

Course Name:	World History		
Credits:	1		
Prerequisites:	NONE		
Description:	World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Beginnings of Civilization	22 days	HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Ancient Civilizations	10 days	HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6	Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.
Greece	20 days	HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Rome	20 days	HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9	Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.
Middle Ages	23 days	HS. C. 8 .9 HS. STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Renaissance, Reformation, Exploration & Enlightenment	20 days	HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Students will understand how spreading knowledge can improve a society Students will understand the impact of religious beliefs on human behavior Students will critically analyze people's thoughts on a selected topic

Revolutions & Independence	20 days	<p>HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2</p>	<p>Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.</p>
WWI-WWII	20 days	<p>HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2</p>	<p>Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.</p>

Unit Name: Beginnings of Civilization	Length: 22 days
Standards: HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Outcomes: Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? What are the origins and influence of social, cultural, political, and economic systems? What types of global connections exist in the community, state, region, and nation, and what are their consequences?	Learning Targets: Synthesize how an event can create massive changes within the focus of everyday life. Analyze similarities and differences between cultural groups across time. Evaluate primary and secondary sources to identify various accounts of a past society.
Topic 1: Agricultural Revolution	Length: 8 days
Standard(s): HS. GC. 1 HS. TCC. 5	Academic Vocabulary: systematic agriculture, domestication, revolution
Lesson Frame: Systematic Agriculture	We will: compare how life changes when systematic agriculture begins. I will: predict how society changes once a food surplus is created through agricultural practices.
Lesson Frame: Effects of Farming	We will: evaluate how systematic agriculture creates changes within various aspects of society. I will: summarize the effects a food surplus has on a society in history and in societies today.
Performance Tasks: Importance of Farming writing	Notes:
Topic 2: Characteristics of Civilization	Length: 3 days
Standard(s): HS. GC. 2	Academic Vocabulary: culture, civilization, social structure
Lesson Frame: Characteristics of Civilization	We will: identify unique characteristics that define a civilization. I will: be able to provide examples of specific characteristics from a chosen civilization.
Lesson Frame: Civilization Analysis	We will: demonstrate knowledge of civilization characteristics by researching a chosen civilization. I will: describe a unique civilization by providing information fitting in each characteristic category.
Performance Tasks: Characteristics of Civilization Poster Civilization Design	Notes:
Topic 3: Mesopotamia	Length: 11 days

Standard(s): HS. CIP. 2 HS. PAG. 1 HS. IGI.2	Academic Vocabulary: fertile crescent, city-state, ziggurat, theocracy, cuneiform, polytheism, patriarchal, retaliation, empire
Lesson Frame: Characteristics	We will: distinguish how Mesopotamia developed into a civilization. I will: identify how Mesopotamian society worked to overcome obstacles and thrive.
Lesson Frame: Significance	We will: determine the significance of Mesopotamian civilization. I will: make connections between today's society and the organization found in Mesopotamian society.
Lesson Frame: Hammurabi's Law Code	We will: evaluate the importance of having a uniform law code within society. I will: create a law code that could successfully govern a society.
Performance Tasks: Comparison DBQ	Notes:
Topic 4: Egypt	Length:
Standard(s): HS. C. 8 HS. IGI. 2 HS. TCC. 5	Academic Vocabulary: kingdom, dynasty, pharaoh, bureaucracy, vizier, mastabas, mummification, embalming, cataracts, resurrection, hieratic script, hieroglyphs
Lesson Frame: Government	We will: outline how leaders maintained control within Egypt. I will: evaluate why the Egyptian civilization was able to last for so long.
Lesson Frame: Religion	We will: determine the significance of religious ideas to Egyptian society. I will: demonstrate how religious ideas helped to create order and security within society.
Lesson Frame: Additional Significance	We will: examine prominent structures and their significance within Ancient Egypt. I will: evaluate primary and secondary sources to determine how historians gain understanding of ancient beliefs and practice.
Performance Tasks: Egyptian Gods project Monuments & Tombs research Mummification and Embalming activity	Notes:

Unit Name: Ancient Civilizations	Length: 10 days
<p>Standards: HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6</p>	<p>Outcomes: Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.</p>
<p>Essential Questions: How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? How can methods of inquiry of anthropology, sociology, history, economics, and geography contribute to an understanding of cultures and the ways in which they address needs and problems? How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the norms, principles, purposes, and functions of governments? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?</p>	<p>Learning Targets: Research and present information on the significance of an ancient civilization. Compare and contrast significant contributions from various groups throughout history. Evaluate different interpretations of historic developments.</p>
Topic 1: Research	Length: 7 days
<p>Standard(s): HS. PAG. 1 .7 HS. TCC. 1 HS. STS. 1 .3 .6</p>	Academic Vocabulary:
Lesson Frame: Sources of information	We will: identify quality primary and secondary sources of information to learn about ancient civilizations.
	I will: analyze sources to ensure they are of good quality.
Lesson Frame: Gathering information	We will: use primary and secondary sources to gather information about an ancient civilization.
	I will: take notes from sources to identify characteristics of an ancient civilization.
Lesson Frame: Creating presentation	We will: interpret sources of information to create a clear picture of a chosen ancient civilization.
	I will: create a visually appealing and informative presentation on an ancient civilization.
<p>Performance Tasks: Source Analysis Notes guide Ancient Civilization Presentation</p>	Notes:
Topic 2: Presentation	Length: 3 days
<p>Standard(s): HS. PAG. 5 HS. C. 3 .8 HS. GC. 1 .2 HS. CIP. 2</p>	Academic Vocabulary: caste system, hinduism, astronomy, judaism, taoism, confucianism, satrapies, silk road, royal road
Lesson Frame: Information & Lasting Contributions	We will: present information gathered about an ancient civilization.
	I will: listen, take notes, and actively participate during presentations.
Lesson Frame: Activity	We will: develop an activity that helps to identify the key contributions made by an ancient civilization.
	I will: be able to identify the key contributions from an ancient civilization.

Performance Tasks: Ancient Civilizations Presentation Lasting Contributions Analysis	Notes:

Unit Name: Greece	Length: 20 days
Standards: HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Outcomes: Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Essential Questions: How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? What are the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? How are the rights and responsibilities of citizens in a democracy similar to and different from those in other forms of government?	Learning Targets: Analyzing the similarities and differences in the values and traditions honored across cultures or historical eras, and presenting the findings. Creating maps to represent changes over time in the borders and balance of power in a region. Writing accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments. Developing a timeline depicting historical changes over time.
Topic 1: Greek Polis comparisons	Length: 7 days
Standard(s): HS. PAG. 2 HS. TCC. 2	Academic Vocabulary: polis, peninsula, acropolis, agora, stoa
Lesson Frame: Athens v. Sparta	We will: compare and contrast aspects of society within Athens and Sparta in Ancient Greece. I will: evaluate which polis was more influential in Ancient Greece.
Lesson Frame: Organizing a Polis	We will: evaluate the differences between city-states in Ancient Greece. I will: create a comparison chart showing similarities and differences.
Lesson Frame: Polis Creation	We will: determine what is necessary to create a successful polis. I will: design a unique Greek polis incorporating the key pieces that allowed them to thrive.
Performance Tasks: "A day in the life" journal entry Argumentative writing: Athens or Sparta Polis poster Polis creation	Notes:
Topic 2: Maintaining control	Length: 8 days
Standard(s): HS. CIP. 2 HS. PAG. 1 .7	Academic Vocabulary: hoplites, phalanx, ritual, festival, tyranny, democracy, oligarchy, delian league,
Lesson Frame: Types of Government	We will: assess the various ways that leaders maintained control within their city-state. I will: develop a list of strengths and weaknesses for each type of government present in Ancient Greece.
Lesson Frame: Religion	We will: evaluate the significance of religious ideas within Greek society. I will: design an advertisement for a Greek god explaining why people found them important.

Lesson Frame: War	We will: establish how various Greek city-states maintained control and expanded their influence across the world.
Performance Tasks: Argumentative writing: Maintaining control Greek gods advertisement Greece v. Rome analysis	I will: explain why Greek military tactics were superior to other civilizations. Notes:
Topic 3: Social Values	Length: 5 days
Standard(s): HS. CIP. 3 HS. GC. 1 HS. C. 8	Academic Vocabulary: arete, hubris, pankration, pentathlon, philosophy, sophist,
Lesson Frame: Philosophers	We will: identify new philosophies presented within Ancient Greek society. I will: summarize the changes in thinking that were present in Ancient Greece.
Lesson Frame: Olympics	We will: identify the purpose of the Olympics and how this practice evolved over time. I will: explain how an event can exemplify the values within a society.
Lesson Frame: Arete v. Hubris	We will: establish key values that people strived for in Ancient Greece. I will: analyze how people express key values within historical events and within society today.
Performance Tasks: Philosopher matching/ reflection Olympics significance discussion & presentation Arete v. Hubris persuasive essay	Notes:

Unit Name: Rome	Length: 20 days
<p>Standards: HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9</p>	<p>Outcomes: Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.</p>
<p>Essential Questions: How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? What are the norms, principles, purposes, and functions of governments? What are key ideals and practices, supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations? What documents support civic ideals and practices in nations of the world?</p>	<p>Learning Targets: Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns. Philosophers, individuals, and key events contribute to turning points that shape history. Compare and contrast different government structures and write an analysis of the type of governance. Identify mechanisms by which governments meet the needs and wants of citizens.</p>
Topic 1: Government	Length: 10 days
<p>Standard(s): HS. C. 4 HS. PAG. 1 .7 HS. CIP. 2 HS. GC. 1</p>	<p>Academic Vocabulary: republic, praetorian guard, triumvirate, Pax Romana, Senate, Praetor, Consul, Twelve Tables, Law of Nations, Tribunes, magistrates</p>
<p>Lesson Frame: From Republic to Empire</p>	<p>We will: outline the events that led Rome from a republic to an empire. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Prominent Leaders</p>	<p>We will: identify how Roman leaders strengthened and weakened the Roman government. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Comparing Ancient Rome & the USA</p>	<p>We will: distinguish between Ancient Rome's government to the US government. I will: consider why the US chose to replicate aspects of Rome's government when they created their government.</p>
<p>Performance Tasks: Roman government organization chart Who Am I poster & activity Government comparison chart Rome v. US</p>	<p>Notes:</p>
Topic 2: Society & Values	Length: 10 days
<p>Standard(s): HS. TCC. 2 .3 HS. CIP. 3 .9 HS. C. 8 HS. GC. 3 HS. PAG. 2</p>	<p>Academic Vocabulary: satire, plebeian, patrician, persecution, insulae</p>
<p>Lesson Frame: Social class distinctions</p>	<p>We will: compare and contrast social classes in Ancient Rome. I will: describe what life would have been like for a person living in Rome.</p>
<p>Lesson Frame: "Bread & Circus"</p>	<p>We will: identify how Roman leaders maintained power and control.</p>

	I will: evaluate the best way for leaders to maintain control over the masses.
Lesson Frame: Fall of Rome	We will: determine why the Roman empire fell apart.
	I will: develop an opinion about why Rome fell and support it with evidence.
Performance Tasks: Life in Rome journal Fall of Rome DBQ analysis Greece v. Rome analysis writing	Notes:

Unit Name: Middle Ages	Length: 23 days
Standards: HS. C. 8 .9 HS STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Outcomes: Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? How do we use knowledge of the past to evaluate the possible consequences of specific course of action and make more informed decisions? What are the influences of groups and institutions on people and events in historical settings? Under what circumstances is the exercise of political power and authority legitimate? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?	Learning Targets: Awareness and knowledge of other cultures is important in a connected society. Knowledge of the past is important to an understanding of the present and to informed decision making about the future. The impact of tensions and examples of cooperation or conflict between groups with different belief systems. Explain cause and effect relationships to key events in history.
Topic 1: Feudalism	Length: 8 days
Standard(s): HS. GC. 1 HS. IGI. 1 HS. PAG. 1 HS. CIP. 2 HS. TCC. 5	Academic Vocabulary: feudalism, lord, knight, serf, page, squire, manor, tithe, chivalry, three-fields system, coat of arms
Lesson Frame: Structure	We will: explain the structure of feudalism. I will: analyze how kings were able to gain power in feudalism.
Lesson Frame: Roles	We will: describe the various roles in the feudal system. I will: determine why people agreed to follow feudalism at this time in history.
Performance Tasks: Feudalism written summary Feudalism Project	Notes:
Topic 2: Life in the Middle Ages	Length: 7 days
Standard(s): HS. C. 8 HS. GC. 4 HS. STS. 6	Academic Vocabulary: bubonic plague, inquisition, anti-Semitism, guild, heresy, blasphemy, schism, mangonel, trebuchet, ballista
Lesson Frame: Living Conditions	We will: evaluate the greatest difficulties facing people in the Middle Ages. I will: explain how difficulties in the Middle Ages eventually led to the end of feudalism.
Lesson Frame: Torture	We will: summarize why people were tortured in the Middle Ages. I will: consider why people confessed when innocent to crimes.

Performance Tasks: Impact of Bubonic Plague Torture analysis	Notes:
Topic 3: Crusades	Length: 8 days
Standard(s): HS. IGI. 4 HS. PAG. 4 HS. CIP. 9 HS. C. 9	Academic Vocabulary: Crusades, infidel
Lesson Frame: Location	We will: consider the importance of geographic features and location to the success of an event. I will: illustrate a map showing where the Crusades occurred and how they failed.
Lesson Frame: Actions	We will: identify the methods Crusaders used to achieve their goal. I will: evaluate how these tactics influenced people's opinions of Christians..
Lesson Frame: Impact	We will: interpret the impact the Crusades had on society. I will: argue what impact was most significant from the Crusades.
Performance Tasks: Crusades Map Impact of Crusades Quick Write	Notes:

Unit Name: Renaissance, Reformation, Exploration, & Enlightenment	Length: 20 days
Standards: HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Outcomes: Students will understand how spreading knowledge can improve a society. Students will understand the impact of religious beliefs on human behavior. Students will critically analyze people's thoughts on a selected topic.
Essential Questions: What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the origins and influence of social, cultural, political, and economic systems, and how can they be compared across time and space? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How have changes in science and technology impacted individuals, groups, societies, nations, and the environment, past and present, in both positive and negative ways? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated? How can individuals, groups, and organizations more effectively address critical issues?	Learning Targets: Contributions of philosophies, ideologies, individuals, institutions, and key events and turning points shape history. Examine how the beliefs of dominant groups tend to become norms in society. Examine how groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.
Topic 1: Renaissance	Length: 4 days
Standard(s): HS. PAG. 1 HS. GC. 7	Academic Vocabulary: renaissance, secular, mercenary, doge, patrician, burgher, dowry, vernacular, humanism, fresco
Lesson Frame: Government	We will: determine how leadership changed during the Renaissance. I will: evaluate if leaders had greater power during the Renaissance than the Middle Ages.
Lesson Frame: Arts	We will: identify how people began to express their ideas in art during the Renaissance. I will: look for similarities and differences between artistic expression from different artists.
Performance Tasks: Machiavelli's Advice letter Renaissance Artists Project	Notes:
Topic 2: Reformation	Length: 3 days
Standard(s): HS. IGI. 4 HS. GC. 1 .6	Academic Vocabulary: salvation, indulgence, Ninety-five Theses, predestination, annul, anabaptist
Lesson Frame: Martin Luther	We will: evaluate the concerns Martin Luther expressed about the Catholic Church. I will: analyze the impact Martin Luther's beliefs had on society.
Lesson Frame: Other Protestant leaders	We will: identify other leaders who followed Martin Luther's example. I will: determine the role religion played in people's lives at this time.
Performance Tasks: Compare/Contrast Venn Diagram	Notes:
Topic 3: Exploration	Length: 10 days
Standard(s): HS. STS. 1 .3 .7 HS. GC. 7	Academic Vocabulary: NONE
Lesson Frame: Research	We will: identify important discoveries from this era.

	I will: conduct research on an important figure.
Lesson Frame: Impact of New Ideas/Information	We will: present new ideas formed during this era.
	I will: evaluate how new ideas from this era impacted society.
Performance Tasks: Facebook page Timeline	Notes:
Topic 4: Enlightenment	Length: 3 days
Standard(s): HS. TCC. 3 HS. GC. 7	Academic Vocabulary: Enlightenment, salon, deism
Lesson Frame: New Ideas	We will: identify the main ideas of Enlightenment thinkers.
	I will: make comparison and identify similarities between Enlightened thinkers.
Lesson Frame: Salon	We will: simulate an Enlightenment Salon.
	I will: hold a discussion as an Enlightened thinker with others during the Salon.
Performance Tasks: Comparison of Ideas Chart Salon Discussion	Notes:

Unit Name: Revolutions & Independence		Length: 20 days
Standards: HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2		Outcomes: Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.
Essential Questions: What roles do unity among cultures and diversity across cultural groups play in communities, nations, and world regions? How do we use knowledge of the past to evaluate the possible consequences of specific courses of action and make more informed decisions? How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? How do location, resources, and cross-cultural diffusion cause tension, as well as lead to positive global connections? What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?		Learning Targets: The impact across time and place of key historic forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion. The importance of knowledge of the past to an understanding of the present and to the informed decision-making about the future. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. Mechanisms by which leaders and governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
Topic 1: Rise of Nation-States		Length: 5 days
Standard(s): HS. C. 9 HS. GC. 1 HS. CIP. 2		Academic Vocabulary: nationalism, Parliament, Estates General, absolutism, Palace of Versailles, Glorious Revolution
Lesson Frame: Governments		We will: determine the differences between governments that form after feudalism ends. I will: decide which region has the strongest government.
Lesson Frame: Nationalism		We will: identify how leaders used nationalism to unite the people in various regions. I will: evaluate how governments can succeed by creating unity within society.
Performance Tasks: Comparison Chart		Notes:
Topic 2: French Revolution		Length: 15 days
Standard(s): HS. TCC. 4 HS. IGI. 1 HS. PAG. 1 .4 .7 HS. GC. 4		Academic Vocabulary: faction, taille, diplomacy, guillotine, Girondins, sans-culottes, coup d'etat, plébiscite, scorched earth, Jacobins, reconnaissance, bourgeoisie, megalomaniac, Concordat
Lesson Frame: Social Classes & Revolution		We will: consider why the lower class demanded changes to government in France. I will: analyze how people were able to create a revolution in France.
Lesson Frame: Radical Revolution		We will: identify how the revolution's purpose changed and became radical. I will: determine how people become changed when given too much power.
Lesson Frame: Napoleon		We will: describe how Napoleon rose to power and created order in society. I will: decide if Napoleon was a successful leader or an oppressive leader.

Performance Tasks: Star Powers comparative essay Timeline Journal	Notes:

Unit Name: WWI- WWII		Length: 20 days
Standards: HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2	Outcomes: Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.	
Essential Questions: What is the role of a sense of ethics in individual development and identity? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How are individual rights protected and social justice promoted within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? How are the rights and responsibilities of citizens in a constitutional democracy similar to and different from those in other forms of government? How and why is global interdependence more evident at some times in history than others, and in some places rather than others?	Learning Targets: The influence of individuals, groups and institutions on people and events in historical and contemporary settings. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those in the US. The causes and consequences of various types of global connections. Technological advances can both improve and detract from the quality of life.	
Topic 1:WWI		Length: 14 days
Standard(s): HS. PAG. 1 .4 .5 .7 HS. GC. 4 .11 HS. CIP. 2	Academic Vocabulary: Imperialism, Self-determination, Militarism, Trench warfare, Armistice, Propaganda, Schlieffen Plan, Reparations, Total war, War of attrition, mandate system, Alliance, Nationalism, Blank check, Cheka, Vladimir Lenin, Sovereignty, Autonomy	
Lesson Frame: Causes	We will: identify the causes of WWI. I will: summarize how events at the time led to war.	
Lesson Frame: Impact on Nations	We will: evaluate the role various nations played in WWI. I will: determine the role people played in the war effort and how they were impacted by events in the war.	
Lesson Frame: Results	We will: identify how WWI ended. I will: evaluate how decisions made in the Treaty of Versailles created resentment and future problems.	
Performance Tasks: Nations Project Predictive writing Primary Source comparison	Notes:	
Topic 2: WWII		Length: 6 days
Standard(s): HS. C. 8 HS. IDI. 3 .5 HS. PAG. 1 HS. GC. 1 .4	Academic Vocabulary: lend-lease act, Holocaust, anti-semitism, communism, Nazi, Fascism, United Nations	
Lesson Frame: Causes & Leaders	We will: evaluate how events allowed totalitarian leaders to take control and start war. I will: consider why people were willing to accept totalitarian leaders to rule.	

Lesson Frame: Holocaust	We will: identify how the world allowed the atrocities of the Holocaust to occur. I will: consider the role all nations played in allowing the Holocaust to occur.
Lesson Frame: Strategies & Results	We will: compare various strategies used in war and evaluate the successes and failures of each nation. I will: evaluate which war strategies seemed to be most effective.
Performance Tasks: Comparison DBQ	Notes:

September	October	November	December	January	February	March	April	May	June
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