### Quarter 1

**Unifying Concept:**
BEGINNINGS OF SOCIETY, CIVILIZATION, AND CULTURE

#### Reading Focus:
Informational

#### Writing Focus:
Informative/Explanatory

### Big Ideas

**Enduring Understandings:**
- The relationship between humans and their environment shaped human development.
- Geography influences the development and organization of a society.
- Culture unifies and defines societies.
- Groups of people and civilizations unify through laws, language, literature, religion, myths, and monumental art/architecture.
- Systematic agriculture resulted in economic, cultural, political, and social changes for early humans.
- Systematic agriculture changed the way humans interacted with their environment.

**Essential Questions:**
- How do ideas spread?
- How does environment shape people?
- How are people a product of their environment?
- What is the structure that defines human relationships?
- How do belief systems define a people, culture or time period?
- How do religious beliefs affect social and political structures?
- How did agriculture change the course of human development?
- How do civilizations rise and how do they change?
- What makes an empire unique?

### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S2.C2.PO 1.</strong> Describe the development of early prehistoric people, their agriculture, and settlements.</td>
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<td><strong>S2.C2.PO 2.</strong> Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</td>
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<tr>
<td><strong>S4.C2.PO 4.</strong> Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</td>
<td><strong>S2.C2.PO 4.</strong> Analyze the enduring Chinese contributions and their impact on other civilizations: a. development of concepts of governments and citizenship (e.g., Confucianism, empire); b. scientific, mathematical, and technical advances (e.g., roads, aqueducts); c. cultural advancements in art, architecture, literature, theater, and philosophy. <strong>S4.C2.PO 4.</strong> Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions. <strong>S4.C2.PO 5.</strong> Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona). <strong>S4.C4.PO 2.</strong> Analyze push/pull factors that contribute to human migration.</td>
</tr>
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</table>
### Constant Standards

<table>
<thead>
<tr>
<th>S2.C1.PO 1.</th>
<th>Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</th>
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<td>Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</td>
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### Social Justice Standards

| ID.9-12.1 | I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society. |
| ID.9-12.2 | I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups. |
| DI.9-12.6 | I interact comfortably and respectfully with all people, whether they are similar to or different from me. |
| JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. |
| AC.9-12.16 | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. |

### Adopted Texts and Materials

**Adopted:**
- *World History* - Glencoe

**Suggested Supplemental:**
- *Hammurabi’s Code*
- *Gilgamesh*
- *Oedipus Rex*
- *5 Pillars of Islam*
- *Ashoka “Rock Edicts”*
- *10 Commandments*
- *Analects of Confucius*  

**Multicultural Adoptions:**
- *Before We Were Free*, Julia Alvarez  
- *Ask Me No Questions*, Marina Budhos  
- *Americanah*, Chimamanda Ngozi Adichie (2013)  

**Education Materials Center: Social Studies Bibliography**
### Instructional and Assessment Guides

- Walking with Cavemen - BBC
- Engineering an Empire - Persia, Egypt, Rome, The Ancient Greeks, Carthage, Alexander the Great
- Islamic civilization from about 600 to 1000 A.D.
- A Visual Sourcebook of Chinese Civilization
- Religion Facts: Just the facts on the world’s religions
- Crash Course World History: The Agricultural Revolution, Indus River Valley Civilization, Mesopotamia, Ancient Egypt, The Persians and the Greeks, Alexander the Great and the Situation, The Roman Empire or Republic?, The Silk Road and Ancient Trade, Buddha & Ashoka, 2,000 Years of Chinese History, Christianity from Judaism to Constantine
- KHAN Academy (World History)
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
- Dr. Paula’s Prescriptions for Professional Development Wiki, “FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES”, Cardinal Consulting Group, Inc.
- Beyond the Bubble A new generation of history assessments
- RUBRICS AND RUBRIC MAKERS

### Additional Instructional Resources

- Construct an early peoples migration map from Africa to Eurasia.
- Write a comparative essay on the culture and societies of early river civilizations.
- Create a commercial/ad campaign focusing on the culture, and contributions of the Mayans, Persians, and Egyptians.
- Create a poster recruiting people for Roman Citizenship in the Middle East or Northern Africa.
- Participate in a chalk talk answering the question what is civilization?
- Research a Roman Emperor, create a pamphlet advertising their campaign platform, and convince the class to vote for their emperor.
- Create a poster on the causes and effects of the Neolithic Revolution
- Create a comparative chart on world religions
- Map the locations of the world religions
- Create illustrations for important vocabulary: Neolithic revolution, Cuneiform/Hieroglyphics/ Sanskrit, Code of Hammurabi, Mesopotamia, Polis, Nubia
- Analyze Paleolithic and Neolithic art from Australia, Catalhuyuk, and Europe and practice how to discern cultural values and religious beliefs. (Primary Source Workshop)
- Role-play village elders of a Mesopotamian city and render legal decisions based upon “eye for an eye” principles, then compare their decisions with corresponding selections from Hammurabi’s Code.
- Write an essay discussing the causes and effects of the Agricultural Revolution/Neolithic Revolution.
- Write an expository essay: How does culture unify a people?
- Write a research essay: Which civilization would you want to live in and why? What would your daily life be like?
- Complete a research project and power point presentation on a major world religion.
- Discuss contributions of the ancient Chinese civilizations to other civilizations versus the enduring Greek and Roman contributions to western civilization.
| including those in government, science, art, architecture, mathematics, literature, drama, and philosophy. |
| Students will take their research essay on their chosen civilization and create a persuasive power point presentation convincing the members of the class to move to their civilizations. The presentation will feature society, politics, interaction with environment, culture and economics of that particular civilization, and the daily life for citizens. *(Summative Assessment)* |
### Big Ideas

**Enduring Understandings:**
- Interregional trade networks of the Silk Road, Indian Ocean Trade and Trans-Saharan created a diverse trade network of goods, ideas and peoples.
- The collapse of central authority in Europe led to the rise of new empires and allowed different cultures to flourish. New Indian empires, African empires, and the Byzantines grew rich through trade and left a lasting legacy of accomplishments.
- The Columbian Exchange resulted in economic, cultural, political, and social changes on a global scale.
- The Columbian Exchange changed the way humans interacted with their environment.

**Essential Questions:**
- How do trade networks change human interactions?
- How do belief systems change over space and time?
- How do we change when we meet others?
- How does location influence the development of an empire?
- What happens when structure collapses?
- What are the effects of empires?
- How does exploration bring change?
- Where does exploration bring change?
- Why do humans go exploring?
- When does world history begin?

### Standards

**Highly-Leveraged Standards**

S2.C3.PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Incan, Ottoman) throughout the world.

S2.C3.PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: a. Crusades; b. commerce and the Silk Road; c. impact on culture; d. plague

S2.C5.PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration; b. impact of expansion and colonization on Europe; c. impact of expansion and colonization on Africa, the Americas, and Asia; d. role of disease in conquest; e. role of trade; f. navigational technology; g. impact and ramifications of slavery and international slave trade; h. contrasting motivations and methods for colonization.

**Supporting Standards**

S2.C2.PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire); b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy).

S2.C3.PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).

S2.C3.PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.

S2.C3.PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Incan, Ottoman) throughout the world.

S2.C4.PO 1. Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas; b. humanism and its emphasis on individual potential and achievements; c. scientific approach to the natural world; d. Middle Eastern contributions (e.g., mathematics, science); e. innovations in the arts and sciences.

S2.C4.PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.
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| **S4.C1.PO 2.** | Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat). |

### Social Justice Standards

| **ID.9-12.3** | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. |
| **DI.9-12.7** | I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups. |
| **DI.9-12.8** | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| **JU.9-12.12** | I can recognize, describe and distinguish unfairness and injustice at different levels of society. |
| **AC.9-12.17** | I take responsibility for standing up to exclusion, prejudice and injustice. |
| **AC.9-12.19** | I stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does. |
| **AC.9-12.20** | I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals. |

### Adopted Texts and Materials

**Adopted:**

- World History - Glencoe

**Suggested Supplemental:**

- Bushido Code
- The Secret History by Procopius
- Stanford Silk Road Project
- Travels of Ibn Battuta
- Travels of Marco Polo
- Reading Like a Historian: Martin Luther
- Janson and Janson, “History of Art”
- Protestant Reformation Wood Block Art
- 95 Theses of Martin Luther

**Multicultural Adoptions:**

- Colibri (2003), Ann Cameron
- When My Name was Keoko (2002), Linda Sue Park
- Bengali Harlem and the Lost Histories of South Asian America (2012), Vivek Bald

**Education Materials Center: Social Studies Bibliography**
<table>
<thead>
<tr>
<th>Instructional and Assessment Guides</th>
<th>Additional Instructional Resources</th>
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<tbody>
<tr>
<td>• The Edicts of the Tokugawa</td>
<td>• Research one of the major Silk Road stops and research the culture, the languages, the politics, and what was traded, and create a business pamphlet advertising to other traders.</td>
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<tr>
<td>• UNESCO Silk Road</td>
<td>• Create a Renaissance comic strip</td>
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<tr>
<td>• The Ottomans - PBS documentary</td>
<td>• Analyze Protestant Reformation Documents (DBQs)</td>
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<tr>
<td>• Islam: Empire of Faith - PBS</td>
<td>• Create a time period flow chart examining the social, political, cultural, economic events of this time period.</td>
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<tr>
<td>• Crash Course World History:</td>
<td>• Create a cause and effect chart of the rise of the Ottoman Empire</td>
</tr>
<tr>
<td>Buddha &amp; Ashoka, 2,000 Years of</td>
<td>• Construct a map of the Silk Road and the Mongol Empires.</td>
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<tr>
<td>Chinese History, Christianity from</td>
<td>• Create a Japanese Woodblock Print.</td>
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<td>Judaism to Constantine, Islam,</td>
<td>• Role play how the Japanese interacted with foreigners.</td>
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<td>the Quran, and the Five Pillars</td>
<td>• Create a chart comparing and contrasting Japanese and European Feudalism</td>
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<tr>
<td>All Without a Flamewar, The Silk</td>
<td>• Chart the Byzantine Empire across time periods (Periodization)</td>
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<tr>
<td>Road and Ancient Trade, Int’l</td>
<td>• Become representative of an African Empire and put together a persuasive presentation trying to convince Ibn Battuta to visit.</td>
</tr>
<tr>
<td>Commerce, Snorkeling Camels, and</td>
<td>• Research a key figure from this time period and complete a dating profile and then go on a “date” looking for their best ideological match.</td>
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<tr>
<td>The Ocean Trade, Mansa Musa and</td>
<td>• Put Chinggis Khan on trial for crimes against humanity.</td>
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<tr>
<td>Islam in Africa, The Fall of the</td>
<td>• Create a newspaper about the events and key figures of this time period.</td>
</tr>
<tr>
<td>Roman Empire...in the 15th Century,</td>
<td>• Students will complete an autopsy analyzing the causes of death of an empire. Groups will be assigned a different empire and then each group will have to present their autopsy report to the class. Empires: Tokugawa Japan, Ottoman, Mongol, Byzantine, Mali, Mughal, Inca, Aztec. (Summative Assessment)</td>
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<tr>
<td>The Crusades: Pilgrimage or Holy</td>
<td>• Play “Rock, Paper, Scissors, Communism”.</td>
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<td>War?, The renaissance, Was It a</td>
<td>• Create a mock Berlin Wall with graffiti from East and West Germany. How would the graffiti differ?</td>
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<tr>
<td>Thing?, Luther and the Protestant</td>
<td>• Discuss current events.</td>
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<tr>
<td>Reformation, Wait for it...The</td>
<td>• Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation.</td>
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<tr>
<td>Mongols!, Venice and the Ottoman</td>
<td>• Analyze the relationship between cricket and politics in South Asia (DBQs).</td>
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<tr>
<td>Empire</td>
<td>• Research the roots of modern terrorism and how that led to 9/11 and the War on Terror.</td>
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<td>• KHAN Academy (World History)</td>
<td>• Create a flipbook the outlines the political goals of different terrorist organizations.</td>
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<td>• Descriptors of DOK Levels for</td>
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<td>• Document Based Questions</td>
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<td>• Socratic Seminar</td>
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<td>• &quot;WHAT HAVE I LEARNED TODAY?:</td>
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<td>FORMATIVE ASSESSMENT IN SOCIAL</td>
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<td>• Dr. Paula's Prescriptions for</td>
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- Compare various countries in Africa, Latin America, and Asia and their responses to environmental issues.
- Write an essay about the challenges of African decolonization.
- Participate in a simulation of the signing of the Treaty of Versailles and write an essay in response to the “negotiations”.
- Research the causes and effects of the genocides in Burma, Rwanda, Tibet, Cambodia, and Bosnia, and the world’s response to these genocides.
- Analyze the causes of a key event from the 1990-now and explain how it is affecting today’s world.
- Students will be assigned a country and will research its society, politics, culture, and economy from 1950-1989. (Summative Assessment)
### Reading Focus: Argumentative

### Writing Focus: Informational

### Unifying Concept:
GLOBAL CONNECTIONS & CONSEQUENCES

### Quarter 3

#### Big Ideas

**Enduring Understandings:**
- The Scientific Revolution led to cultural shifts resulting in the Enlightenment which sponsored major changes and revolutions across the globe.
- The Industrial Revolution resulted in economic, cultural, political, and social changes on a global scale.
- The Industrial Revolution changed the way humans interacted with their environment.
- Imperialism in Asia and Africa caused extensive and long lasting economic, cultural, political, social, and environmental effects.

**Essential Questions:**
- What changes does a revolution need to bring to be considered revolutionary?
- When does the need for change warrant violence?
- How was the Industrial Revolution mankind's biggest shift since the Agricultural Revolution?
- Are revolutions always violent?
- Does industrialization always equal progress?
- In what ways has technology changed humanity?
- What is the difference between influence and control?
- What are the causes and consequences of control?
- What happens when one country takes control of another?

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<td><strong>S2.C6.PO 2.</strong> Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton’s Laws) changed the way people understood the world.</td>
<td><strong>S2.C6.PO 3.</strong> Explain how Enlightenment ideas influenced political thought and social change: a. Deism; b. role of women; c. political thought; d. social change.</td>
</tr>
<tr>
<td><strong>S2.C6.PO 6.</strong> Analyze the social, political, and economic development and impact of the Industrial Revolution: a. origins in England’s textile and mining industries; b. urban growth and the social impact of industrialization; c. unequal spread of industrialization to other</td>
<td><strong>S2.C6.PO 4.</strong> Analyze the developments of the French Revolution and rule of Napoleon: a. Reign of Terror; b. rise of Napoleon; c. spread of nationalism in Europe; d. defeat of Napoleon and Congress of Vienna.</td>
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<tr>
<td><strong>S2.C7.PO 3.</strong> Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).</td>
<td><strong>S2.C7.PO 1.</strong> Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.</td>
</tr>
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<td><strong>S2.C7.PO 2.</strong> Trace the development of the British Empire around the world (e.g., British, French, Dutch, Spanish, American, Belgian).</td>
<td><strong>S2.C7.PO 4.</strong> Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).</td>
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<td><strong>S2.C7.PO 4.</strong> Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.</td>
<td><strong>S2.C7.PO 5.</strong> Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.</td>
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### S2.C1.PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

### S2.C1.PO 7. Compare present events with past events: a. cause and effect; b. change over time; c. different points of view.

### S4.C1.PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).

### S4.C1.PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).

### ID.9-12.4 – I express pride and confidence in my identity without perceiving or treating anyone else as inferior.

### DI.9-12.9 – I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

### JU.9-12.13 – I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

### JU.9-12.14 – I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

### AC.9-12.18 – I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.

Teaching Tolerance Anti-Bias Framework: [https://www.tolerance.org/frameworks](https://www.tolerance.org/frameworks)

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### Adopted Texts and Materials

**Adopted:**
- World History - Glencoe

**Suggested Supplemental:**
- Columbus’ Journals
- Simon Bolivar “Jamaica Letter”
- U.S. Declaration of Independence
- Declaration of Rights of Man and Citizen
- Adam Hochschild, King Leopold’s Ghost
- Rudyard Kipling’s, “White Man’s Burden”

**Multicultural Adoptions:**
- Kids on Strike! (1999), Susan Campbell Bartoletti
- Black Potatoes: The Story of the Great Irish Famine, 1845-1850 (2001), Susan Campbell Bartoletti
- Bengali Harlem and the Lost Histories of South Asian America (2015), Vivek Bald
- Dragon’s Gate (China) (1993), Laurence Yep
- Stones for My Father (2011), Trilby Kent
- La Linea (2006), Ann Jaramillo
- Red Glass (2007), Laura Resau
- Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories (1993), Beth Atkin
- Mexican WhiteBoy (2008), Matt de la Peña
- To be a Slave (2005), Julius Lester
- A People’s History of the United States. 1492 – Present (2005), Zinn

**Education Materials Center: Social Studies Bibliography**
### Instructional and Assessment Guides
- **Journals from Slave Ships**
- **Visual Record of Slave Trade and Slave life**
- English translations of *Olympe DeGouges works on feminism*
- Mary Wollstonecraft, “*Vindication of the Rights of Women*”
- Primary Sources, *maps of Africa*
- **Khan Academy (World History)**
- **Descriptors of DOK Levels for Social Studies**
- **DOK Question Stems**
- **HESS Cognitive Rigor Matrix (Social Studies/Humanities)**
- **Document Based Questions (World History)**
- **Socratic Seminar**
- "*WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES,*" D.C. Everest School District
- Dr. Paula's Prescriptions for Professional Development Wiki, "*FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES,*" Cardinal Consulting Group, Inc.
- Beyond the Bubble A new generation of history assessments
- **RUBRICS AND RUBRIC MAKERS**

### Additional Instructional Resources
- Create a brochure that discusses how empires differed before and after the Columbian Exchange. Empires: Inca, Aztecs, Kingdom of Kongo, Benin.
- Create a flip book about what really changed before and after the Atlantic Revolutions.
- Analyze primary sources about the women of the Scientific Revolution and Enlightenment.
- Analyze maps of Africa, before and after European Imperialism.
- Analyze primary sources that discuss *African Responses to imperialism*.
- Create a multimedia project on the art, music, poetry of the African Diaspora.
- Create a tourist pamphlet advertising life in one of the empires during this time period.
- Research a key figure from the *Enlightenment* and Scientific Revolution and complete a dating profile and then go on a “date” looking for their best ideological match.
- Create a flowchart of the time period. Which events led to or were caused by other events?
- Participate in an *Industrial Revolution simulation*.
- Create a poster advertising women’s suffrage.
- Write a *children’s book* titled “How to Imperialize for Dummies”
- Research the Congo before and during Belgian rule and create a presentation.
- Research the India before and during British rule and create a presentation.
- Complete a Harkness Discussion on the pros and cons of the Columbian Exchange.
- Complete a Harkness Discussion on the goals and outcomes of the *American*, French, Haitian, and Latin American Revolutions.
- Write an essay analyzing the successes and failures of one the Atlantic Revolutions: Haitian, American, French or Latin American
### Reading Focus: Literature

### Writing Focus: Narrative

### Unifying Concept: WORLD IN TRANSITION

#### Quarter 4

<table>
<thead>
<tr>
<th>Big Ideas</th>
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<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
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<tr>
<td>- The World Wars resulted in economic, cultural, political, and social changes on a global scale.</td>
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<tr>
<td>- The World Wars changed the way humans interacted with their environment.</td>
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<tr>
<td>- The effects of Decolonization and independence post WWII created new countries and sweeping global changes.</td>
</tr>
<tr>
<td>- The Cold War resulted in economic, cultural, political, and social changes on a global scale.</td>
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<tr>
<td>- The Cold War changed the way humans interacted with their environment.</td>
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<td>- The 20th century saw unprecedented globalization.</td>
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<tr>
<th>Essential Questions:</th>
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<tr>
<td>- What is total war?</td>
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<td>- How does a world war create global change?</td>
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<td>- Can there be war without fighting?</td>
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<td>- What are the consequences of independence?</td>
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<td>- What happens when control is released?</td>
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<td>- How do countries define their identities?</td>
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<tr>
<td>- How do countries form (new) identities?</td>
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<tr>
<td>- How is the world becoming smaller in the 20th and 21st century?</td>
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<tr>
<td>- How do groups and organizations create change?</td>
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<td>- In what ways has technology changed humanity?</td>
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### Standards

#### Highly-Leveraged Standards

| S2.C8.PO 3. Explain the end of World War I and its aftermath: a. Russian Revolution; b. Treaty of Versailles; c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian); d. continuation of colonial systems (e.g., French, Indochina, India, Philippines). |
| S2.C8.PO 4. Examine the period between World War I and World War II: a. rise of fascism and dictatorships; b. postwar economic problems; c. new alliances; d. growth of the Japanese empire; e. challenges to the world order. |
| S2.C8.PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America). |
| S2.C9.PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century: a. economics, global wage inequalities; b. technology; c. multinational corporations; d. growth of international governmental organizations (e.g., World Trade Organization); e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent). |

#### Supporting Standards

| S2.C8.PO 1. Examine the causes of World War I |
| S2.C8.PO 2. Analyze the impact of the changing nature of warfare in World War I |
| S2.C8.PO 5. Analyze aspects of World War II |
| S2.C8.PO 7. Analyze the political, economic and cultural impact of the Cold War. |
| S2.C9.PO 1. Explain the fall of the Soviet Union and its impact on the world. |

#### Social Justice Standards
S2.C1.PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
S2.C1.PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
S2.C1.PO 3. Formulate questions that can be answered by historical study and research.
S2.C1.PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
S2.C1.PO 5. Evaluate primary and secondary sources for: a. authors’ main points; b. purpose and perspective; c. facts vs. opinions; d. different points of view on the same historical event; e. credibility and validity
S2.C1.PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
S2.C1.PO 7. Compare present events with past events: a. cause and effect; b. change over time; c. different points of view
S4.C1.PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
S4.C1.PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).

ID.9-12.5 – I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.10 – I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.15 – I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.19 – I stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.
AC.9-12.20 – I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

Teaching Tolerance Anti-Bias Framework
https://www.tolerance.org/frameworks

Adopted Texts and Materials

Adopted:
World History - Glencoe

Suggested Supplemental:
Primary sources: Issues of Nationalism in North Africa and South Asia.
Between Shades of Gray by Ruta Sepetys
Keeping Corner by Kashmira Sheth
I remember Beirut by Zeina Dewey
A Long to Water: a novel: based on a true story by Linda Sue Park
Out of Shadows by Jason Wallace
The Bright Continent: breaking rules and making changes in modern Africa by Dayo Olopade

Multicultural Literature:
Children of war: voices of Iraqi refugees (2009), Deborah Ellis
A game for swallows: to die, to leave, to return (Graphic Novel) (2012), Zeina Abirached; Edward Gauvin
They Poured Fire on us from the Sky: The True Story of Three Lost Boys from Sudan (2005), Alephonsion Deng; Benson Deng; Benjamin Ajak; Judy Bernstein
A Long Way Gone: Memoirs of a Boy Soldier (2008), Ishmael Beah
Hold Tight, Don’t Let Go: A Novel of Haiti (2015) by Laura Rose Wagner
A Step from Heaven (2001), Na An
Ask Me No Questions (2006), Marina Tamar Budhos
Code Talker: A Novel about the Navajo Marines of World War Two (2005), Joseph Bruchac
Before We Were Free by Julia Alvarez
Americanah, Chimamanda Adichie (2013)

**Education Materials Center: Social Studies Bibliography**
### Instructional and Assessment Guides

- Environmental History Resources
- Cambodian Genocide Resources
- Rwandan Genocide Resources
- Primary Sources, Soviet Union
- Primary Sources, Ho Chi Minh
- Crash Course World History: Archdukes, Cynicism, and World War I, World War II, How World War I Started, Who Started World War I, World War II, A War for Resources, Communists, Nationalists, and China’s Revolution, USA vs USSR Fight! The Cold War, Decolonization and Nationalism Triumphant, Congo and Africa’s War, Iran’s Revolution, Nonviolence and Peace Movements, Globalization I: The Upside, Globalization II: Good or Bad?, Conflict in Israel and Palestine
- KHAN Academy (World History)
- Descriptors of DOK Levels for Social Studies
- DOK Question Stems
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- RUBRICS AND RUBRIC MAKERS

### Additional Instructional Resources

- Play “Rock, Paper, Scissors, Communism”.
- Create a mock Berlin Wall with graffiti from East and West Germany. How would the graffiti differ?
- Discuss current events.
- Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation.
- Analyze the relationship between cricket and politics in South Asia (DBQs).
- Research the roots of modern terrorism and how that led to 9/11 and the War on Terror.
- Create a flipbook the outlines the political goals of different terrorist organizations.
- Compare various countries in Africa, Latin America, and Asia and their responses to environmental issues.
- Write an essay about the challenges of African decolonization.
- Participate in a simulation of the signing of the Treaty of Versailles and write an essay in response to the “negotiations”.
- Research the causes and effects of the genocides in Burma, Rwanda, Tibet, Cambodia, and Bosnia, and the world’s response to these genocides.
- Analyze the causes of a key event from the 1990-now and explain how it is affecting today’s world.
- Students will be assigned a country and will research its society, politics, culture, and economy from 1950-1989. (Summative Assessment)
- Now You See Them...Now You Don’t: The Movement of People In and Out of Arizona
- The Dred Scott Case
- Westward Ho: The Difficulties of Emigrant Moving West
- Popcorn Economics: Lesson

*Highly-Leveraged Standards* are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*
²Supporting Standards are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

³Constant Standards are repeatedly addressed to reinforce grade-level mastery.

*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.