Global II Curriculum Map

Ms. Omodumbi & Ms. Caroselli & Mr. Heney & Ms. Rodriguez

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
Unit 1: Global Studies II Essential Questions: I will be able to identify what led to the Enlightenment and who led the movement. I will be able to analyze secondary sources to build my knowledge and comprehension of the key ideas of the Enlightenment thinkers.	September 20th- October 13th (4 weeks)	RCHS Focus Skills for this unit: 10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.	Primary Sources Enlightenment Thinkers: Thomas Hobbes, John Locke, Voltaire, Jean Jacques Rousseau, Baron de Montesquieu, Mary Wollstonecraft https://docs.google.com/ document/u/0/d/1nVEEY Qp_LJk3o9uHmottqe9ljxj vgfT3QjEHwWmClvA/edit ?usp=drive_web	Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Enlightenment Figures Poster Assignment Enlightenment Quiz Enlightenment Unit Test	A. Gathering, Interpreting, and Using Evidence 4. Describe, analyze, and evaluate arguments of others. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Take risks and view mistakes as opportunities to grow academically and emotionally. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in	10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV) 10.2a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works. 10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as

	_				I	T	
							women's rights and
							abolition; some leaders
							may be considered
							enlightened despots.
							Students will explore the
							influence of
							Enlightenment ideals on
							issues of gender and
							abolition by examining
							the ideas of individuals
							such as Mary
							Wollstonecraft and
							William Wilberforce.
							Students will examine
							enlightened despots
							including Catherine the
							Great. 10.2c Individuals
							and groups drew upon
							principles of the
							Enlightenment to spread
							rebellions and call for
							revolutions in France and
							the Americas. Students
							will examine evidence
							related to the
							preconditions of the
							French Revolution and
							the course of the
							revolution, noting the
							roles of Olympe de
							Gouges, Maximilien
							Robespierre, and
							Napoleon Bonaparte.
							Students will examine the
							evidence related to the
							impacts of the French
							Revolution on resistance
							and revolutionary
							movements, noting the
							roles of Toussaint
							L'Ouverture and Simon
							Bolivar. 10.2d Cultural
							identity and nationali
Unit 2: French	2 weeks	Students will examine	•	Document	Formative: Google Form	Take risks and view	10.2c Individuals and
Revolution		evidence related to the		Analysis of	Exit Tickets	mistakes as opportunities	groups drew upon
	October 13th to	preconditions of the		Estates	Answers to handouts	to grow academically and	principles of the
How did the	October 29th	French Revolution and	•	Events that	This or That	emotionally.	Enlightenment to spread
Enlightenment Affect		the course of the		Increased the	Red, Yellow, Green Cards	♦ Work cooperatively	rebellions and call for
the French Revolution?		revolution, noting the		French Debt	Group Work		
the French Revolution?	<u> </u>	revolution, noting the		French Debt	Group Work	l	<u> </u>

		roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte. Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.	Diary Reflections Close Readings - Tennis Court Oath Stages of the French Revolution The Reign of Terror Political Campaign Activity Part of Marie Video https://docs.google.com/ document/d/14PJufLwS1 OwnjaZOkvj32KVBIEL4xv HNE3y9GAtFVAA/edit	Summative: French Revolution Poster Project	toward goals and hold each other accountable in supportive ways. -Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in	revolutions in France and the Americas.
Unit 3: Nationalism How does Nationalism affect both the past and our future?	November 1st to November 15th	Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.	Intro to the Haitan Revolution https://docs.google.com/ document/d/1dax3dCfbT TOCSQM0ekcKLxx7Aqu61 wH6cAMCAZ3Xmc/edit Fighting for Freedom Independence Affected America's Economy Independance with Principals https://docs.google.com/ document/d/1HoYJVPNZ oR86QJyq2hG4ver_KK2jZ ASc/edit	Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Nationalism Quiz Essay on Nationalism	Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.	10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.
UNIT 4: Industrialization Why did certain countries industrialize before others?	November 16th to November 30th	Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will	Causes and Effects of the Industrial Revolution https://drive.google.com /drive/folders/1110AH63	Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative:	Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.	10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution,

		T		
What was the	examine the economic	vfKv1FG4DkehYoybRrEM	Industrialization Project	which originated in
worldwide result of	theory presented in The	<u>dLShv</u>	Industrialization Quiz	Western Europe and
Industrialization?	Wealth of Nations.			spread over time to Japan
	Students will examine	 Causes of the 		and other regions. This
	changes and innovations	Industrial		led to major population
	in energy, technology,	Revolution		shifts and transformed
	communication, and	Geographic		economic and social
	transportation that	Features and		systems
	enabled industrialization	Natural		
		Resources,		10.3a Agricultural
		technology, and		innovations and
		agriculture		technologies enabled
	Students will investigate	https://docs.google.com/		people to alter their
	suffrage, education, and	document/d/1DMc0834c		environment, allowing
	labor reforms, as well as	EVnBZm8fYOXkBRirtKuOj		them to increase and
	ideologies such as	qTZLB67p1NY-Vw/edit		support farming on a
	Marxism, that were			large scale. Students will
	intended to transform	 Innovation of 		examine the agricultural
	society.	the Industrial		revolution in Great
	,	Revolution		Britain. Grades 9-12 Page
		https://docs.google.com/		21 10.3b Factors including
	Students will examine the	document/d/1Rf4RcX8qT		new economic theories
	Irish potato famine within	mpYj r 4J2PGSbcRlRA4w		and practices, new
	the context of the British	WQ9kGj7ZxYALo/edit		sources of energy, and
	agricultural revolution			technological innovations
	and Industrial Revolution	Industrialization		influenced the
	and madstrial Revolution	Project		development of new
		https://drive.google.com		communication and
		/drive/folders/1INSJ1rR5		transportation systems
		dGDtsYGRmAKEdFZuN_B		and new methods of
		uptWx		production. These
		aptivix		developments had
				numerous effects.
				Students will analyze the
				factors and conditions
				needed to industrialize
				and to expand industrial
				production, as well as shifts in economic
				practices. Students will examine the economic
				theory presented in The
				Wealth of Nations.
				Students will examine
				changes and innovations
				in energy, technology,
				communication, and
				transportation that
				enabled industrialization.

Unit 5: Imperialism	3 weeks	10.4 IMPERIALISM:	Picture Analysis	Formative: Google Form	In this unit, students will:	10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.
Why were certain countries' Imperialized while others were Imperial powers? Where did Imperialism take place in the Late 19th to Early 20th century?	December 1st to December 22nd	Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.	MAIN Britain's Rise to Power in India The Sepoy Rebellion Imperialism in China Opium Wars The Boxer Rebellion https://docs.google.com/document/d/1cDRhX-fXOGLNMpwByjMvzZOJd YZO9Flb/edit Imperialism in Africa White Man's Burden https://docs.google.com/document/d/1rB3R3kSXjJNE6SWdBD9Smw6lWtVWwKzv/edit	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Quiz on Imperialism and Essay	-Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.	Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH) 10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in

Unit 6: World War 1 Inpact of the first World War 1 Inpact of the first World War 1 What was the lasting Impact of the first World War 1 Why did the Great War Why did the Great							China. 10.4b Those who
engaged in varying for of resistance and adaptation to colonial rule with varying degree of success. Students will investigate one example of resistance in Africa (Zolu, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Exhipopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will investigate one example of resistance in Africa (Zolu, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will investigate one example of the Empress Dowaged (Zoli, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will investigate one example of the Empress Dowaged (Zoli, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will investigate one example of the Empress Dowaged (Zoli, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will engage the Empress Dowaged (Zoli, Erhiopia, or Southern Egypt/Sudan and one in Chinal (Taily). Students will engage the Empress Dowaged (Zoli, Erhiopia, or Southern Egypt/Sudan and or Chinal Students will engage and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Africa from ca. 1304 or Egypt and contrast maps of Egypt and Contrast m							
of resistance and adaptation to colonial rule with varying degree of success. Students will investigate one examp of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan and one in China (Taipi Robellion or Boxer Rebellion and the role Empress Dowager CMJ). Students will investigate one Empress Dowager CMJ. Students will investigate one one in China (Taipi Robellion or Boxer Rebellion and the role Empress Dowager CMJ.) Students will investigate one imperfalse in Assault and and one in China (Taipi Robellion or Boxer Rebellion and the role Empress Dowager CMJ.) Students will investigate one imperfalse in Assault investigate one of the resulted in borde being shirted on politic and often resulted in borde being shirted on politic maps, often with little regard for traditional cuttors and contrast maps of Africa from ca. 1900 are ca. 1914, noting the changes and continuits of ethnic groups and world war? Unit 6: World War 1 Unit 6: World War 1 January 1st to							_
Unit 6: World War 1 January 17th Unit 6: World War 1 Unit 6: World War 1 Unit 7 Unit 6: World War 1 Unit 7							
Unit 6: World War 1							
discussion of success. Students will investigate one examp of resistance in Africa and noe in China (Taip Rebellion or Bover Rebellion and the role Empress Dowager CIXI) Students will investigate one pression or southern Egypt/Sudan and noe in China (Taip Rebellion or Bover Rebellion and the role Empress Dowager CIXI) Students will investigate the empress Dowager CIXI Students will compare and control. Claims over la office resulted in border being shifted on politic maps, often with Intelligence of the expension of the role of the residence of the result of the role of the result of the role of t							-
Unit 6: World War 1 January 17th January 17th What was the lasting impact of the first World War 1 Unit 6: World War 1 January 17th January							
Unit 6: World War 1 January 17th							
Unit 6: World War 1 January 1st to January 1st							
Southern Eppty/Sudan and one in China [Taipi] Rebellion or Boxer Rebellion and the role Empress Dowager CNI Students will investigat how Japan reacted to threat of Western imperialism in Asia. 10 international conflicts developed as imperial powers competed for control. Claims over la often resulted in borde being shifted on politic maps, often with little regard for traditional cultures and commerce (e.g., Berilic Conference Grades 9-12 Page 22 Students will compare and contrast maps of Africa from ca. 1800 a Africa from ca. 1800 a Africa from ca. 1800 a Africa from ca. 1801 a Answers to handouts This or Thort world War? Why did the Great War charge the way we fight wars? In this Unit students will: Danuary 17th January 18th January 1							
and one in China (Taipi Rebellion or Boxer Rebellion and the role Empress Downser College In throadcast of the Empress Downser College, Boxer Wellow and or Control Claims of the Control or Government Service Rebellion or Boxer Rebellion or Boxer Rebellion or Boxer Rebellion and the role Empress Downser Service Rebellion and the role Empress Downser Rebellion and the role Boxer Rebellion and the role of Western imperials in Asia. 10 International Confliction of Control Review Rebellion and service Rebellion and the role of Control Review Rebellion and service Rebe							
Unit 6: World War 1 January 15t to January 17th GLOBAL CONFLICT [1914							• • • • • • • • • • • • • • • • • • • •
Promotive Google Form Prom							
Unit 6: World War 1 What was the lasting impact of the first World War? Why did the Great War charge to way we fight wars? Unit 6: World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight way the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars was well wars and the wars the way we fight wars? Why did the Great War charge the way we fight wars was well war and the wars the way well war and wars the way well war and wars was well war and the was the was well war and the w							
Students will investigate how Japan reacted to threat of Western imperialism in Asia. 100 International conflicts developed as imperial opwers competed for control. Claims over late opwers competed for control. Claims over late opwers competed for control. Claims over late of the regard for traditional cultures and commerce (e.g., Berlin Conference (e.g., Berlin Co							
Long the state of the state o							
Unit 6: World War 1 January 17th GLOBAL CONFLICT (1914-1945): World War 1 1945): World War 1 1945 Worl							_
Unit 6: World War 1 January 17th What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight was the lasting impact of the first wars? Why did the Great War charge the way we fight was the lasting in the balance of the Charge the way we fight was the lasting in the balance of the Charge the way we fight was the lasting in the balance of the Charge the way we fight was the lasting the charge the way we fight was the lasting the charge the way we fight was the lasting the charge the way we fight was the lasting the charge the way we fight was the lasting the charge the way we fight was the lasting the charge the way we fight was the lasting the charge the charge the way we fight was the lasting the charge the war that the charge the war that the charge the war that the charge th							1
Unit 6: World War 1							
developed as imperial powers competed for control. Claims over law often resulted in borde being shifted on politic maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference Grades 9-12 Page 22 Students will compare and contrast maps of Africa from ca. 1800 ac a. 1914, noting the changes and continuit of ethnic groups and regions, African states, and European claims. Unit 6: World War 1 January 1st to January 17th What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight was the lasting power some the the causes of the Great wars to handouts and prepared to the changes and contrivation to wwill compare and contract wars. Why did the Great War charge the way we fight was the lasting power standard cultures and contract wars. What was the lasting the the changes and contract wars the charges and							•
Unit 6: World War 1							
Unit 6: World War 1 January 1st to January 17th What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars was it? Why did the Great War charge the way we fight wars was it? Why did the Great War charge the way we fight wars was it? Why did the Great War charge the way we fight war and the first will the ward outside the causes of the Great will compare and contract the causes of the Great will compare and contract the causes of the Great will compare and contract the causes of the Great will compare and contract the causes of the Great will compare and contra							
Unit 6: World War 1 What was the lasting impact of the first World War? World War? World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? What was the lasting impact of the first wars? Why did the Great War charge the way we fight wars and the first wars to handouts the first wars to handouts and the first wars to handouts the first wars to handouts and the first wars to handouts and the first wars to handouts the f							
Unit 6: World War 1 January 17th GLOBAL CONFLICT (1914-1945): World War I lied to geopolitical changes, human and impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? What was the lasting impact of the first wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War and peace War and its influence on W							
Unit 6: World War 1							
Unit 6: World War 1							
Cultures and commerce (e.g., Berlin Conference (Grades 9-12 Page 22 Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuity of ethnic groups and regions, Africa from ca. 1800 and ca. 1914, noting the changes and continuity of ethnic groups and regions, Africa from ca. 1800 and ca. 1914, noting the changes and continuity of ethnic groups and entrepts to bring the changes and continuity of ethnic groups and continuity of ethni							
Unit 6: World War 1							_
Unit 6: World War 1 What was the lasting impact of the first World War? World War? World War? World War? World War? World War 1 World War I was the lasting impact of the first World War I was the first World War I was the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? World War 2 World War 2 World War 3 World War 4 World War 1 World W							
Unit 6: World War 1 What was the lasting impact of the first World War? World War? World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? World War land beace World War land beace WW1 - What was it? WW1 - What was it? WW2 - What was it? WW2 - What was it? WW2 - What was it? WW3 - What was it? WW4 - What was it? Students will compare and contribution of Africa from ca. 1904, noting the changes and continuition of ethnic groups and regions, African states, and tropical to the changes and continuition of ethnic groups and regions, African states, and effects of Africa from ca. 1904 on the changes and continuition of ethnic groups and European claims. WW4 and WW1 and WW1 and WW4 and WW							
Unit 6: World War 1 What was the lasting impact of the first World War? World War? World War? Why did the Great War charge the way we fight wars? Why did the Great War wars? Why did the Great War wars? Why did the Great War and peace World War is in the charges and continuities and ca. 1914, noting the charges and continuities can the causes of the Great War and peace In this Unit students will: Exit Tickets Answers to handouts This or That geopolitical changes, human and environmental devastation, and attempts to bring stability and peace World War? World War? Why did the Great War charge the way we fight wars? World War? Why did the Great War charge the way we fight wars? World War was the lasting impact of the first World War II led to geopolitical changes, human and attempts to bring stability and peace World War II led to geopolitical changes, human and attempts to bring stability and peace WW1 - What was it? WW1 and Vocab Answers to handouts This or That Goup Work Green Cards Group Work Clasrroom. Summative: World War I Quiz (who were the Central and Allied Powers War and its influence on Causes and effects of							_
Africa from ca. 1800 and ca. 1914, noting the changes and continuition of ethnic groups and regions, African states, and European claims. Unit 6: World War 1 What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Africa from ca. 1800 and ca. 1914, noting the changes and continuition of ethnic groups and regions, African states, and European claims. WW1 and WW1 and Vocab Nttps://docs.google.com/ document/d/1wCvtuaRe j40BEqJuRmPLs2nHg2jHki leaving and militarism along was it? WW1 - What was the lasting impact of the first WW1 and Vocab Nttps://docs.google.com/ document/d/1wCvtuaRe j40BEqJuRmPLs2nHg2jHki leoNyledit Summative: World War I Quiz (who were the causes of the Great long- and short-term causes and effects of cass on ca. 1914, noting the changes and continuition of ethnic groups and regions, African states, and European claims. In this Unit students will: 10.5 International competition, fueled by Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: World War I Quiz (who were the causes of the Great long- and short-term causes and effects of causes							_
Unit 6: World War 1 What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Was and burdeness and continuition of ethnic groups and regions, African states, and European claims. World War I and World War I and World War II led to geopolitical changes, human and devision, and attempts to bring stability and peace World War II led to geopolitical changes, human and devision, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace World War II led to www was it? World World World War II on this Unit students will: In this Unit students will: In this Unit students will: No the							
Unit 6: World War 1 What was the lasting impact of the first World War? World War? World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Link 6: World War 1 January 1st to January 1st to January 1st to January 17th January 1st to January 1st to January 17th GLOBAL CONFLICT (1914– 1945): World War I and World War II led to geopolitical changes, human and charge the way we fight wars? World War II led to geopolitical changes, human and charge the way we fight wars? World War? WWY 1 was the lasting impact of the first World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace WWY 1 was the lasting impact of the first World War II led to geopolitical changes, human and devastation, and attempts to bring stability and peace WWY 1 was the lasting impact of the first World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace WWY 1 was the lasting impact of the first World War II learning with the world outside the causes of the Great Unit of ethnic groups and regions, African states, and European claims. Unit 6: World War 1 WWY 1 and Exit Tickets Answers to handouts Connect in-school learning with the world outside the with the world outside of Group Work This or That Red, Yellow, Green Cards Group Work This or That Summative: World War I Quiz (who were the Central and Allied Powers War and its influence on causes and effects of cause							
Unit 6: World War 1 Unit Giompetition, fueled by With the world outside the classroom. Unit Unit Students will: Unit Stu							
Unit 6: World War 1 Unit 6: World War 1 January 1st to January 17th What was the lasting impact of the first World War? World War? World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? World War I and peace World War I and peace WW1 - What was the lasting impact of the first WW1 and but was the lasting impact of the first World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace WW1 - What was the lasting impact of the first WW1 and WW1 and WW1 - What was it? WW2 and its influence on into to WW1 and Exit Tickets Answers to handouts Connect in-school nationalism, imperialis and militarism along with the world outside the classroom. Summative: World War I Quiz (who were the Central and Allied Powers War and its influence on causes and effects of causes and effect							changes and continuities
Unit 6: World War 1 What was the lasting impact of the first World War? Why did the Great War charge the way we fight wars? Why did the Great War charge the way we fight wars? Unit 6: World War I and January 17th January 17th GLOBAL CONFLICT (1914— 1945): World War I and World War I and World War II led to geopolitical changes, human and charge the way we fight wars? Why did the Great War charge the way we fight wars? World War II led to geopolitical changes, human and charge the way we fight wars? WW1 - What was it? In this Unit students will: WW1 and WW1 and WW1 in the world outside the classroom. Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Classroom. Students will investigate the causes of the Great long- and short-term or causes and effects of c							
Unit 6: World War 1 Unit 6: World War 1 January 1st to January 17th Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 Unit 6: World War 1 January 18t to January 17th Unit 6: World War 1 Unit 6: World War I Unit Students will: Unit students will: Unit students will: Unit students will: Unit 5tudents will: Unit 10.5a International Competition, fucled by Answers to handouts This or That Red, Yellow, Green Cards Conpetition, fucled by School Answers to handouts This or That Red, Yellow, Green Cards Clearning With the world outside Summative: World War I Unit 5tary in the balance of Whit							_
What was the lasting impact of the first World War? World War? Why did the Great War charge the way we fight wars? January 17th GLOBAL CONFLICT (1914— 1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace January 17th GLOBAL CONFLICT (1914— WW1 and Vocab Nty 1 and Vocab Nttps://docs.google.com/ Journal of the first World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace WW1 and Vocab Nttps://docs.google.com/ Journal of the first WW1 and Vocab Nttps://docs.google.com/ Journal of the first WW1 and Vocab Nttps://docs.google.com/ Journal of the first WW1 and Vocab Nthy in the world outside the world outside the classroom. Summative: World War I Quiz (who were the causes of the Great long- and short-term causes and effects of causes and effects							1
What was the lasting impact of the first World War II led to geopolitical changes, human and charge the way we fight wars? Why did the Great War charge? Wars? 1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace 1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace Vocab Nths://docs.google.com/ document/d/1WCVtuaRe jedocument/d/1WCVtuaRe j	Unit 6: World War 1	-			-	In this Unit students will:	
impact of the first World War II led to geopolitical changes, human and wars? World War II led to geopolitical changes, human and environmental wars? World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace Morld War II led to geopolitical changes, human and ij40BEqJuRmPLs2nHg2jHkj lt60Xlfg 5Yvo/edit This or That Red, Yellow, Green Cards Group Work This or That Red, Yellow, Green Cards somulative: World War I Quiz (who were the and planning with the world outside the classroom. Students will investigate the causes of the Great long- and short-term causes and effects of		January 17th	•				competition, fueled by
World War? geopolitical changes, human and environmental wars? geopolitical changes, human and environmental attempts to bring stability and peace geopolitical changes, human and environmental devastation, and attempts to bring stability and peace geopolitical changes, human and idocument/d/1WCVtuaRe j40BEqJuRmPLs2nHg2jHkj lt6OXlfg 5Yvo/edit Summative: World War I Quiz (who were the and Allied Powers War and its influence on with the world outside the classroom. Students will investigate the causes of the Great long- and short-term causes and effects of	l — — — — — — — — — — — — — — — — — — —					Connect in-school	nationalism, imperialism,
human and peace human and j40BEqJuRmPLs2nHg2jHkj It6OXlfg 5Yvo/edit human and environmental to world wars. Students will investigate the way we fight wars? human and environmental devastation, and attempts to bring stability and peace human and environmental devastation, and attempts to bring stability and peace j40BEqJuRmPLs2nHg2jHkj It6OXlfg 5Yvo/edit Group Work the classroom. Students will investigate the causes of the Great Unit of the class of the Great Unit of	· ·		World War II led to				and militarism along with
Why did the Great War charge the way we fight wars? environmental devastation, and attempts to bring stability and peace environmental devastation, and attempts to bring stability and peace environmental devastation, and devastation, and attempts to bring stability and peace It6OXIfg 5Yvo/edit Summative: World War I Quiz (who were the causes of the Great It6OXIfg 5Yvo/edit Students will investigate the causes of the Great It6OXIfg 5Yvo/edit Students will investigate the causes of the Great It6OXIfg 5Yvo/edit Students will investigate It6OXIfg 5Yvo/edit It6OX	World War?		geopolitical changes,		Red, Yellow, Green Cards	with the world outside	
charge the way we fight wars? devastation, and attempts to bring stability and peace devastation, and attempts to bring stability and peace wars? Summative: World War I Quiz (who were the and Allied Powers) Central and Allied Powers War and its influence on causes and effects of			human and		Group Work	the	power and alliances, led
wars? attempts to bring stability and peace • WW1 - What was it? Quiz (who were the Central and Allied Powers War and its influence on causes and effects of	T		environmental	It6OXlfg_5Yvo/edit		classroom.	to world wars. Students
and peace was it? Central and Allied Powers War and its influence on causes and effects of	charge the way we fight		devastation, and		Summative: World War I	_	will compare and contrast
	wars?		attempts to bring stability	WW1 - What	•		_
Bogante Loval Quactions) the changing landscare Would Would Would			and peace	was it?	Central and Allied Powers	War and its influence on	
Regents Level Questions) the changing landscape World War I and World					Regents Level Questions)	the changing landscape	World War I and World

 			<u>, </u>
	https://docs.google.com/	within Europe and the	War II. 10.5b
	document/d/1ym43QchK	Middle East.	Technological
	uto8iXI8N8x3dXCZdk1j9t		developments increased
	4xGiOaJpKkhGE/edit		the extent of damage and
	The End:		casualties in both World
	Independent		War I and World War II.
	Close Reading		Students will compare
	and Diary		and contrast the
	Activity		technologies utilized in
	https://docs.google.com/		both World War I and
	document/d/1U60BrN9D		World War II, noting the
	4KX5NLilVVES_FM6oghLk		human and
	CpGHh1N0RNTbw0/edit		environmental
			devastation. 10.5c The
			devastation of the world
			wars and use of total war
			led people to explore
			ways to prevent future
			world wars. Students will
			examine international
			efforts to work together
			to build stability and
			peace, including Wilson's
			Fourteen Points, the
			Treaty of Versailles, the
			League of Nations, and
			the United Nations. 10.5d
			Nationalism and ideology
			played a significant role in
			shaping the period
			between the world wars.
			Students will examine the
			Russian Revolution and
			the development of
			Soviet ideology and
			nationalism under Lenin
			and Stalin. Students will
			examine the role of
			nationalism and the
			development of the
			National Socialist state
			under Hitler in Germany.
			Students will examine the
			role of nationalism and
			militarism in Japan.
			Students will investigate
			the causes of the Great
			Depression and its
			influence on the rise of

						totalitarian dictators and
						determine the common
						characteristics of these
						dictators. 10.5e Human
						atrocities and mass
						murders occurred in this
						time period. Students
						will examine the
						atrocities against the
						Armenians; examine the
						Ukrainian Holodomor,
						and examine the
						Holocaust.
Unit 7: World War 2	January 17th to	Within in each unit of	Document	Formutive:	In this Unit students will:	10.5 UNRESOLVED
Offic 7. World War 2	-			Formutive.	in this onit students will.	
How door MANA diffe	January 31st	study, students will	Analysis on the	Google Form Suit Tielests	Pospostfully and with	GLOBAL CONFLICT (1914–
How does WW2 differ		identify and EXPLAIN the	Treaty of Versailles	Google Form Exit Tickets	-Respectfully, and with	1945): World War I and
from WW1? What were		source(s) significance,		Answers to handouts	care, engage in difficult	World War II led to
the effects of WW2?		point of view, purpose,	https://docs.google.com/	This or That	conversations,	geopolitical changes,
		historical situation, and/or audience. The	document/d/1sw_1r48pd	Red, Yellow, Green Cards	particularly	human and
			aOTDrgPMkAiC2k0L-	Group Work	those that challenge	environmental
		students will explain how	VYgGY5Ju86G0B2lzQ/edit	Comment of World War 2	power and privilege in	devastation, and
		the sources may limited	Vocabulary for	Summative: World War 2	our 	attempts to bring stability
		based on the previous	World War 2	Quiz (Regents Questions)	society.	and peace. (Standards: 2,
		aspects.	https://docs.google.com/			3, 4, 5; Themes: TCC, GEO,
			document/d/1PoOyecQg			GOV, CIV, TECH, EXCH)
			xW2xmKJAVx32S2Dg4mo		Connect in-school	
			57RSWhvHnNySjDzE/edit		learning	10.5c The devastation of
					with the world outside	the world wars and use of
					the	total war led people to
			The Rise in		classroom.	explore ways to prevent
			Dictators			future world wars.
			Document			Students will examine
			https://docs.google.com/		Students will investigate	international efforts to
			document/d/1efcGAeosf		the causes of the Great	work together to build
			4eejkNuYjQrMwFBBUcng		Depression and its	stability and peace,
			GgYwIVMyfbrDrY/edit		influence on the rise of	including Wilson's
					totalitarian dictators and	Fourteen Points, the
			 Comparing and 		determine the common	Treaty of Versailles, the
			Contrasting		characteristics of these	League of Nations, and
			Dictators &		dictators.	the United Nations.
			Letter Writing			
			to another			
			country from			10.5d Nationalism and
			different			ideology played a
			perspectives			significant role in shaping
			https://docs.google.com/			the period between the
			document/d/1u8ueeKcO			world wars. Students will
			YJXzd54lltJ_kCFsylwrowr			examine the Russian
			nHDmJAGZ uEg/edit			Revolution and the

development of Soviet **Hitlers Rise to** ideology and nationalism Power and under Lenin and Stalin. propaganda Students will examine the role of nationalism and posters https://docs.google.com/ the development of the document/d/171-**National Socialist state** dBkp6RZWdx8s5h5q1nDX under Hitler in Germany. P5OCxfTOGhS9mwzsHx-Students will examine the I/edit role of nationalism and militarism in Japan. **How did Hitler** Students will investigate keep his power? the causes of the Great Hitler Depression and its influence on the rise of Youth, Mass totalitarian dictators and Demonstratio determine the common ns and characteristics of these Rallies, dictators. Nuremberg 10.5e Human atrocities Laws, SS and mass murders (Secret occurred in this time Police), period. Students will Rearmament examine the atrocities https://docs.google.com/ against the Armenians; examine the Ukrainian document/d/1hYNYZKhclX Holodomor, and examine nF 0Gqflthe Holocaust. XF3Mof9xpFkXujoorhpidk rY/edit Photo Analysis https://docs.google.com/ document/d/1tYmQvYcH U88SNk3vmRbHjobes4Stx hvWbi4qPfvMEWo/edit Holocaust Document Analysis https://docs.google.com/ document/d/1pRwwgnl37 6ltYct7Oh9yTUkot POCrE A1oTHhru h90/edit

	1	T	A TUF			
			THE HOLOCALIST:			
			HOLOCAUST:			
			RESPONSES TO			
			GENOCIDE &			
			THE BEGINNING			
			OF THE END OF			
			WW2			
			https://docs.google.com/			
			document/d/1Ni01Z8WD			
			9P7yzqkauiD48j8jkCsAR75			
			hggx_wP4tSfM/edit			
			World War II			
			Ends			
			https://docs.google.com/			
			document/d/1-			
			bqExqLP9YN8N54jlszTb85			
			-			
			rf6UncBDrm-			
			NcOlyi3ol/edit			
H						
Unit 8: Cold War	February 1st to	Students will identify and	The Cold War	Formulative: Google Form	In this Unit Students will:	10.6 UNRESOLVED
Unit 8: Cold War	February 1st to February 15th	EXPLAIN the source(s)	Intro and Basics	Exit Tickets		GLOBAL CONFLICT (1945-
	-	EXPLAIN the source(s) significance, point of view,	Intro and Basics https://docs.google.com/	Exit Tickets Answers to handouts	Connect in-school	GLOBAL CONFLICT (1945– 1991: THE COLD WAR):
What lies behind the	-	EXPLAIN the source(s) significance, point of view, purpose, historical	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs	Exit Tickets Answers to handouts This or That	Connect in-school learning	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience.	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards	Connect in-school learning with the world outside	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped
What lies behind the	-	EXPLAIN the source(s) significance, point of view, purpose, historical	Intro and Basics https://docs.google.com/ document/d/1S2 dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit	Exit Tickets Answers to handouts This or That	Connect in-school learning with the world outside the	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may	Intro and Basics https://docs.google.com/ document/d/152_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work	Connect in-school learning with the world outside	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards	Connect in-school learning with the world outside the	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may	Intro and Basics https://docs.google.com/ document/d/1S2 dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects.	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom.	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects.	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom.	GLOBAL CONFLICT (1945—1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological,
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s)	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view,	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google.	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives,	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience.	Intro and Basics https://docs.google.com/ document/d/152_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945– 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may	Intro and Basics https://docs.google.com/ document/d/152_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the	Intro and Basics https://docs.google.com/ document/d/152_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI fFgO3wTSvzmP86G	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI fFgO3wTSvzmP86G M60sR2XZetE/edit	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI fFgO3wTSvzmP86G M60sR2XZetE/edit Nuclear Arms	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet
What lies behind the meaning of the Cold	-	EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects. Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the	Intro and Basics https://docs.google.com/ document/d/1S2_dnDVjs Mi33it4iTNEbz8cPQy0fTN oATydiC188NM/edit The Truman Doctrine and Containment The Marshall Plan Berlin Blockade The Berlin Wall https://docs.google. com/document/d/10 nGo09Vo5nxH7wEJI fFgO3wTSvzmP86G M60sR2XZetE/edit Nuclear Arms Race	Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Cold War	Connect in-school learning with the world outside the classroom. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,	GLOBAL CONFLICT (1945— 1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern

	T	T	I	1	1	Τ
		Within each unit of study,	https://docs.google.c			
		need to be able to analyze	om/document/d/1RG			
		arguments in both primary	XisQF4MTn5OVASKp			Students will examine the
		and secondary sources	x9pM_xfjlj_0BAgkVn_			new military alliances,
		whether it is text-based or	Aj5LUo/edit			nuclear proliferation, and
		non-text based. Comparing				the rise of the military-
		arguments, explaining how				industrial complex.
		evidence supports,				Charles to a colling a construction of the
		modifies, or refutes a				Students will examine the
		source's argument.				reasons countries such as
		3				Egypt and India chose nonalignment.
		Students will investigate				nonangninent.
		the efforts to expand and				Students will explore the
		contain communism in				era of détente from both
		Cuba, Vietnam, and				American and Soviet
		Afghanistan from				perspectives.
		multiple perspectives.				perspectives.
		Students will examine				
		the new military				
		alliances, nuclear				
		proliferation, and the rise				
		of the military-industrial				
		complex.				
		Students will examine				
		the reasons countries				
		such as Egypt and India				
		chose nonalignment.				
		Students will explore the				
		era of détente from both				
		American and Soviet				
		perspectives.				
Unit 9: Nationalism and	March 10th to		• Chinese	Formulative: Google Form	Draw upon your past	10.7 DECOLONIZATION
Decolonization	March 30th	Students will identify and	Nationalism	Exit Tickets	learning, prior	AND NATIONALISM
		EXPLAIN the source(s)	Origins of the	Answers to handouts	experiences, and the	(1900–2000): Nationalist
How did Decolonization		significance, point of view,	Chinese Civil	This or That	richness of your cultural	and decolonization
affect the world today?		purpose, historical	War	Red, Yellow, Green Cards	background to make	movements employed a
		situation, and/or audience.	https://docs.google.com/	Group Work	meaning of new concepts	variety of methods,
		The students will explain	document/d/109eLN-	Community on Planta and Ita	and apply learning on an	including nonviolent
		how the sources may	g1QQa52i2AWmTkJR_4eL	Summative: Nationalism	ongoing basis.	resistance and armed
		limited based on the	3K3LCOxCEHDcGOm28/e	Quiz and Decolonization		struggle. Tensions and
		previous aspects.	<u>dit</u> ● Communism	Quiz	Advocate for varied ways	conflicts often continued after independence as
			Under Mao		of learning (i.e. project-	new challenges arose.
			Zheng		based learning,	(Standard
			Great Leap		presentations, station	(Standard
			Forward		work, small group work)	
L			loiwaiu	l .	work, sman group work)	

Within each unit of study, students will use the historical reasoning processes mentioned next (comparison, causation, and continuity/ change) Analyze connections, patterns, and relationships regarding historical developments and processes.

Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.

- Deng
 Xiaoping's Four
 Modernizations
 https://docs.google.com/
 document/d/1gCcd0w4d
 GmQaraiq30YRtb82B8 7CoyQsQJ9WVcWPH0/ed
 - Indian Decolonization

<u>it</u>

 Gandhi's Letter to the Viceroy, Lord Irwin, March 2, 1930

https://docs.google.com/ document/d/1yf3ziKoSVF Qljn6xARS9ShZBzsqvChlpHcd3vriEus/edit

> Mohandas (Mahatma) Gandhi & An Intro to the Indian Independence Movement

https://docs.google.com/ document/d/1BOZnW21 orYO0dR03QghTrtT1gkbt TDeUr4w VkBFa2Q/edit

> Decolonization in Africa

https://docs.google.com/ document/d/1ysyvD7qJR kunQyuu26Xc2VHzziT8Ez 8B2ixQkYiWoDw/edit

> Decolonizatio n in South Africa and Apartheid

https://docs.google. com/document/d/1q E2yy_Nstqejw241pUIH5dNCPoB000W ZIKpNCBo3T8/edit that accommodate the diverse learning styles and interests of those in the Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a Britishpartitioned subcontinent.

Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.

Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.

Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism

Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communistrun People's Republic of China and a nationalistrun Taiwan.

Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies

Unit 10: Traditionalism v. Modernization What are the positive and negative effects of Modernization?	April 3rd to April 17th	Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.	Traditionalism v. Modernization Example to real life situations Modernization in TURKEY Iran Revolution https://docs.google.com/ document/d/1wc- yMj-	Formulative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work Summative: Modernization Quiz	-Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.	10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.
		Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.	vbDqkXt3ySlXnEg3u7ym5 wMm/edit		-Connect in-school learning with the world outside the classroom.	10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.