:

Students will use textual evidence to write essays which will compare perspectives between mainstream and marginalized people.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes
Presentations

World History Honors

	<p>Research Projects</p> <p>Writing</p> <p>Argumentative</p> <p>Informative/Explanatory</p> <p>Narrative</p> <p>Digital Portfolios</p> <p>Debates</p> <p>Group and Individual Projects</p> <p>Small Groups</p> <p>Interviews</p> <p>Classroom Interaction</p> <p>Simulations</p> <p>Minute Paper</p> <p>One Sentence Summary</p> <p>Pro-Con Grid</p> <p>Student generated Test Questions</p> <p>Goal Ranking</p> <p>Process Analysis</p> <p>Chain Notes</p> <p>Group Work Evaluations</p>
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Jigsaw</p> <p>KWL Charts</p> <p>Reflection and Response</p> <p>Socratic Seminar</p> <p>Think-Pair-Share</p> <p>Academic vocabulary and language</p> <p>Cooperative learning</p> <p>Debate</p> <p>Direct instruction</p> <p>Current Events</p> <p>Document based questions</p> <p>Effective Questioning</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Lecture</p> <p>Modeling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Summarizing</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • Learning for Justice • Facing History & Ourselves
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>	

World History Honors

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual) • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

World History Honors

Pacing Guide

Honors World History	Content/Resources	Standards
MP: 1 or 3	McGraw Hill World History and Geography	
UNIT 1 Global Encounters Days: 26 days Fall Semester: September-October Spring Semester: February-March The Renaissance and Reformation (7 days) <ul style="list-style-type: none"> The Italian States The Art of the Renaissance The Protestant Reformation The Age of Exploration (6 days) <ul style="list-style-type: none"> European Exploration and Expansion The First Global Economic Systems Colonial Latin America The Muslim Empire (6 days) <ul style="list-style-type: none"> The Rise and Expansion of the Ottoman Empire The Ottomans and the Safavids The Mogul Empire The East Asian World (7 days) <ul style="list-style-type: none"> The Ming and Qing Dynasties The Reunification of Japan The Kingdoms of Korea and Southeast Asia 	World History: Modern Times (McGraw-Hill 2023) Topic 2 The Renaissance and Reformation Newsela: Renaissance Newsela: Reformation Newsela: Protestant Reformation World History: Modern Times (McGraw-Hill 2023) Topic 4 Exploration and Colonization Newsela: Exploration Newsela: Colonial Latin America World History: Modern Times (McGraw-Hill 2023) Topic 3 Asian Empires Newsela: Development of Ottomans Newsela: Ottomans and Safavids Newsela: Mughal Empire Newsela: Ming Dynasty Newsela: Qing Dynasty	6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g 6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.GeoPP.2.a 6.2.12.EconGE.2.a 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a RI.CR.9–10.1. RI.CI.9–10.2. RI.PP.9–10.5. RI.MF.9–10.6. W.AW.9–10.1.A.B.C.D.E. W.IW.9–10.2.A.B.C.D.E.F. W.WP.9–10.4. W.SE.9–10.6.
MP: 1 or 3	McGraw Hill World History and Geography	
UNIT 2 Revolutions and Change Days: 22 days Fall Semester:	World History: Modern Times (McGraw-Hill 2023) Topic 5 Absolutism, the Enlightenment, and Revolution Newsela: Scientific Revolution ,	6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a

World History Honors

<p>October-November (End by Marking Period 1)</p> <p>Spring Semester: March-April (End by Marking Period 3)</p> <p>The Enlightenment and Revolutions (4 days)</p> <ul style="list-style-type: none"> ○ The Scientific Revolution ○ The Ideas of the Enlightenment ○ Enlightenment and Absolutism <p>The French Revolution and Napoleon (4 days)</p> <ul style="list-style-type: none"> ○ The French Revolution ○ The Impact of the Revolution ○ The Rise and Fall of Napoleon <p>Industrialization and Nationalism (7 days)</p> <ul style="list-style-type: none"> ○ The Industrial Revolution ○ Nationalism and Political Revolution ○ Nation Building in Latin America <p>The Reach of Imperialism (7 days)</p> <ul style="list-style-type: none"> ○ Colonial Rule in Southeast Asia ○ Empire Building in Africa ○ British Rule in India ○ Imperialism in Latin America 	<p>Newsela: Enlightenment</p> <p>Newsela: Enlightenment and Absolutism</p> <p>Newsela: French Revolution and Napoleon</p> <p>World History: Modern Times (McGraw-Hill 2023) Topic 7 Industrial Revolution and Mass Society</p> <p>Newsela: Industrial Revolution</p> <p>World History: Modern Times (McGraw-Hill 2023) Topic 8 Imperialism</p> <p>Newsela: Imperialism</p> <p>Newsela: British rule in India</p>	<p>6.2.12.GeoGI.3.a 6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.EconET.3.a 6.2.12.EconET.3.b 6.2.12.HistoryCC.3.b 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.3.c</p> <p>RI.CR.9–10.1. RI.CI.9–10.2. RI.PP.9–10.5. RI.MF.9–10.6. W.AW.9–10.1.A.B.C.D.E. W.IW.9–10.2.A.B.C.D.E.F. W.WP.9–10.4. W.SE.9–10.6.</p>
<p>MP: 2 or 4</p>	<p>McGraw Hill World History and Geography</p>	
<p>UNIT 3 The Great Wars Era</p> <p>20 days</p> <p>Fall Semester: November-December</p> <p>Spring Semester: April-May</p> <p>Challenge and Tradition in East Asia (5 days)</p> <ul style="list-style-type: none"> ○ The Decline of the Qing Dynasty ○ Revolution in China ○ Rise of Modern Japan 	<p>World History: Modern Times (McGraw-Hill 2023) Topic 8 Imperialism Lesson 7 - Imperialism and Revolution in China</p> <p>Newsela: Decline of Qing Dynasty</p> <p>Newsela: Opium Wars</p> <p>World History: Modern Times (McGraw-Hill 2023) Topic 9 World War I and Its Aftermath</p> <p>Newsela: World War I</p> <p>Newsela: Russian Revolution</p>	<p>6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h</p>

World History Honors

<p>WWI and the Russian Revolution (5 days)</p> <ul style="list-style-type: none"> WWI: Beginning and major events The Russian Revolution The End of the War and impact <p>The East and West Between the Wars (5 days)</p> <ul style="list-style-type: none"> The Rise of Dictators The Great Depression Nationalistic Movements <p>WWII (5 days)</p> <ul style="list-style-type: none"> WWII Begins Major Events of the War The Holocaust The End of the War and Impact 	<p>Newsela: Between Wars</p> <p>Newsela: Great Depression</p> <p>World History: Modern Times (McGraw-Hill 2023) Topic 10 World War II</p> <p>Newsela: WWII</p>	<p>6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c</p> <p>RI.CR.9–10.1. RI.CI.9–10.2. RI.PP.9–10.5. RI.MF.9–10.6. W.AW.9–10.1.A.B.C.D.E. W.IW.9–10.2 A.B.C.D.E.F. W.WP.9–10.4. W.SE.9–10.6.</p>
<p style="text-align: center;">MP: 2 or 4</p>	<p style="text-align: center;">McGraw Hill World History and Geography</p>	
<p>UNIT 4 The 20th and 21st Century</p> <p>Days: 24 days</p> <p>Fall Semester: December-January (End by Marking Period 2)</p> <p>Spring Semester: May-June (End by Marking Period 4)</p> <p>The Cold War (6 days)</p> <ul style="list-style-type: none"> The Cold War Begins China After WWII Cold War Conflicts <p>Independence and Nationalism (6 days)</p> <ul style="list-style-type: none"> South and Southeast Asia The Middle East Africa Latin America <p>Life During the Cold War (6 days)</p> <ul style="list-style-type: none"> Western Europe and North America Eastern Europe and Soviet Union The Asian Rim 	<p>World History: Modern Times (McGraw-Hill 2023) Topic 12 The Cold War</p> <p>Newsela: The Cold War Begins</p> <p>World History: Modern Times (McGraw-Hill 2023) Topic 11 Independence and New Challenges</p> <p>Newsela: Geography of Middle East</p> <p>Newsela: Africa and Middle East Independence</p> <p>Newsela: Eastern Europe and Soviet Union</p>	<p>6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.GeoPP.5.a 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE.6.b 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a</p> <p>RI.CR.9–10.1. RI.CI.9–10.2.</p>

World History Honors

Contemporary Global Issues (6 days) <ul style="list-style-type: none">○ Europe○ Asia○ The Middle East		RI.PP.9–10.5. RI.MF.9–10.6. W.AW.9–10.1.A.B.C.D.E. W.IW.9–10.2 A.B.C.D.E.F. W.WP.9–10.4. W.SE.9–10.6.
--	--	--