



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2011

Subject Content: WORLD CIVILIZATIONS Grade 10

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic CONSTITUTION, GOVERNMENT, AND ECONOMICS REVIEW	Unit/Topic WORLD RELIGIONS & PHILOSOPHIES
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards
<p>SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another DOK 2</p> <p>SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the “common good” (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3</p> <p>SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the “common good.” DOK 3</p> <p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply-technology, cost of inputs, number of sellers: demand-income, utility, price of similar products, consumers’ preferences). DOK 2</p>	<p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3</p>

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Identify Sub-Topics</p> <p>Articles of Confederation Framers Constitution Amendments (1-27) Rights and Responsibilities</p>	<p>Identify Sub-Topics</p> <p>Checks and Balances Branches of Government Types of Government</p>	<p>Identify Sub-Topics</p> <p>Economics Basic Vocabulary Wants/Needs Factors of Production Economic Systems</p>	<p>Identify Sub-Topics</p> <p>Major World Religions & Philosophies Monotheism Polytheism</p>	<p>Identify Sub-Topics</p> <p>Basic Beliefs Places of Worship Religious Texts Cultural Diffusion</p>	<p>Identify Sub-Topics</p> <p>Religious Sects Reformation</p>
<p>I CAN STATEMENTS:</p> <p>I can explain why governments exist, and where their power comes from.</p> <p>I can use various historical documents and materials to gather and analyze information on different forms of government.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare and contrast differing forms of government, and how they serve their people.</p> <p>I can use various historical documents and materials to gather and analyze information on different forms of government.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to give examples of and explain how scarcity of resources necessitates choices in the modern world.</p> <p>I will be able to compare and contrast economic systems in the modern world.</p> <p>I will be able to explain how numerous factors influence supply and demand for products</p>	<p>I CAN STATEMENTS:</p> <p>I can describe or explain how religious beliefs, technology, and behavior patterns define world cultures.</p> <p>I will be able to relate how government, economy, education, religion, and family affect human needs, structure society and influence human behavior.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe or explain how religious beliefs, technology, and behavior patterns define world cultures.</p> <p>I will be able to relate how government, economy, education, religion, and family affect human needs, structure society and influence human behavior.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe or explain how religious beliefs, technology, and behavior patterns define world cultures.</p> <p>I will be able to relate how government, economy, education, religion, and family affect human needs, structure society and influence human behavior.</p> <p>I will be able to make connections of the historical past to the present.</p>
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Articles of Confederation Constitution 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Limited/Enumerated Powers Executive 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Economics Wants/Needs Scarcity 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Religion Philosophy Judaism 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Religious Texts Bible Koran 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Reformation Anglican Church Counter-

<ul style="list-style-type: none"> • Federalists • Anti-Federalists • Amendments • Preamble • Checks and Balances • Bill of Rights • Rights/Responsibilities 	<ul style="list-style-type: none"> • Judicial • Legislative • Bi-Cameral • Monarchy • Democracy • Republic • Precedent Supreme Court Cases 	<ul style="list-style-type: none"> • Factors of Production • Types of Economic Systems 	<ul style="list-style-type: none"> • Christianity • Islam • Hinduism • Buddhism • Shintoism • monotheism • polytheism 	<ul style="list-style-type: none"> • Places of Worship • Basic Beliefs • Cultural diffusion • Diaspora • Sect 	Reformation
<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning</p>	<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning</p>	<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning</p>	<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning, Role Playing, Culminating Project, Graphic Organizers</p>	<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning, Role Playing, Culminating Project, Graphic Organizers</p>	<p align="center">Suggested Strategies/Activities</p> <p>Group work, Note-taking, Oral questioning, Entrance/exit slips, Bell Ringers, Quick-writes, Lecture, Reflective questioning, Role Playing, Culminating Project, Graphic Organizers</p>
<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #1 2. Preamble Oral Recitation 3. Bill of Rights Handout 4. Oral Questioning 	<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz 2 2. Branches of Government Worksheet 3. Supreme Court Cases Worksheet 	<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz 3 2. Economics Review Worksheet 3. Types of Economic Systems 	<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #1 2. Oral Questioning 3. Religions/Philosophies Graphic Organizer 4. Review Worksheet 5. Card Sort Activity 6. Mohammed Reading Worksheet 	<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #2 2. Oral Questioning 3. Video Quiz (Major World Religions & Phil.) 4. Review Worksheet 	<p align="center">Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #3 2. Oral Questioning 3. Protestant Reformation Vocabulary W.S.

<p style="text-align: center;">Summative</p> <p>1. Open Response 1 (Topic: Rights and Responsibilities)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>1. Trans-active Writing (Letter to the Editor)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Worksheet Summative</p> <p>1. Unit 1 Review Sheet 2. Unit 1 Exam (25 Multiple Choice and 1 Open Response)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>1. Open Response 1 (Topic: Religion Political Cartoon)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>1. Culminating Performance Project (Poster)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>1. Unit 2 Review Sheet 2. Unit 2 Exam (25 Multiple Choice and 1 Open Response)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <p>Textbook Primary Sources Federalists Papers Constitution United Streaming DVD Selections Student Notebooks Student Handouts Preamble Copy Bill of Rights W.S.</p>	<p style="text-align: center;">Resources Needed</p> <p>Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Branches G.O. Case Synopses Editorial G.O. Quiz 2</p>	<p style="text-align: center;">Resources Needed</p> <p>Textbook Coach KCCTS Book Primary Sources United Streaming Wants vs. Need DVD Selections Student Notebooks Student Handouts Systems G.O.</p>	<p style="text-align: center;">Resources Needed</p> <p>Textbook Primary Sources United Streaming (World Religions & Philosophies) DVD Selections Student Notebooks Student Handouts Graphic Organizer Muhammed W.S.</p>	<p style="text-align: center;">Resources Needed</p> <p>Textbook Primary Sources United Streaming (World Religions & Philosophies) DVD Selections Student Notebooks Student Handouts Graphic</p>	<p style="text-align: center;">Resources Needed</p> <p>Textbook AGS Textbook (Supplemental) Primary Sources United Streaming Protestant Ref. DVD Selections Student Notebooks Student Handouts Protestant Ref.</p>

Quiz 1 Internet Resources Computer/PPT	Internet Resources Computer/PPT	Quiz 3 Review W.S. Unit Exam Internet Resources Computer/PPT	Internet Resources Card Sort Activity Computer/PPT Religion Political Cartoon	Organizer Internet Resources (Research) Computer/PPT	Vocabulary WS Unit Exam Review List Review W.S. Internet Resources Computer/PPT
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Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
RENAISSANCE AND REFORMATION	ROYAL POWER, EXPLORATION & EXPANSION
<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3</p> <p>SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2</p> <p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present and United States (Reconstruction to present)). DOK 2</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g.,</p>	<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 2</p> <p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500</p>

violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). **DOK 2**

A.D. to present) and United States History (Reconstruction to present). **DOK 3**
SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. **DOK 2**

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Identify Sub-Topics</p> <p>Renaissance Artistic Renaissance</p>	<p>Identify Sub-Topics</p> <p>Intellectual Renaissance</p>	<p>Identify Sub-Topics</p> <p>Protestant Reformation Spread of Protestantism and the Catholic Response</p>	<p>Identify Sub-Topics</p> <p>Crisis and Absolutism in Europe</p>	<p>Identify Sub-Topics</p> <p>Age of Exploration Asia and Europe in the Era of the Spice Trade</p>	<p>Identify Sub-Topics</p> <p>Age of Exploration Asia and Europe in the Era of the Spice Trade</p>
<p>I CAN STATEMENTS:</p> <p>I can recognize and explain how humans used humanism, art, architecture, literature, and political theories to question the status quo during the Renaissance and Reformation.</p> <p>I will be able to explain how during the Renaissance and Reformation, humans began to rediscover the ideas of the Classical Age to question their</p>	<p>I CAN STATEMENTS:</p> <p>I can recognize and explain how humans used humanism, art, architecture, literature, and political theories to question the status quo during the Renaissance and Reformation.</p> <p>I will be able to explain how during the Renaissance and Reformation, humans began to rediscover the ideas of the Classical Age to question their</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to explain how during the Renaissance and Reformation, humans began to rediscover the ideas of the Classical Age to question their place in the Universe.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how new ideas and technologies led to an age of exploration by Europeans that brought great wealth to absolute monarchies and significant changes to other regions of the world. I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to make connections of the historical past to the</p>	<p>I CAN STATEMENTS:</p> <p>I can analyze primary and secondary sources and draw conclusions of how technology led to an Age of Exploration.</p> <p>I can analyze similarities and differences in issues and problems to explain the consequences of the Age of Exploration.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the</p>	<p>I CAN STATEMENTS:</p> <p>I can analyze primary and secondary sources and draw conclusions of how technology led to an Age of Exploration.</p> <p>I can analyze similarities and differences in issues and problems to explain the consequences of the Age of Exploration.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the</p>

<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #1 2. Sistine Chapel Activity 3. Vocabulary Activity 4. Oral Questioning 	<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #2 2. Artist/Artwork Quiz 3. Michelangelo Hand Out 4. Folders Activity (6) 5. Oral Questioning 	<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #3 2. Reformation Vocabulary 3. Cornell Note-Taking 4. Oral Questioning/Reading 5. Section Review Questions 	<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #1 2. Chapter Vocabulary Activity 3. Oral Questioning 	<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #2 2. Oral Questioning 	<p>Balanced Assessment: Formative</p> <ol style="list-style-type: none"> 1. Mini Quiz #3 2. Oral Questioning 3. Primary Source Document Reading Activity (Middle Passage)
<p>Summative</p> <ol style="list-style-type: none"> 1. Open Response #1 <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <ol style="list-style-type: none"> 1. Culminating Performance Project <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <ol style="list-style-type: none"> 1. Renaissance Review List 2. Renaissance Review Worksheet 3. Renaissance/Reformation Test <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <ol style="list-style-type: none"> 1. Open Response #1 <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <ol style="list-style-type: none"> 1. Culminating Performance Project <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <ol style="list-style-type: none"> 1. Royal Power, Exploration, & Expansion Review List 2. Royal Power Exploration, & Expansion Review Worksheet 3. Royal Power, Exploration, & Expansion Unit Test <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>

Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT
Voc. W.S.	Art Slideshow	Cornell Note-Taking Sheet	Vocabulary Activity	Culminating	Primary Source
Open Response W.S.	Folders Activity	AGS Supplemental Reading	(Foldable)	Performance Project	Document W.S.
	Culminating Project	Vocabulary W.S.			Review List
					Study Guide

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
AGE OF REVOLUTIONS	NATIONALISM, IMPERIALISM, & WORLD WAR I
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards
SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security	SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3

<p>and accomplishing common goals. DOK 2</p> <p>SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. DOK 3</p>	<p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). DOK 3</p> <p>SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). DOK 3</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
<p>Social Crises, War, and Revolution</p> <p>French Revolution</p>	<p>Colonial Powers</p> <p>American Revolution</p> <p>Impact of the Enlightenment</p>	<p>Scientific Revolution</p>	<p>Road to World War I</p> <p>Imperialism</p> <p>Nationalism</p> <p>Russian Revolution</p>	<p>World War I</p> <p>Major Battles</p> <p>Allies vs. Central Powers</p>	<p>War at Home</p> <p>End of WW1</p>
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<p>I can make connections to how the Age of Revolution impacted change in the modern world in the areas of Science, Economics, and Government.</p> <p>I can recognize and explain how nationalism, militarism, and imperialism led top world</p>	<p>I can make connections to how the Age of Revolution impacted change in the modern world in the areas of Science, Economics, and Government.</p> <p>I can recognize and explain how nationalism, militarism, and imperialism led top world</p>	<p>I can make connections to how the Age of Revolution impacted change in the modern world in the areas of Science, Economics, and Government.</p> <p>I can recognize and explain how nationalism, militarism, and imperialism led top world conflicts, economic booms</p>	<p>I can recognize and explain how nationalism, militarism, and imperialism led top world conflicts, economic booms and busts, and the rise of totalitarian governments.</p> <p>I can use concepts and evidence to justify why Nationalism, Militarism, and Imperialism led to World</p>	<p>I can use concepts and evidence to justify why Nationalism, Militarism, and Imperialism led to World Conflicts during the late 19th and early 20th centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals</p>	<p>I can use concepts and evidence to justify why Nationalism, Militarism, and Imperialism led to World Conflicts during the late 19th and early 20th centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to</p>

<p>conflicts, economic booms and busts, and the rise of totalitarian governments.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>conflicts, economic booms and busts, and the rise of totalitarian governments.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>and busts, and the rise of totalitarian governments.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>Conflicts during the late 19th and early 20th centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • French Revolution • Estate • Bourgeoisie • Sans-culottes • Versailles • Louis XVI • Declaration of the Rights of Man & the Citizen 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • American Revolution • Enlightenment • Treaty of Paris • Federal System • Industrial Revolution 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Scientific Revolution • Galileo • Sir Isaac Newton • Nicholas Copernicus • Heliocentric Theory • Universal Law of Gravitation • Scientific Method • Inductive Reasoning 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Dictatorship • Monarchy • Duma • Protectorate • Annex • Panama Canal • Nationalism • Militarism • Alliances 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Zimmerman Note • Lusitania • Sussex Pledge • U-Boat • Allied Powers • Central Powers • Communism • Bolshevik Revolution 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Propaganda • Conscription • Selective Service • Reparation • Armistice • Big Four • League of Nations

<ul style="list-style-type: none"> Faction Elector Coup d'etat Reign of Terror Maximilien Robespierre Napoleon 			<ul style="list-style-type: none"> Imperialism Isolationism Mobilization 	<ul style="list-style-type: none"> Czar Totalitarianism Franco-Prussian War Russo-Japanese War Trench Warfare Modern Warfare Total War War of Attrition 	
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
POST WW1 AND NATIONALISM	WORLD WAR II AND THE HOLOCAUST
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States</p>

<p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of people who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of people who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of people who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can analyze and interpret primary and secondary sources of human activities and events that take place in the world during chronological decades and centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>evidence to explain how the United States and Soviet Union emerged as super powers after World War II.</p> <p>I can analyze and interpret primary and secondary sources of human activities and events that take place in the world during chronological decades and centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can analyze and interpret primary and secondary sources of human activities and events that take place in the world during chronological decades and centuries.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Depression • Causes of Great Depression • Global Effects of Great Depression • Speculation 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Nationalism • League of Nations • Isolationism • Nazism • Fascism • Benito Mussolini 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Anti-Semitism • Genocide • Ethnic Cleansing • Ghettos • Nuremburg Laws • Great Purge 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Militarism • Nationalism • Axis Powers • Allied Powers • Fascism • Demilitarized 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Normandy • Douglas MacArthur • Battle of the Bulge • Operation Overlord • Kamikazes • Island Hopping 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Genocide • Concentration Camp • Auschwitz • Buchenwald • Dachua • Internment Camp

<ul style="list-style-type: none"> • Buying on Margin • Collective Bargaining • Deficit Spending • Dawes Plan 	<ul style="list-style-type: none"> • Adolf Hitler • Joseph Stalin • Totalitarian State • New Economic Policy • Five Year Plans • Collectivization • Reichstag 		<ul style="list-style-type: none"> • Sanction • Appeasement • Blitzkrieg • Sitzkrieg • Maginot Line • FDR 	<ul style="list-style-type: none"> • Kristallnacht • Nuremburg Laws • Pearl Harbor • Victory Garden • Liberty Bond • Manhattan Project • Robert Oppenheimer • Albert Einstein • Harry Truman • Hiroshima • Nagasaki • Atomic Bomb • V-E Day • V-J Day • Yalta Conference 	<ul style="list-style-type: none"> • Holocaust
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the common

will design the common assessments, i.e., grade level, and/or 17epts...)	will design the common assessments, i.e., grade level, and/or 17epts...)	will design the common assessments, i.e., grade level, and/or 17epts...)	assessments, i.e., grade level, and/or 17epts...)	assessments, i.e., grade level, and/or 17epts...)	assessments, i.e., grade level, and/or 17epts...)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
COLD WAR, CHINA'S COMMUNIST REVOLUTION, AND INDIA'S INDEPENDENCE	KOREAN WAR & VIETNAM CONFLICT
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards

SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). **DOK 3**

SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. **DOK 3**

SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community. **DOK 3**

SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. **DOK 2**

SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. **DOK 3**

SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. **DOK 3**

SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). **DOK 3**

SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community. **DOK 3**

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Development of the Cold War	Communist China	Independence in India	Turmoil in South and Southeast Asia	Turmoil in South and Southeast Asia	America's Response to Vietnam
Soviet Union and Eastern Europe	Independent States in South and Southeast Asia				
United States and Western Europe					
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:

<p>I can recognize and explain causes and effects of the Cold War as it relates to the United States and the USSR.</p> <p>I can describe the progression and consequences of the Cold War.</p> <p>I can reason and draw conclusions on how the Cold War impacted the Global Community.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can reason and draw conclusions on how the Cold War impacted the Global Community.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>STATEMENTS:</p> <p>I can reason and draw conclusions on how the Cold War impacted the Global Community.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can recognize and explain the development of the Cold War, its progression, and its effects on nations of the world.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can recognize and explain the development of the Cold War, its progression, and its effects on nations of the world.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>	<p>I can recognize and explain the development of the Cold War, its progression, and its effects on nations of the world.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p> <p>I will be able to make connections of the historical past to the present.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary

<ul style="list-style-type: none"> • Cold War • Causes • Soviet Union • Arms Race • Space Race • Brinkmanship • Sputnik • NASA • HUAC • Hollywood 10 • Satellite State • Deterrence • Cuban Missile Crisis • Détente • NATO • Bomb Shelter 	<ul style="list-style-type: none"> • Mao Zedong • Chiang Kai Shek • People's Republic of China • Communism • Nationalists • Guerilla Tactics • Re-distribution of wealth 	<ul style="list-style-type: none"> • Mohandas K. Gandhi • Civil Resistance • Indian Independence Movement 	<ul style="list-style-type: none"> • Berlin Wall • Berlin Airlift • Domino Theory • Communism • Korean War • 38th Parallel • Iron Curtain • Containment • Douglas MacArthur 	<ul style="list-style-type: none"> • Vietnam War • Vietnamization • Viet Kong • Napalm 	<ul style="list-style-type: none"> • Counter-Culture • Hippies • Hawks vs. Doves • Kent State Massacre • Protests
<p align="center">Suggested Strategies/Activities</p>	<p align="center">Suggested Strategies/Activities</p>	<p align="center">Suggested Strategies/Activities</p>	<p align="center">Suggested Strategies/Activities</p>	<p align="center">Suggested Strategies/Activities</p>	<p align="center">Suggested Strategies/Activities</p>
<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>	<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>	<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>	<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>	<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>	<p align="center">Balanced Assessment: Formative</p> <p align="center">Summative</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or 21epts...)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Weeks 31-33	Weeks 31-33
Unit/Topic	Unit/Topic
CONFLICT IN THE MIDDLE EAST	CHALLENGES AND HOPES FOR THE FUTURE
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards

SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. **DOK 3**

SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. **DOK 3**

SS-HS-5.3.6 Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges. **DOK 2**

SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). **DOK 2**

SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. **DOK 3**

SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. **DOK 3**

SS-HS-5.3.6 Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges. **DOK 2**

SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). **DOK 2**

CURRICULUM			CURRICULUM		
Week 31	Week 31	Week 32	Week 33	Week 34	Week 35
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
The Question of	Iraqi Aggression	War on Terrorism	Challenges of Our World	Challenges of Our World	Global Visions

<p>Palestine</p> <p>The Arab Israeli Dispute</p> <p>Iran Revolution</p>	<p>Afghanistan and the Taliban</p>	<p>Middle Eastern Society and Culture</p>			
<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>	<p>I CAN STATEMENTS:</p> <p>I will be able to describe and explain issues, problems, and solutions of rapid social, political, and economic changes of the late 20th century.</p> <p>I will be able to make connections of the historical past to the present.</p> <p>I will be able to analyze and interpret how primary sources allow individuals to experience history from the perspectives of those who lived it.</p> <p>I will be able to analyze, using a variety of tools, historical eras to develop chronological understanding and recognize cause and effect relationships in the areas of Africa, Asia, Europe, Latin, America, and the Middle East.</p>

<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Syria • Lebanon • Islam • Zionists • Gamal Abdel Nasser • Sinai Peninsula • West Bank • Egypt • Anwar el-Sadat • Yasir Arafat • Iran • Ayatolla Khomeini 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Saddam Hussein • Sunni/Shiite • Kuwait • Persian Gulf • Taliban 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Terrorism • Osama bin Laden • Al-Qaeda • Anthrax • Clothing Styles • Social Practices • Women’s Rights 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Ecology • Deforestation • Ozone Layer • Greenhouse Effect • Acid Rain 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Bioethics • Biowarfare • Bioterrorism • Global Economy 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Peacekeeping Force • Disarmament
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>
<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment Formative</p> <p>Summative</p>	<p>Balanced Assessment Formative</p> <p>Summative</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
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Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

BENEFICIAL PROFESSIONAL DEVELOPMENT

- ACT Quality Core (As changes are implemented and courses are added)
- Writing in the Content Areas (Social Studies)

- Technology in the Content Areas (Social Studies)