

SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT MISSION STATEMENT*

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively land thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects ones own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

^{*} In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER 1 WORLD HISTORY II (133)

| SEMESTER I WORLD HI | | | |
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| Week 1 | | Week 2 | |
| Performance Standards | | Performance | e Standards |
| WHI WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs A. French Monarchy | | WHII.1 Continued B. Thirty Years' War C. Power of Russia D. Rise of Prussia E. Poland and Sweden | |
| Unit/Topic/Lesson UNIT FIVE Chapter 21: Absolute Monarchs in Europe (1500-1800) Pg. 510-541 Lesson 1: Spain's Empire and European Absolutism Lesson 2: France's Ultimate Monarch | | Unit/Topic/Lesson UNIT FIVE Chapter 21 Continued Lesson 3: Central European Monarchs Clash Lesson 4: Russian Czars Increase Power | |
| Objectives (Students will) -Understand that during a time of religious and economic instability Philip II ruled Spain with a strong hand -Explain why after a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time | Essential Question When faced wi5h crises, why do many heads of government take on additional economic or political powers? How did Louis use his power to build a great palace and sponsor art that is part of France's cultural legacy? | Objectives (Students will) -Describe how absolute monarch ruled Austria and the German state of Prussia -Identify Peter the Great -Examine how absolute rulers in England were overthrown. | Essential Question How did Prussia build a strong military tradition in Germany that contributed to world wars in the 20 th century? How did Parliament gain power? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Homework/Classwork Maps/Timeline/Vocab Graphic Organizer Lesson Quizzes | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Maps/Timeline Charts/Biographies/News Lesson Quizzes Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 3 | | Weel | x 4 |
|--|---|----------|---|--------------------------------------|
| Performance Standards | | | Performance Standards | |
| WHII.2 Explain why England was the main excroyal power in Europe A. English Civil War B. Glorious Revolution | ception to the growth of absolutism in | <u>w</u> | HII.1and 2 Continued | |
| Unit/Topic/ | Lesson | + | Unit/Topic | /Lesson |
| UNIT F | | | UNIT F | |
| Chapter 22: Enlightenment and Revolution (| 1550 -1789) Pg. 542-569 | Pı | imary Documents: | |
| Lesson 1: Scientific Revolution | , 0 | 1. | John Locke, Second Treatise | |
| Lesson 2: The Enlightenment in Europe | | | f Civil Government (1690) | |
| | | | Charles de Montesquieu, | |
| | | | the Spirit Of the Laws (1748) Jean-Jacques Rousseau | |
| | | | sean-sacques Kousseau iscourse on the Origins and Foundation. | s of Inequality (1755) |
| | | | seconse on the origins and I oundation | of Inequality (1755) |
| Objectives (Students will) | Essential Question | | Objectives (Students will) | Essential Question |
| -Discuss how scientists began to question | What were the new theories based on | | entify the ideas, thinkers and impact of | What important documents reflect the |
| accepted beliefs | experimentation? | th | e major ideas of Enlightenment | influence of Enlightenment ideas? |
| -Examine the revolution in intellectual activity | How did the revolution in intellectual activity change European's view of | | | |
| T I D | government and society? | + | T. I. D. | M. P. D. |
| Teacher Resources | Media Resources | *** | Teacher Resources | Media Resources |
| World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 | Powerpoint | | orld History: Patterns of Interaction, eck et al (McDougal Littell) 2003 | Powerpoint |
| SUPPLEMENTALS: Teacher Planning/Support, | | SU | JPPLEMENTALS: Teacher | |
| Application, Enrichment, Reading, Humanities, | | | lanning/Support, Enrichment, Reading, | |
| Assessment, Transparencies, Audio, Technology, Software | | | Iumanities, Assessment, Transparencies, Audio, Technology, Software | |
| Evaluation/Activities | Completion date: | P | Evaluation/Activities | Completion date: |
| Homework/Classwork | r | Eı | uropean Values/Philosophers | F |
| Timeline/Scientific | Completed by: | | S Constitution: An Enlighten- | Completed by: |
| Method | - | | nent Document | - |
| Lesson Quizzes | Comments: Alternative Evaluation: | | | Comments: Alternative Evaluation: |
| | Paper, Project, Poster | | | Paper, Project, Poster |

| Week 5 | | Wee | k 6 |
|---|---|--|---|
| Performance Standards | | Performance | e Standards: |
| WHII.3 Summarize the important causes and ev A. Enlightenment B. Influence of American Revolution C. Rise of middle class D. Corruption/incompetence | ents of the French Revolution | WHII.3 Summarize the causes and events of the French Revolution A. Estates General B. Bastille C. Declaration of Rights D. Execution of Louis XVI E. the Terror F. Napoleon | |
| Unit/Topic/ | | Unit/Topi | |
| UNIT Fl Chapter 22Continued Lesson 3: The Spread of Enlightenment Ideas Lesson 4: American Revolution: The Birth of A | ·· - | UNIT FIVE Chapter 23: The French Revolution and Napoleon (1789-1815) Pg. 570-59 Primary Document: National Assembly of France, "The Declaration Of the Rights of Man an Citizen" (1789) Lesson 1: Revolution Threatens the French King | |
| Objectives (Students will) -Identify the Enlightenment ideas that spread through the Western world | Essential Question What "enlightened" problem-solving approach to government and society prevails in modern civilization today? | Objectives (Students will) -Explain the economic and social inequalities in the Old Regime that helped cause the French Revolution | Essential Question Do you think that changes in the French government were inevitable? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Homework/Classwork Map/Concept Web History through Arts Lesson Quizzes Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Timeline/Vocab Web Diagram Lesson Quiz | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week 7 | | | Week | 8 |
|---|---|---|--|---|
| WHII.3 Continued | Performance Standards WHII 3 Continued | | Performance Standards | |
| | | | WHII.3 Continued G. Congress of Vienna | |
| | | | WHII.4 Summarize the major effects of the | French Revolution |
| Unit/Topic/ UNIT FI | | | Unit/Topic UNIT F | |
| Chapter 23 Continued Lesson 2: Reform and Terror Lesson 3: Napoleon Forges an Empire Primary Documents Cont. 1. Bill of Rights 2. Thomas Paine, Rights Of Man (1791) | | Chapter 23 Continued Lesson 4: Empire Collapses Lesson 5: Congress of Vienna Convenes Primary Document Cont. Mary Wollstonecraft, Vindication of the Rights of Women (1792) | | 92 |
| Objectives (Students will) -Understand how the revolutionary government of France made reforms but also used terror and violence -Identify Napoleon Bonaparte | Essential Question Do you think "times make the man" or does the "man make the times?" | | Objectives (Students will) -Examine Napoleon's conquests -Explain how the Congress of Vienna tried to restore order and reestablish peace | Essential Question How did the three main goals of Metternich's plan solve a political problem? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Homework/Classwork Map/Timeline Legislative Assembly Lesson Quizzes | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | | Evaluation/Activities Homework/Classwork Maps/Graphs Lesson Quizzes Chapter Test | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 9 | Week | 10 | |
|---|---|---|---|--|
| Performance S | Performance Standards | | Performance Standards | |
| WHII.5 Identify the causes of the Industrial Revolution, A-D WHII.7 Describe the rise of unions and socialism, including influence of Robert Owens and Karl Marx WHII.7 Describe the rise of unions and socialism, including influence of Robert Owens and Karl Marx WHII.6 Summarize the social and economic imparing industrial Revolution A. Productivity/Wealth B. Population Growth C. Middle Class D. Problems | | c impact of the | | |
| Unit/Topic/LUNIT S Chapter 25: The Industrial Revolution (1700 Lesson 1: Beginnings of Industrialization Lesson 3: Industrialization Spreads Lesson 4: Age of Reforms | IX | Unit/Topic UNIT Chapter 26: Age of Democracy and Pro Lesson 1: Democratic Reform Lesson 2: Self Rule Lesson 3: Expansion/Crisis Lesson 4: 19 th Century Progress | SIX | |
| Objectives (Students will) -Discuss how the Industrial Revolution started in England and spread elsewhere -List the economic, social, and political reforms brought about by the Industrial Revolution. | Essential Question What were some of the modern social welfare programs that were developed during this period? | Objectives (Students will) -Explain how Britain and France were transformed into the democracies they are today | Essential Question How did natural selection and economic competition differ? (Charles Darwin) | |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint Computer Research | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | |
| Evaluation/Activities Lesson 2: Industrialization Case Study: Manchester Homework/Classwork Lesson Quizzes Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps/Timeline Lesson Quizzes Chapter Test | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | |

| Week | 11 | Week | . 12 |
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| Performance S | Standards | Performance Standards | |
| WHII.8 Describe the rise, role and significance of various antislavery societies WHII.9 Explain the impact of various social and political reforms and movements in Europe | | WHII.10 Summarize the causes, course, an unification of Italy and Germany | d consequence of the |
| Unit/Topic/ UNIT FIV Primary Documents 1. Benjamin Constant, "The Liberty of the A Moderns" (1819) 2. Thomas Macaulay "Jewish Disabilities," s | E, SIX Ancients Compared With that of the | Unit/Topic UNIT F Chapter 24: Nationalist Revolutions Swe Lesson 2: Revolutions Disrupt Europe Lesson 4: Revolution in the Arts | FIVE |
| Objectives (Students will) -Examine the ideas express in primary source documents | Essential Question What is the relevance in today's society of the primary source documents recently examined? | Objectives (Students will) -Explain how the liberal and nationalist uprisings challenged the old conservative order of Europe -Examine the artistic and intellectual movements in Europe of the 1880s | Essential Question How does romanticism and realism continue to dominate the novels, dramas, and films produced today? |
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| Evaluation/Activities John Stuart Miller, On Liberty (1859) | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Chapter 24: Lesson 3: Nationalism Case Study— Italy and Germany Homework/Classwork Lesson Quizzes Chapter Test | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| W1-1 | 2 | XX/I- | 14 |
|---|---|--|---|
| Week 1 | .3 | Week 14 | |
| Performance Standards | | Performance | Standards |
| WHII.11 Imperialism | | <u>WH11.11-WHII.15</u> Cont. | |
| WHII.12-WHII.15 Identify major developments history in the 19 th and 20 th centuries | in Indian, Chinese, Japanese and African | WHII.16 Identify major developments of La | atin- American history A-F |
| Unit/Topic/I UNIT S Chapter 27: Age of Imperialism (1815-1914) Lesson 1: Imperialists Divide Africa Lesson 3: Muslim Lands Lesson 4: India Lesson 5: Southeast Asia | IX | Unit/Topic UNIT F Chapter 24 Continued Lesson 1: Latin America Chapter 28: Transformations Around the 712-735. Lesson 1: China Responds to Lesson 2: Japan Modernizes Lesson 3: Latin America Lesson 4: Mexican Revolution | TIVE |
| Objectives (Students will) -Identify the motives that caused nations of Europe to engage in imperialist activities -Examine the methods Muslim leaders used to try to prevent European imperialism -Expain the cause of the Sepoy Mutiny -Describe the attitudes held by Americans about colonizing other lands | Essential Question What are the forms of imperialist activities? | Objectives (Students will) -Describe how western economic pressure forced China to open to foreign trade -Explain how Japan followed the model of Western powers by industrializing -Identify the political inequalities that triggered a Mexican revolution | Essential Question -What effects did the Monroe Doctrine and Roosevelt Corollary have on Latin America? -What role did "Pancho" Villa play in the Mexican revolution? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint Computer Research | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Chapter 27: Lesson 2: Imperialism Case— Nigera Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps/Timeline/Vocab Lesson Quizzes Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week 15 | | Week 16 | |
|---|---|--|--|
| Performance Standards | | Performance | Standards |
| WHII.17 Describe the importance of economic and imperial competition, Balkan nationalism, German militarism WHII.18 Summarize the major events and consequences of WW I | | WHII.19 Identify major developments in Middle East and Central/Southwest Asia before WWII | |
| Unit/Topic/ UNIT SE Chapter 29: The Great War (1914-1918) Pg 7 | VEN | Unit/Topic UNIT SI Chapter 30: Revolution and Nationalism | EVEN |
| Lesson 1: The Stage is Set Lesson 2: War Consumes Europe Lesson 3: World Affects Lesson 4: Flawed Peace | | Lesson 3: Collapse of Chinese Imperial Ru | |
| Objectives (Students will) -Explain how nationalism, imperialism, and militarism helped set the stage for WW I -Explain the factors that prompted the US to enter the war -Explain how WW I was a total war | Essential Question What was the purpose of the League of Nations? | Objectives (Students will) -Examine the nationalist and Communist movements that struggled for power after the fall of the Qing Dynasty | Essential Question What influence did foreign nations have on China from 1912 to 1938? |
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| Evaluation/Activities Homework/Classwork Notes / Money / Timeline | Completed by: | Evaluation/Activities Homework/Classwork | Completion date: Completed by: |
| Notes/Maps/Timeline Lesson Quizzes Chapter Test | Comments: Alternative Evaluation: Paper, Project, Poster | Notes/Maps Lesson Quiz | Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 17 | Week | 18 |
|--|---|--|--|
| Performance S | Performance Standards | | Standards |
| WHII.19 Continued | | WHII.20 Describe various causes and conse | equences of the global depression of the |
| Unit/Topic/ UNIT SE Chapter 30Continued Lesson 4: Nationalism in India and Southwest A | VEN | Unit/Topic UNIT SI Chapter 31: Years of Crisis (1919-1939) Lesson 1: Age of Uncertainty Lesson 2: Global Depression | EVEN |
| Objectives (Students will) -Explain how nationalism triggered independence movements to overthrow colonial power | Essential Question What independent nations are key players on the world stage today? | Objectives (Students will) -Examine the postwar period -Describe how an economic depression in the US spread throughout the world | Essential Question What social and economic programs were introduces worldwide to combat the Great Depression? |
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| Evaluation/Activities Homework/Classwork Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Stock Market—Web Diagram Lesson Quizzes | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week 1 | Week 19 | | ek 20 |
|---|--|--|---|
| Performance Standards REVIEW FOR MID YEAR EXAM | | Performance Standards MID YEAR EXAM WEEK | |
| Unit/Topic/ UNIT Review Unit Five: Absolutism to Revolution, Chap 2 Review Unit Six: Industrialism and the Race for Emp Review Unit Seven: The World at War, Chap 29-31 | S 1-24 | Unit/Top | Dic/Lesson |
| Objectives (Students will) -Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents | Essential Question What do students know and are able to do? | Objectives (Students will) | Essential Question |
| Teacher Resources Study Guides and Preview Materials | Media Resources | Teacher Resources | Media Resources |
| Evaluation/Activities MID YEAR STANDARDIZED EXAM FOR WORLD HISTORY II (133) | Completion date: Completed by: Comments | Evaluation MID YEAR STANDARDIZED EXAM FOR WORLD HISTORY II (133) | Completion date: Completed by: Comments |

SEMESTER 2 WORLD HISTORY II (133)

| SEMESTER 2 WORLD HI | , | Weel | k 22 | |
|---|--|--|---|--|
| Performance S | | | Performance Standards | |
| WHII.20 Continued | | WHII.21 Describe the rise of totalitarian g | overnments | |
| Unit/Topic/Lesson UNIT SEVEN Chapter 31 Continued Lesson 2: Global Depression | | Unit/Topic/Lesson UNIT SEVEN Chapter 31 Continued Lesson 3: Fascism Rises in Europe | | |
| Objectives (Students will) -Identify three reasons the Weimar Republic was considered weak | Essential Question What caused the stock market crash on 1929? | Objectives (Students will) -Understand how political turmoil and economic crisis in Italy and Germany turned to totalitarian dictators | Essential Question Who were 2 dictators that changed the course of history and how? | |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | |
| Evaluation/Activities Homework/Classwork Stock Market—Web Diagram Lesson Quizzes | Completed by: Comment: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | |

| Week | 23 | Weel | x 24 |
|---|--|--|---|
| Performance S | Standards | Performance Standards | |
| WHII.22 Consequences of Soviet Communism | | WHII.23 German, Italian, Japanese drive t | For empires |
| Unit/Topic/ UNIT SE Chapter 30 Continued Lesson 1: Revolutions in Russia | | Unit/Topi UNIT S Chapter 32: World War II (1939-1945) Pg. Lesson 1: Hitler's Lightning War Primary Source Document: "England, Ou | SEVEN 818-847 |
| Objectives (Students will) -Examine how social unrest in Russia erupted in revolution | Essential Question How did the Communist Party control the Soviet Union until the country's breakup in 1991? | Objectives (Students will) -Identify blitzkrieg | Essential Question How did Hitler's actions set off World War II? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Lesson 2: Totalitarianism—Stalinist Russia Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week 25 | | Week 26 | |
|---|---|--|--|
| Performance Standards | | Performance Standards | |
| WHII.24 Summarize key battles and events in WWII A. German Conquest B. Battle of Britain C. Pearl Harbor D. Bataan Death March E. El Alamein F. Midway | | WHII.26 Background and consequences of Holocaust | |
| Unit/Topic/ | | Unit/Topic | |
| UNIT SEVEN Chapter 32 Continued Lesson 2: Japan Strikes in the Pacific | | UNIT SEVEN Chapter 32 Continued Lesson 3: The Holocaust | |
| Objectives (Students will) -Examine Japan's attack on Pearl Harbor | Essential Question How did the US become leading player in international affairs? | Objectives (Students will) -Examine the Holocaust | Essential Question -How did the violence against Jews during the Holocaust lead to the founding of Israel after WW II? |
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| Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 27 | Week | x 28 |
|---|---|--|--|
| Performance Standards | | Performance Standards | |
| WHII.28 Explain the consequences of World War II | | WHII.31 Describe the Truman Doctrine, Marshall Plan, NATO WHII.32 Describe developments of the arms race and events leading to The Cold Wars | |
| Unit/Topic/Lesson UNIT SEVEN Chapter 32 Continued Lesson 4: The Allies Are Victorious | | Unit/Topic/Lesson UNIT SEVEN, EIGHT Chapter 32 Continued Lesson 5: The Devastation of Europe and Japan Chapter 33: Restructuring the Post War World (1945-Present) Pg. 885-880 Lesson 1: Two Superpowers Face Off | |
| Objectives (Students will) -Identify how the Allies scored key victories and won the war | Essential Question How did the Allies victory in WW II set up conditions for both the Cold War and today's post Cold War world? | Objectives (Students will) -Examine how WW II cost millions of human lives and billions of dollars in damages. Primary Document: United Nations—"International Declaration of Human Rights" (1948) | Essential Question How did the US become a world leader? |
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| Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completion date: Completed by: Comments: Alternative Evaluation: | Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completion date: Completed by: Comments: Alternative Evaluation: |
| | Paper, Project, Poster | | Paper, Project, Poster |

| Week 29 | | | Week 30 | |
|---|--|------|--|--|
| Performance Standards | | _ | Performance Standards | |
| WHII.33 Describe the Chinese Civil War WHII.34 Political and economic upheavals after Chinese Revolution | | | WHII.32 Describe developments of the arms race and events leading to The Cold Wars | |
| Unit/Topic/I | | | Unit/Topic/Lesson | |
| UNIT EIGHT Chapter 33 Continued Lesson 2: Communists Triumph in China UNIT EIGHT Chapter 33 Continued Lesson 3: War in Korea and Vietnam | | IGHT | | |
| Objectives (Students will) -Examine which sides the superpowers supported in the Chinese internal struggle | Essential Question What were the results of Mao Zedong's Great Leap Forward? | | Objectives (Students will) -Explain what effects the Korean War had on Korea's land and people | Essential Question -What major difficulties did the US Army face in fighting the war in Vietnam? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Homework/Classwork | Completion date: | | Evaluation/Activities Homework/Classwork | Completion date: |
| Notes/Maps | Completed by: | | Notes/Maps | Completed by: |
| Lesson Quiz | Comments: Alternative Evaluation: Paper, Project, Poster | | Lesson Quiz | Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 21 | Walt | . 22 |
|---|--|---|---|
| | | Week 32 | |
| Performance Standards | | Performance | Standards |
| WHII.30 Summarize factors contributing to the Cold War WHII.32 Describe developments of the arms race and events leading to the Cold Wars WHII.35 Economic productivity during Cold War | | <u>WHII.38</u> Development and goals of nationalist movements in Africa, Asia, Latin America, Middle East <u>WHII.39</u> Explain the background for the establishment of the modern state of Israel in 1948,and conflicts between Israel and Arab World | |
| Unit/Topic/ UNIT EIC Chapter 33 Continued Lesson 4: Cold War Around the World Lesson 5: The Cold War Thaws | | Unit/Topic UNIT El Chapter 34: The Colonies Become New Natio Lesson 1: The Indian Subcontinent Gains Inde Lesson 2: Southeast Asian Nations Gain Inde Lesson 3: New Nations of Africa Lesson 4: Conflicts in the Middle East | IGHT ons (1945-Present) Pg. 882-907 dependence |
| Objectives (Students will) -Identify the Cold War superpowers that supported opposing sides in Latin American and Middle Eastern countries -Examine how the Cold War begins to thaw as the superpowers entered an era of uneasy diplomacy | Essential Question What similarities do you see among US actions in Nicaragua, Cuba and Iran? In what ways did Soviet actions hamper Eastern Europes's economic recovery after WW II | Objectives (Students will) -Identify the new nations that emerged from the British colony of India -Identify European colonies in Southeast Asia that became independent countries -Explain how African leaders threw off colonial rule -Examine how the division of Palestine made the Middle East a hotbed of competing nationalist movements | Essential Question What 2 events from Chap 34 do you think were most significant? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint |
| Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster |

| Week | 33 | Week | x 34 | |
|---|---|--|---|--|
| Performance Standards | | Performance | Performance Standards: | |
| WHII.43 Ethnic and religious conflicts WHII.44 Explain apartheid in South Africa WH.45 Explain social and economic effects of the spread of AIDS | | WHII.40 Identify causes for the collapse of the Soviet Union WHII.41 Explain the various leaders of the Soviet Union and Eastern Europe WHII.42 Analyze the consequences of the Soviet Union breakup | | |
| Unit/Topic/ UNIT Ele Chapter 35: Struggles for Democracy (1945-Prese Lesson 2: Democratic Challenges in African Nation | GHT ent) Pg 908-937 | Unit/Topic UNIT E Chapter 35 Continued Lesson 3: Gorbachev Moves Toward Democrates Collapse of the Soviet Union Lesson 5: China Follows its Own Path | IGHT | |
| Objectives (Students will) -Explain how recent histories of Nigeria and South Afrrica show ethnic and ratial conflicts | Essential Question How has a bill of rights promised racial equality in South Africa? | Objectives (Students will) -Identify Mikkail Gorachev -Explain how in the 1990s the Soviet Union, Yugoslavia, and Czechoslovakia all broke apart -Examine China's experiments with capitalism but rejection of democracy | Essential Question Under what conditions helped democratic movements succeed and what conditions caused difficulties for nations? | |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | |
| Evaluation/Activities Lesson 1: Democracy—Latin American Democracies Homework/Classwork Notes/Maps Lesson Quiz | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | |

| Week 35 | | Week 36 | | |
|---|--|---|--|--|
| Performance Standards | | Performance | Performance Standards | |
| WHII.37 Work of scientists in 20 th Century | | WHII.37 Work of scientists in 20 th Century WHII.46 Explain how the computer revolution contributed to economic growth WHII.48 Describe America's response to and the wider consequences of 9/11/01 | | |
| Unit/Topic/ UNIT E10 Chapter 36: Global Interdependence Lesson 1: Science and Technology Shape Human | GHT | Unit/Topic UNIT E Chapter 36 Continued Lesson 2: Global Economic Development Lesson 3: Global Security Issues Lesson 4: Cultures Blend in a Global Age | | |
| Objectives (Students will) -Examine advances in technology that led to increased global interaction and improved quality of life | Essential Question What are the advances in technology that affected the lives of all people around the world? | Objectives (Students will) -Understand how economics of the world's nations are so tightly linked that the actions of one nation affect others -Explain how technology has increased contact among the world's people, changing their culture | Essential Question What are the collective security efforts used by nations to solve problems? How does the world nations protect themselves from terrorist attacks? | |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Powerpoint | |
| Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test | Completed by: Comments: Alternative Evaluation: Paper, Project, Poster | |

| Week 3 | 37 | | Week | 38 |
|---|--|---|--|--|
| Performance Standards | | _ | Performance Standards | |
| World Geography Standards American Government Frameworks World History I Standards Early United States History Standards | | | 5. United States History I and II Standards 6 World History II Standard 7. World History II Standards 8. Economic Frameworks | |
| Unit/Topic/Lesson EPILOGUE Themes Through History: 1. Interaction with Environment 2. Power and Authority 3. Religious and Ethical Systems 4. Cultural Interaction | | - | Unit/Topic/Lesson EPILOGUE Themes Through History: 5. Revolution 6.Empire Building 7.Science and Technology 8. Economics | |
| Objectives (Students will) Examine the importance of themes in world history. | Essential Question What are the theme's continuing significance in today's world and for the future? | | Objectives (Students will) Examine the importance of themes in world history | Essential Question What are the theme's continuing significance in today's world and for the future? |
| Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Computer Research | | Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software | Media Resources Computer Research |
| Evaluation/Activities Presentations | Completed by: | | Evaluation/Activities Presentations | Completed by: |
| | Comments: Alternative Evaluation: Paper, Project, Poster | | | Comments: Alternative Evaluation: Paper, Project, Poster: |

| Week 39 | | Week 40 | |
|---|--|--|---|
| Performance Standards REVIEW FOR FINAL EXAM | | Performance Standards FINAL EXAM WEEK | |
| Unit/Topic/Lesson UNITS Review Unit Seven: The World at War, Chap. 30-32 Review Unit Eight: Perspectives on the Present, Chap 33-36 Review Epilogue | | Unit/Topic/Lesson | |
| Objectives (Students will) -Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents | Essential Question What do students know and are able to do? | Objectives (Students will) | Essential Question |
| Teacher Resources Study Guides and Preview Materials | Media Resources | Teacher Resources | Media Resources |
| Evaluation/Activities STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (133) | Completion date: Completed by: Comments | Evaluation STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (133) | Completion date: Completed by: Comments |