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| **Week** | **Unit** | **Standards** | **Assessments** |
| 1 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems |  - Written analysis of the word “revolution” and description of what it would take for each student to want a revolution- Video “Crash Course: The French Revolution” to introduce students to concepts they will be studying- Completion of note guide to accompany the PowerPoint “The French Revolution Begins”- Written first person description of the Storming of the Bastille in the form of a journal entry- Completion of a webquest on the French Revolution in which students watch videos and answer questions about the events of the revolution, the Reign of Terror, and the guillotine- Written analysis of a quote and its application to Louis XVI and Marie Antoinette |
| 2 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism. | - Written analysis of the Enlightenment ideas students see at work in the French Revolution- Students will begin to fill out the worksheet “The Frame Routine” to review what they have learned about the French Revolution- Completion of the “French Revolution Slogan/Poster” project in which students will create a slogan for the French Revolution, on the back of their poster they will explain in writing the causes of the French Revolution- Close Read: *Declaration of the Rights of Man and the Citizen*- Completion of writing exercise worksheet to accompany close read |
| 3 | Revolutions | H2.[9-12].14 Identify the influence of the **Enlightenment** on the Western world, i.e., philosophy, science, **fine arts**, government, and literature.H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism. | - Close Read: *Declaration of the Rights of Man and the Citizen*- Completion of writing exercise worksheet to accompany close read- Completion of questions in regards to the reading “The Russian Revolution”- Written review of reasons Russian citizens were opposed to the monarchy |
| 4 | Revolutions | H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Written analysis of the term “allegory”- Completion of questions based on the movie *Animal Farm* - Written analysis of metaphors the students are starting to pick out between *Animal Farm* and real life events from the Russian Revolution- Completion of a webquest about Animal Farm and the reign of Joseph Stalin |
| 5 | Revolutions\*President’s Day Week | H2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Completion of a webquest about Animal Farm and the reign of Joseph Stalin- Written comparison of Joseph Stalin and the character Napoleon from *Animal Farm*- Completion of questions to accompany PowerPoint on the Bolshevik Revolution and the reign of Joseph Stalin- Students will continue to fill out their worksheet “The Frame Routine” |
| 6 | Revolutions | H2.[9-12].23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nationH2.[9-12].24 Discuss examples of contemporary **ethnic** conflicts and explain how those conflicts have changed nationsH2.[912].25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address themH4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.H4.[9-12].16 Examine the decline of **colonial rule** and the development of independent nations. | - Completion of questions that accompany a PowerPoint on revolutions in various Latin American countries- Completion of a graphic organizer to aid in organizing key figures, events, and reasons for revolutions in these countries- Students will complete a jigsaw activity in which they will analyze primary sources from the Cuban Revolution and report what they learned back to their home groups- Completion of graphic organizer to accompany jigsaw activity- Students will continue to fill in “The Frame Routine” worksheet, using information about revolutions in Latin America |
| 7 | Revolutions | H2.[9-12].23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nationH2.[912].25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them | - Students will complete a research project on the Egyptian Revolution of 2011. They will each create a magazine about the revolution with articles on the following topics: reasons for the revolution, timeline of major events, immediate effects, long term effects- Students will continue to fill in “The Frame Routine” worksheet, using information about the Egyptian Revolution |
| 8 | World War I | H1.[9-12].15 Analyze the cultural, social, and economic changes that occurred as a result of **industrialization**.H1.[9-12].16 Analyze how **industrialization**, **migration**, changing diets, and scientific and medical advances have affected worldwide **demographics**.  | - Written analysis of how railroads helped the growth of cities- Completion of questions regarding the reading “The Industrial Revolution” - Written analysis of how the industrial revolution changed the way that families lived and worked during the Industrial Revolution- Students will work in groups to research innovations in one of several areas (farming, textiles, power sources, transportation) during the Industrial Revolution. Each group will create a poster on their assigned area to present orally to the class. - Students will begin to fill in the worksheet “The Frame Routine” with information about Industrialism |
| 9 | World War I | H2.[912].16 Examine the roles of **nationalism**, **imperialism**, and religion in the building and development of nations.H4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.  | - Completion of questions accompanying the PowerPoint “German Unification & Nationalism”- Written analysis of how liberalism and nationalism affected events in the U.S. in the 19th century- Students will create an outline regarding the reading the reading “Colonial Rule in Southeast Asia”- Written analysis of why resistance movements were often led by natives who had lived and been educated in the West- Completion of activity “Imperialism: The White Man’s Burden” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com). Students will read the poem and visit websites that help them understand the historical context. Then each student will write an editorial supporting or opposing imperialism using the information they have researched. |
| 10 | World War I | H2.[912].16 Examine the roles of **nationalism**, **imperialism**, and religion in the building and development of nations.H4.[9-12].11 Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South America.  | - Written analysis of the impact of colonial rule on colonies in Southeast Asia- Completion of questions accompanying the PowerPoint “Empire Building in Africa”- Written analysis of why the British were interested in Africa, and what other countries claimed parts of East Africa- Completion of the activity “Imperialist Dinner Party” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) in which each student will research a historical figure relating to imperialism, introduce him/herself, and prepare questions to ask other dinner guests- Students will continue to fill in the worksheet “The Frame Routine” using information about nationalism and imperialism |
| 11 | World War I | H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of questions regarding the PowerPoint “Causes of World War I”- Written review of the terms in the acronym “MANIA” and the definition of each term- Students will use the three column note taking method to take notes on the reading “The War”- Written analysis of how government powers increased during World War I- Written analysis of the quote “Promises not to go to war were worthless without a way to enforce these promises.”- Completion of questions regarding the reading “The Futile Search for stability” |
| 12 | World War I | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Students will create a graphic organizer to explain the causes and effects of the great depression- Students will continue to fill in the worksheet “The Frame Routine” with information on the causes of World War I, and the aftermath- As a class we will follow the directions of “Skill Builder: Analyzing Political Cartoons” to analyze a political cartoon created between the World Wars- Students will create their own political cartoon for the time period leading up to, during, or immediately after World War I |
| 13 | World War II | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.H4.[9-12].13 Discuss the causes, characteristics, and consequences of European and Japanese **imperialism** prior to World War II.H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of activity “World War II: Japanese Expansion” in which students will research Japanese expansion after World War I and write a speech to the League of Nations explaining the threat- Completion of questions regarding the PowerPoint “The Rise of Dictatorial Regimes”- Students will define the terms: totalitarian state, and facism- Completion of questions regarding the audio tutorial “Adolf Hitler” on www.sascurriculumpathways.com |
| 14 | World War II | H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Students will complete a webquest in which they answer questions regarding the events leading up to World War II- Students will create their own graphic organizer to review and describe the events leading up to World War II- Students will complete a jigsaw in which they analyze primary sources from World War II (specifically the Holocaust) and report what they learned back to their home groups- Completion of graphic organizer to accompany jigsaw activity |
| 15 | World War II | H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world. | - Completion of questions based on the PowerPoint “The Three Solutions”- Completion of questions regarding *The Last Days*, a documentary featuring five survivors of concentration camps, originally from Hungary, now all are Americans- Completion of questions regarding the reading “Remembering the Holocaust” |
| 16 | World War II | H3.[9-12].20 Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world.H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**G8.[9-12].2 Describe the ways in which **technology** has affected the human capacity to modify the **physical environment** and evaluate possible **regional** and global impact. | - Completion of questions regarding the reading “The Course of World War II”- Gallery Walk activity, in which students will work with a partner to read the story of a person who has been deemed Righteous Among the Nations. Each partnership will create a poster describing the story the highlights of the story they read, and create a drawing that represents the story. Posters will be hung around the classroom and students will complete a gallery walk- Completion of webquest in which students will answer the question “Was dropping the atomic bomb necessary?” in the form of a written three minute speech |
| 17 | The Cold War | H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**H4.[9-12].17 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America | - Students will create an outline for the reading “Development of the Cold War”- Students will work with partners and will each be assigned a strategy of fighting from the Cold War to research and report to the class orally. Students will fill in a graphic organizer with an explanation of each strategy- Close Read: “Harry Truman Remembers the Truman Doctrine” from *Memoirs of Harry S. Truman*- Completion of writing exercise worksheet to accompany close read |
| 18 | The Cold War | H2.[9-12].22 Explain how the break-up of the Soviet Union and other eastern European **communist** governments led to the foundation of new nationsH3.[9-12].16 Analyze the responses of individuals to restrictive social and political systemsH3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**H4.[9-12].15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the **Cold War** | - Close Read: “Harry Truman Remembers the Truman Doctrine” from *Memoirs of Harry S. Truman*- Completion of writing exercise worksheet to accompany close read- Completion of questions that accompany the PowerPoint “Eastern Europe”- Completion of questions that accompany the audio tutorial “End of the Cold War” on [www.sascurriculumpathwas.com](http://www.sascurriculumpathwas.com)  |
| 19 | The Modern WorldEnd of the Year | H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Students will research international newspaper articles and fill out a “Current Events Analysis” worksheet- Students must complete a reflection on this class for their Weebly portfolio as their final project. They should include assignments they are proud of, what they liked/didn’t like learning, what Social Studies skills they have improved/need to work on, accomplishments in the class, topics covered, etc. |