

Boonton School District

Course Title:	World History/Honors	Grade Level(s):	9th grade		
Curriculum Area / Level:	Social Studies	Credits:	5		
Course prerequisites and/or co-requisites:	None				
Course Description:	6.2 World History: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.				
Created by:	Robert Bongo	Date:	August 2016	BOE Approval:	9/26/16
District Equity Statement:	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.				

Division of Umbrella & Mini Units	
Umbrella Unit 1 Topic / Name: Connecting Hemispheres (500-1800)	Mini Unit(s) (<i>Add to the list of mini units as necessary</i>) 1A. The Middle Ages, the Renaissance and the Reformation 500-1600 1B. The Age of Exploration and Isolation 1400-1800
Umbrella Unit 2 Topic / Name: Absolutism to Revolution (1500-1800)	2A. Absolute monarchs in Europe 1500-1800 2B. The Scientific Revolution and Enlightenment 1550-1789 2C. The French Revolution and Napoleon 1789-1815
Umbrella Unit 3 Topic / Name: Industrialism and the Race for Empire (1700-1914)	Mini Unit(s) 3A. The Industrial Revolution 1700-1900 3B. The Age of Democracy and Progress 1815-1914 3C. The Age of Imperialism 1850-1914
Umbrella Unit 4 Topic / Name: The World at War (1900-1945)	Mini Unit(s) 4A. The Great War 1914-1918 4B. Years of Crisis 1919-1939 4C. World War II 1939-1945

UMBRELLA UNIT 1	
Title:	Connecting Hemispheres
Duration:	10 Weeks
Essential Questions:	<p>How do nations expand and consolidate their power?</p> <p>What factors lead to conflict between groups?</p> <p>How can global epidemics impact economic development?</p> <p>How do geographic and political factors lead to trade and economic growth?</p> <p>What role does religion play in individual and national choices?</p> <p>When does it become necessary for individuals to question and criticize authority?</p> <p>Is protest the only way to bring about change?</p> <p>Does art reflect society or does society reflect art?</p> <p>What should the relationship be between government and religion?</p> <p>Why would individuals and nations engage in policies of discovery and exploration?</p> <p>What happens when different peoples and cultures come in contact for the first time?</p> <p>What are the benefits and drawbacks of global interaction?</p> <p>Why have people throughout history been willing to enslave others?</p>
Summative Assessments: (Assessment at the end of the learning period)	<p>Unit 1 Pre-Test Benchmark (1st week of the unit),</p> <p>Unit 1 Post-Test Benchmark (10th week of the Unit)</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>"Think, Pair, Share", "3X Summarization", Extension projects, "Exit Slips", "Two Roses and a Thorn", Metacognition, "Quick Nod", Quizzes, Google Doc notes, "Make Predictions", Quick Writes, "Doodle It", Peer Assess, Self Assess.</p>
Differentiation:	<p>Using manipulatives, varying length of time for students to complete tasks, peer to peer check for understanding, provide materials that reflect a variety of cultures and levels, providing a copy of teacher notes if needed.</p>

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.2, 8.1.12.A.5, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	CRP8

MINI UNIT 1A	
Title:	The Middle Ages, the Renaissance and the Reformation 500-1600
Duration:	6 weeks
Overview:	Transition from the ancient world to the Middle Ages. European society is revitalized as classical art and ideas are embraced, improved upon during the Renaissance. The teachings of Catholicism are openly challenged during the Reformation.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The Catholic church was the dominant influence on people's' lives during the Middle Ages in Europe.	6.2.12.D.1.f
The Black Death had social, political,economic, and religious impact on Europe.	6.2.12.A.2
The conditions that gave rise to the Renaissance included trade networks, evolution of towns and cities, and Greek and Roman revival.	6.2.12.A.2.a, 6.2.12.D.2.a

The defining values of the Renaissance included Humanism, secularism, and the belief in the human capacity to create and achieve	6.2.12.A.2.a-6, 6.2.12.D.2.a
Essential artists, writers, scholars, and artwork that defined the Renaissance.	6.2.12.D.2.a
The Role of the printing press was instrumental in spreading the ideas of the Renaissance and Reformation.	6.2.12.A.2.a, 6.2.12.c.1.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Assess the impact of the printing press on the spreading of new ideas and concepts.	6.2.12.A.2.a., 6.2.12.c.1.e
Explain the role of the Catholic Church in maintaining political, economic, and religious authority.	6.2.12.A.2.a
Evaluate the impact of the Black Death.	6.2.12.A.2.a-6.2.12.A.4
Compare and contrast the ideas and values of the renaissance with those of the Middle Ages.	6.2.12.A.1a
Explain how the Renaissance spread throughout Europe.	6.2.12.A.2.a, 6.2.12.D.2.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The Catholic Church's dominance over people's lives during the Middle Ages.	6.1.12.A.2.a
The social, political and economic chaos spread by the Black Death.	6.2.12.A.2.a-6.2.12.D.2e

The Renaissance as a turning point in social, political, economic, and religious views during the Middle Ages.		6.2.12.A.2.a, 6.2.12.D.2.a
The importance of the printing press and a vehicle for change.		6.2.12.C.1.e
Resources Mini Unit 1A:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.	

MINI UNIT 1B		
Title:	The Age of Exploration and Isolation 1300-1800	
Duration:	4 weeks	
Overview:	New technologies allow Europeans and the Chinese to explore the globe leading to new trade routes, colonization and isolation.	
Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
Factors that led to European exploration of the new world including the term “God, Glory and Gold”.		6.2.12.C.1a-e
Reasons why China attempted to limit contact with foreign nations.		6.2.12.A.2.a-6.2.12.A.2c
New technologies that allowed for voyages of exploration.		6.2.12.C.1e

Factors that led Japan's return to a policy of isolation.	6.2.12.A.2.a-6.1.12.D.2e
How the balance of power in Europe was affected by the Age of Exploration.	6.6.2.12.C.1.d
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Read and analyze motives for European exploration and expansion.	6.6.2.12.C.1.d
Label routes of European, Chinese and Japanese explorers.	6.2.12.C.1.a
List and understand the significance of new technologies during the 1400 and 1500's that allowed for voyages of explorations to take place	6.1.12.C.1e
Diagram and explain the triangular trade network.	6.2.12D.1.a
Evaluate the consequences of the Atlantic slave trade.	6.2.12.D.1.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Motives that inspire men and nations to embark on voyages of exploration.	6.2.12.C.1.e
Countries desire to isolate themselves and limit contact with other countries.	6.2.12.C.1.a
The importance of new technologies in shaping	6.2.12.C.1.e

countries economic, political and social position in the world.	
How the world truly became a global economy as a result of the Age of Exploration	6.2.12.C.1.b
How men can enslave other men for economic gain.	6.2.12.D.1.c
Resources Mini Unit 1B:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

UMBRELLA UNIT 2	
Title:	Absolutism to Revolution (1500-1800)
Duration:	10 Weeks
Essential Questions:	<p>Why would people be willing to accept absolute rule?</p> <p>How much power should a governing body have over people?</p> <p>When is Civil war necessary?</p> <p>How might a country benefit from have all power concentrated in one ruler?</p> <p>What should be the obligations of a government to its people?</p> <p>What should the relationship be between the military and the government?</p> <p>How can science help us understand and challenge the world we live in?</p> <p>How do we know when something is true?</p> <p>How can we reconcile science and religion?</p> <p>What is the best way for citizens to bring about change?</p> <p>How can a revolution inspire other individual and political actions?</p> <p>Do all problems have a solution?</p> <p>What makes a person a leader?</p> <p>Why do military leaders become political leaders?</p> <p>How does a leader gain the support of his people?</p> <p>How does nationalism influence people?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Unit 2 Pre-Test Benchmark (given 1st week of the Unit)</p> <p>Unit 2 Post-Test Benchmark (given 10th week of the Unit)</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>“Think, Pair, Share”, “3X Summarization”, Extension projects, “Exit Slips”, “Two Roses and a Thorn”, Metacognition, “Quick Nod”, Quizzes, Google Doc notes, “Make Predictions”, Quick Writes”, “Doodle It”, Peer Assess, Self Assess.</p>

Differentiation:	Using manipulatives, varying length of time for students to complete tasks, peer to peer check for understanding, provide materials that reflect a variety of cultures and levels, providing a copy of teacher notes if needed.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.2, 8.1.12.A.5, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	CRP8. CRP4

MINI UNIT 2A		
Title:	Absolute Monarchs in Europe 1500-1800	
Duration:	3 Weeks	
Overview:	As feudalism declined, stronger national kingdoms in Spain, France, Austria, Prussia and Russia emerged under control of absolute rulers. In some countries it would work well. In others, it would lead to Revolution.	
Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
Spain's absolute power created a Golden Age for Spain in the 1500's. Her global expansion led to her decline.		6.2.12.A.2.c

The reign of Louis XIV of France would be the model for Absolute monarchs in Europe.	6.2.12.A.2.c
The 30 Years War was a religious and political war that would lead to the rise of absolutism in Prussia and Austria.	6.2.12.A.3.c
Russia under Peter the Great and Catherine the Great experience modernization in industry, education, art, and the military.	6.2.12.A.3.c
Parliamentary challenge to the British monarchs resulted in a civil war and the establishment of a constitutional monarchy.	6.2.12.A.3.c
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Define the concept of absolutism and divine right.	6.2.12.A.2.c, 6.2.12.A.3.c
Describe the rise and fall of Spanish absolutism and the role of key figures and events.	6.2.12.A.2.c
Explain why and how the policies of French kings and political leaders transformed France.	6.2.12.A.2.c
Describe the impact of Peter the Great and Catherine the Great on Russia and the rest of Europe.	6.2.12.A.2.c
Discuss the causes of the 30 Years War and the rise of absolute monarchs in Prussia and Austria.	6.2.12.A.2.c
Identify the causes of the English Civil War.	6.2.12.A.2.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	

The concept of absolutism and divine right monarchy.	6.2.12.A.2.c, 6.2.12A.3.c
Alternant forms/styles of governing people.	6.2.12.A.2.c
How religion issues can lead to war.	6.2.12.B.2.b
The role of modernization in the rise and struggle of Russia.	6.2.12.A.2.c
The factors that lead a nation to civil war.	6.2.12.A.2.c
Resources Mini Unit 2A:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

MINI UNIT 2B	
Title:	The Scientific revolution and the Enlightenment 1550-1789
Duration:	4 weeks
Overview:	Science and reason would set the stage during the 1500's as people began to question long standing beliefs and theories that were previously thought to be true. The Enlightenment would lead to new ideas and concept of the governance of people.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The Renaissance, exploration, and invention of the printing press were events that led to the Scientific	6.2.12.D.2.d

revolution.	
Scientific thought during the 16th and 17th centuries challenged the authority of the Church and classical beliefs.	6.2.12.D.2.d
Initial questioning of classical views began in astronomy with the development of the heliocentric view of the solar system.	6.2.12.D.2.d
The Catholic Church and other institutions punished individuals who promoted new scientific thought.	6.2.12.D.2.d
The Scientific Method is a set of techniques for acquiring new knowledge about the material world based on observable, measurable evidence.	6.2.12.D.2.e
New social and political theories on government emphasized democratic concepts, individual and natural rights, and the relationship between government and its citizenry.	6.2.12.D.2.d
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain factors that would lead to the Scientific Revolution.	6.2.12.D.2.d
Describe the difference between the geocentric and heliocentric theories of the universe.	6.2.12.D.2.d
Explain how the conflict between the geocentric and heliocentric theories led to wider political and religious conflict.	6.2.12.D.2.e
Identify major Enlightenment thinkers and their impact on social and political change.	6.2.12.A.2.a

Evaluate the long term political effects of the Enlightenment on both the American and French Revolutions.	6.2.12.A.2.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How scientific thought could challenge religious beliefs.	6.2.12.D.2.d
That scientific thought could lead to a “revolution”	6.2.12.D.2.d
How thinkers began to use science and reason to to bring about political and social change.	6.2.12.D.2.d
The ideas of the Enlightenment would influence and help inspire both the American and French Revolutions.	6.2.12.D.2.d
Resources Mini Unit 2B:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

MINI UNIT 2C		
Title:	The French Revolution and Napoleon 1789-1815	
Duration:	3 weeks	
Overview:	Driven by the example of the American Revolution and Enlightenment ideas such as liberty. Equality and democracy, the french would oust the government of Louis XVI and attempt to establish a new political order.	
Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
The French Revolution was propelled by civil unrest: widespread hunger and rigid social class structure kept large numbers of people impoverished.		6.2.12.A.2.a
Louis XVI was a weak and ineffective ruler as he failed to deal with a mounting financial crisis and civil unrest.		6.2.12.A.2.a
The American Revolution served as an influence for the French Revolution and inspired the creation of the declaration of the Rights of Man.		6.2.12.A.2.a
There were a number of political factions in France who undertook acts of aggression and violence to achieve political gain during the Revolution.		6.2.12.A.3.a
Napoleon's rise to power was due to the political turmoil of the French Revolution and his many military successes.		6.2.12.A.2.a. 6.2.12.A.2.c
Napoleon expanded his empire throughout most of Europe, however his planned continental system and invasion of Russia led to his fall.		6.2.12.A.2.c
Essential Outcomes - Upon completion of this course		Alignment to Standards

students will be able to (procedural):	
Summarize the key events that led to the French Revolution.	6.2.12.A.3.d
Identify the roles of key individuals in the revolution, such as Marie Antoinette, Marat, and Robespierre.	6.2.12.A.3.a
Analyze the goals and successes of the various political groups during the revolution.	6.2.12.A.3.a
Summarize the key steps Napoleon used to solidify his power and restore order to France.	6.2.12.A.3.d
Describe the key military and political strategies Napoleon used to conquer Europe and rule over an expanding empire.	6.2.12.A.3.a
Explain Napoleon's downfall.	6.2.12.A.3.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How civil unrest and an ineffective ruler can lead to violent revolution.	6.2.12.A.3.a
The unconventional path the French Revolution takes before ultimately being ruled by another "absolute monarch".	6.2.12.A.3.a, 6.2.12.A.3.c
How the noble ideas of the revolution can be corrupted by radical ideas.	6.2.12.A.3.a
How military supremacy can be used to conquer a continent.	6.2.12.A.3.d
How ambition can bring about the downfall of a powerful leader.	6.2.12.A.3.d

Resources Mini Unit 2C:

Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012.
Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator.
Library of Primary Sources-Holt McDougal World History.
Experiencing World History and Geography Workbook.
Modern World History Guided Reading Workbook.

UMBRELLA UNIT 3	
Title:	Industrialism and the Race for Empire
Duration:	10 weeks
Essential Questions:	<p>What makes an event or time period “revolutionary”?</p> <p>What conditions must exist in order for a an agricultural society to develop into an industrial society?</p> <p>How are socioeconomic classes affected by an increasingly industrial society?</p> <p>How do new technologies impact society?</p> <p>What is Capitalism?</p> <p>What is Socialism?</p> <p>What is Nationalism?</p> <p>Why would people risk their lives to defend their nation and their freedom?</p> <p>What makes it possible for a country to become an imperialistic nation?</p> <p>How do countries engage in imperialistic activities today?</p> <p>Who should benefit from natural resources in a given place?</p> <p>What makes a culture great?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Unit 3 Pre-Test Benchmark (given the 1st week of the Unit)</p> <p>Unit 3 Post-Test Benchmark (given the 10th week of the Unit)</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>“Think, Pair, Share”, “3X Summarization”, Extension projects, “Exit Slips”, “Two Roses and a Thorn”, Metacognition, “Quick Nod”, Quizzes, Google Doc notes, “Make Predictions”, Quick Writes”, “Doodle It”, Peer Assess, Self Assess.</p>
Differentiation:	<p>Using manipulatives, varying length of time for students to complete tasks, peer to peer check for understanding, provide materials that reflect a variety of cultures and levels, providing a copy of teacher notes if needed.</p>

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CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
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21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	CRP8. CRP4

MINI UNIT 3A	
Title:	The Industrial Revolution 1700-1900
Duration:	4 weeks
Overview:	There would be an explosion of inventions and technological advancements during the 1700 and 1800's. These improvements would pave the way for the Industrial Revolution. The global balance of power would shift as a result
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The Industrial Revolution began in England because of the availability of raw materials, markets, and government support.	6.2.12.B.3.b.
The use of the steam engine changed the nature of textile industrialization by allowing manufacturing centers to spread geographically.	6.2.12.B.3.b
The industrial Revolution inspired new ideas about	6.2.12.C.3.a

economics including capitalism, socialism, and communism.	
The transition from cottage industry to the factory system changed where and how people worked and lived.	6.2.12.B.3.b
During the late 1800's, cities grew and changed, while education, leisure time activities and the arts reflected those changing times.	6.2.12.B.3.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
List factors of production and explain their relationship to industrialization.	6.2.12.B.3.b
Explain how the steam engine advanced the industrial revolution.	6.2.12.B.3.c
Describe the key inventions that helped move the production of goods out of private home and propelled the industrial revolution.	6.2.12.B.3.c
Discuss how and why the Industrial revolution spread throughout Europe and other parts of the world.	6.2.12.B.3.c
Identify the changing economic theories of capitalism, socialism and communism.	6.2.12.C.3.a
Describe how new innovations created a new standard of living for urban and rural populations.	6.2.12.B.3.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards

Why the Industrial Revolution began in England.	6.2.12.B.3.b
What industrialization means.	6.2.12.C.3.a
The difference between capitalism, socialism and communism.	6.2.12.C.3.a
The relationship between industrialism and people standards of living.	6.2.12.B.3.b
Conditions that allowed the Industrial Revolution to thrive around the world.	6.2.12.B.3.b
Resources Mini Unit 3A:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

MINI UNIT 3B	
Title:	The Age of Democracy and Progress 1815-1914
Duration:	2 Weeks
Overview:	Urbanization and industrialization bring sweeping change to western nations. During this time, and spurred on by the demands of the people, Great Britain and France undergo democratic reforms.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
During the 1800's England instituted reforms in	6.2.12.C.3.b

response to abolition, suffrage and labor movements.	
In the 1800's, opposing groups in France clashed resulting in a new republic.	6.2.12.C.3.c
The Dreyfus Affair highlighted division in French society and revealed the extent of prejudice toward Jews in France.	6.2.12.C.3.c, 6.2.12.D.3.a
Early nationalism and liberation in Latin America affected the revolutionary movements in Haiti and other countries seeking independence from Europe.	6.2.12.C.3.f
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify the social, political and economic reforms in England and the effects on people's lives.	6.2.12.B.3.b
Recognize how the reform era helped to create a global empire for England.	6.2.12.B.3.b
Describe how France struggled with government reform in the 19th century.	6.2.12.B.3.a
Explain how global nationalism and liberalism led to revolutionary change in Latin America.	6.2.12.C.3.f
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How countries respond to their social, political and economic issues	6.2.12.B.3.b

England during the Victorian Age.	6.2.12.B.3.b, 6.2.12.C.3.a
The problem in France that caused her to eventually embrace democracy.	6.2.12.C.3.b
Revolutionary change in Latin America.	6.2.12.C.3.f
Resources Mini Unit 3B:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

MINI UNIT 3C	
Title:	The Age of Imperialism 1850-1914
Duration:	4 Weeks
Overview:	During the 19th and early 20th centuries, western powers divided up Africa and colonized large areas in Asia. At the Berlin Conference in 1884-84, European nations established rules for the division of Africa and other colonies with little regard for how their actions would affect the native people.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Feelings of nationalism grew in the populations that experienced occupation by other nations.	6.2.12.D.3.d, 6.2.12.D.3.e
Economic and political factors led England to be the leading imperial presence in India.	6.2.12.D.3.d

Western nations gained influence and power throughout Asia in the 1800 and 1900's.	6.2.12.D.3.d, 6.2.12.D.3.e
Economic factors, technological advancements and cultural motives led to European imperialism in Africa.	6.2.12.D.3.d, 6.2.12.D.3.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain the means, motives, and justifications of European imperialism in the 19th century.	6.2.12.D.3.d, 6.2.12.D.3.e
Explain the process of European and American acquisitions in Asia and the Americas.	6.2.12.D.3.d, 6.2.12.D.3.e
Describe what changes occurred on the African continent during the period of European imperialism.	6.2.12.D.3.d, 6.2.12.D.3.e
Describe the legacy of imperialism on African nations.	6.2.12.D.3.d, 6.2.12.D.3.e
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How nationalism grows in countries experiencing problems.	6.2.12.D.3.d, 6.2.12.D.3.e
Why England became the largest imperialistic nation in the world.	6.2.12.D.3.d, 6.2.12.D.3.e
Economic motives that drive countries to imperialism.	6.2.12.D.3.d, 6.2.12.D.3.e

Resources Mini Unit 3C:

Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012.
Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator.
Library of Primary Sources-Holt McDougal World History.
Experiencing World History and Geography Workbook.
Modern World History Guided Reading Workbook.

UMBRELLA UNIT 4	
Title:	The World at War (1900-1945)
Duration:	10 Weeks
Essential Questions:	<p>How can people avoid war?</p> <p>Why is man historically been unable to avoid war?</p> <p>When is war necessary?</p> <p>How and why would the population be enthusiastic about war?</p> <p>How can, after completing a devastating war, people engage in another devastating war just a few years later?</p> <p>How can people kill others in mass numbers like the Holocaust?</p> <p>Can people learn from war?</p> <p>How can we not repeat the mistakes from the past?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Unit 4 Pre-Test (given 1st week of the Unit)</p> <p>Unit 4 Post-Test (given 10th week of the Unit)</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>“Think, Pair, Share”, “3X Summarization”, Extension projects, “Exit Slips”, “Two Roses and a Thorn”, Metacognition, “Quick Nod”, Quizzes, Google Doc notes, “Make Predictions”, Quick Writes”, “Doodle It”, Peer Assess, Self Assess.</p>
Differentiation:	<p>Using manipulatives, varying length of time for students to complete tasks, peer to peer check for understanding, provide materials that reflect a variety of cultures and levels, providing a copy of teacher notes if needed.</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.2, 8.1.12.A.5, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	CRP8. CRP4

MINI UNIT 4A	
Title:	The Great War 1914-1918
Duration:	4 Weeks
Overview:	In the early 1900's in Europe, military buildup, nationalism, imperialism and the alliance system set the stage for a continental War.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
By 1914, militarism, the alliance system, imperialism and nationalism help to both avoid and then create a war.	6.2.12.A.4.a
Trench warfare creates a stalemate that prompted the use of new technology in battle.	6.2.12.B.4.a
World War I and social unrest resulted in revolution in Russia.	6.2.12.B.4.a
The terms of the peace agreement contained harsh penalties for Germany and establish the first global organization whose purpose was to maintain global peace.	6.2.12.D.4.b

Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Describe the alliance system and explain how those alliances contributed to war.		6.2.12.B.4.a
Explain how militarism, nationalism and imperialism contributed to war.		6.2.12.A.4.a
Identify the new modern warfare methods and strategies used in World War I.		6.2.12.B.4.b
Explain how Russian experiences in World War I contributed to revolution.		6.2.12.D.4.c
Describe how the Treaty of Versailles affected Germany.		6.2.12.D.4.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
The causes of World War I and how militarism, nationalism and imperialism contributed to war.		6.2.12.A.4.a
List new technologies and strategies that were used in World War I		6.2.12.C.4.d
In addition to World War I, what social issues contributed to Revolution.		6.2.12.D.4.c
The effect that the Treaty of Versailles had on Germany.		6.2.12.D.4.b
Resources Mini Unit 4A:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012.	

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MINI UNIT 4B		
Title:	Years of Crisis 1919-1939	
Duration:	2 Weeks	
Overview:	The postwar period was a time of uncertainty with widespread social unrest in Russia and China. The collapse of the American economy in 1929 triggered a depression that threatened the economic and political systems throughout the world.	
Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
What groups made up the Red Army and the White Army in Russia.		6.2.12.D.4.c
The role that Lenin and Stalin played during the Russian Revolution.		6.2.12.D.4.c
Why Imperial China collapses after the fall of the Qing dynasty.		6.2.12.A.5.a
How communism takes hold in China.		6.2.12.A.5.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Identify major problems facing Russia from		6.2.12.A.5.a

1800-1900.		
Identify the causes and long term effects of the Russian Revolution.		6.2.12.A.5
List the issues that plagued China during the late 1800s and early 1900's.		6.2.12.A.5.a
Explain how communism took hold in China in the early 1900's.		6.2.12.A.5.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
How long unresolved problems can lead to revolution.		6.2.12.A.5.a
Evaluate the impact of unlimited power of the Czar on the Russian population.		6.2.12.D.4.c
Discuss the difference between the Nationalists and the Communists parties in China during the communist takeover of China.		6.2.12.A.5.c
Resources Mini Unit 4B:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.	

MINI UNIT 4C	
Title:	World War II
Duration:	4 Weeks
Overview:	With Germany, Italy and Japan trying to build empires, they expand by conquering other nations leading to a second world war.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Events in Europe that lead up to World War II.	6.2.12.A.4.a
Europe's policy of appeasement leads Hitler to gain territory without declaring war.	6.2.12.B.4.a
The course of World War II prior to, and after America's entry into the war.	6.2.12.B.4.a
How people can kill mass numbers of people during the Holocaust.	6.2.12.A.4.d
Japan attacks Pearl Harbor bring the US into World War II	6.2.12.C.4.b
Allied victory in Europe and then the Pacific.	6.2.12.C.4.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Define appeasement and describe how it led to war with Germany.	6.2.12.A.4.a
List key events that led up to World War II.	6.2.12.C.4.b

Explain the war in the European theatre.	6.2.12.C.4.b
Explain the war in the Pacific theatre.	6.2.12.C.4.b
Describe how the Allies won the war.	6.2.12.C.4.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How people could allow world war to begin so soon after the devastation of World War I.	6.2.12.D.4.a
How Europe's policy of appeasement toward Hitler could lead to war.	6.2.12.C.4.b
The timeline of events that led to Allied victory over Germany and Japan..	6.2.12.C.4.b
The decision to drop the atomic bomb on Japan.	6.2.12.C.4.d
Resources Mini Unit 4C:	Text: Modern World History, Patterns of Interaction, Holt McDougal, c. 2012. Teacher One Step ExamView- CD, Patterns of Interaction quiz and test generator. Library of Primary Sources-Holt McDougal World History. Experiencing World History and Geography Workbook. Modern World History Guided Reading Workbook.

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