



Duval County Public Schools

Social Studies Curriculum Guide



World History

**SOCIAL STUDIES LEARNING SCHEDULES EXPLANATION & KEY
2008-2009**

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p> <p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project! The school's participation in the District History Fair is expected.

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Unit	Unit Name	Total Weeks
I	Prehistory Review	2
II	Classical Review	3
III	Middle Ages	3
IV	Renaissance, Reformation, & Scientific Revolution	4
V	Age of Discovery	3
VI	Age of Absolutism and Enlightenment	3
VII	French Revolution	3
VIII	Industrial Revolution	3
IX	Imperialism	3
X(a)	World War I	2
X(b)	Russian Revolution	2
XI(a)	World War II	2
XI(b)	The Holocaust	1
XII	Cold War and Hot Spots	2
	Total	36

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fldoe.org.

WEEK 1 - 2 - Prehistory Review	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student understands the world to the Renaissance. (SS.A.2.4)</p> <ul style="list-style-type: none"> ➤ The student will understand the early physical and cultural development of humans. (SS.A.2.4.1) ➤ The student will understand historical chronology and historical perspective. (SS.A.1.4.1) ➤ Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history (SS.A.1.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How was man able to change from nomadic Paleolithic communities to Neolithic settlements? ➤ How is history organized by time? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ BC/ AD ➤ Agricultural Revolution ➤ Chronology <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and creating a timeline. ➤ Placing years in the correct century and recognizing periods of years within a century. ➤ Writing an expository text <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Humans could only create settled societies once they discovered agriculture and domestication of animals. ➤ History is divided into chronological periods shown through years, centuries, and eras (i.e., BC and AD) 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students write a RAFT from the point of view of a Neolithic man or woman discussing the advancements in the Neolithic Revolution. <ul style="list-style-type: none"> • Role – Neolithic man or woman • Audience – the child of the person • Format – letter or pictogram • Topic – advancements in the Neolithic Revolution <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students create a Venn diagram comparing Paleolithic and Neolithic communities. ➤ Students categorize a list of dates, eras, and centuries from B.C. and A.D. 	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Teacher's Edition, Page 18-31 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693 ➤ http://anthropology.si.edu/humanorigins/ ➤ http://ngm.nationalgeographic.com/ngm/0504/feature1/index.html <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 6.1 Early Humans <ul style="list-style-type: none"> • Section 1: Learning about the past • Section 2: The Paleolithic Period: Earliest Humans • Section 3: The Neolithic Period: The development of Agricultural societies <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

WEEK 3 - 5 - Classical Era Review	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student understands the world to the Renaissance. (SS.A.2.4)</p> <ul style="list-style-type: none"> ➤ The student understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and Indus. (SS.A.2.4.2) ➤ The student understands the significant aspects of the political, economic, and social systems of Ancient Greece and the cultural contributions of that civilization. (SS.A.2.4.4) ➤ The student understands the significant aspects of the political, economic, and social systems of Ancient Rome and the cultural contributions of that civilization. (SS.A.2.4.5) ➤ Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history (SS.A.1.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What role did rivers play in the development of ancient civilizations? ➤ How do key traits of a civilization relate to the values of that civilization? ➤ How do the contributions of ancient civilizations influence modern civilization? ➤ Why would citizens of a country allow the government to completely control them? ➤ What events or circumstances contribute to the fall of civilizations? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Hinduism/Buddhism ➤ Caste System ➤ Hammurabi's Code ➤ Democracy ➤ Totalitarianism ➤ Athens/Sparta ➤ Alexander the Great ➤ Hellenism ➤ Roman Republic/Empire ➤ Pax Romana ➤ Caesar ➤ Christianity <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading informational text ➤ Writing a narrative account ➤ Group work ➤ Mapping ➤ Compare/ Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Early civilizations developed along rivers providing irrigation, transportation, and resources. ➤ Certain key traits define civilization. ➤ The values of a society are reflected in its social structure, religion, legal codes, and government. ➤ Greek and Roman civilization served as major contributors 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a chart showing the contributions of the Classical civilizations in government, economics, culture and social structure. Students will then use the information gathered to write an extended response comparing and contrasting one aspect of civilization across three of the early civilizations, one of which must be European, one non-European, and one of the student's choice. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a pyramid of the social structure of one of the ancient civilizations. Students will then explain the functions of each social group, why each group is in this position, and if social mobility is possible. ➤ Create a travel brochure that illustrates the cultural and technological achievements of one ancient civilization. ➤ Students create a map where they locate the early civilizations along the correct river and then explain how each river provided irrigation, transportation, and resources for that civilization. ➤ Compare Hammurabi's Code with the student code of conduct or current legal codes, and discuss how each reflects the values of society. Discuss in extended response format. ➤ Students will create a Venn diagram comparing and contrasting the governments of Athens and Sparta as models of democracy and totalitarianism. Then the students will create a piece of propaganda from the point of either an Athenian or Spartan about their government. ➤ Students working collaboratively will create a visual obituary (using pictorial representations) for Alexander the Great depicting his achievements as either hero or villain. ➤ Students will create an annotated timeline tracing the development of Rome from republic to empire. ➤ Students will identify the major reasons for the fall of Rome, then rank and evaluate the top ten reasons for decline. Choose a modern nation that is in distress and identify any similarities with the fall of Rome. Present the findings to the class either in groups or individually. (History Alive! activity) ➤ Students will write a eulogy discussing the contributions of the Roman Empire. (History Alive! activity) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Western Asia & Egypt: 34-64 ➤ India and China: 68-106 ➤ Greece: 106-143 ➤ Rome: 146-178 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693 ➤ http://school.nettrekker.com/timeline/draw/?ctgry_id=X124482 (click on the links in the timeline) <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 6.1 Early Humans <ul style="list-style-type: none"> • Section 4: The Emergence of Civilization in Sumer ➤ 6.2 Ancient Egypt and the Near East <ul style="list-style-type: none"> • Section 1: Overview of Ancient Egypt and Near East • Section 2: Mesopotamia Land of Conflict • Section 3: Ancient Egypt: Land of the Nile ➤ 6.3 Ancient India <ul style="list-style-type: none"> • Section 1: Beginnings of Indian Civilization • Section 2: The Roots of Two belief systems: Hinduism and Buddhism ➤ 6.5 Ancient Greece <ul style="list-style-type: none"> • Section 1: Early Civilizations in the Aegean • Section 2: Greece during the Classical Period • Section 3: The spread of Greek Culture • Section 4: Connecting Past to Present: Legacies of Ancient Greece ➤ 6.6 Ancient Rome <ul style="list-style-type: none"> • Section 1: The Development of the Roman Republic • Section 2: Life during the Roman Empire • Section 3: The Spread of Christianity in Rome • Section 4: Connecting Past to Present <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

		<p>to modern western civilization.</p> <ul style="list-style-type: none">➤ People are only willing to give up rights and submit to totalitarianism when they are in fear of attack, defeat, or their lives.➤ Governments face political, economic, and /or social crises that can affect their stability.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEKS 6 - 8 - Middle Ages</p>	<p>Social Studies Standards: The student understands the world to the Renaissance. (SS.A.2.4)</p> <ul style="list-style-type: none"> ➤ The student understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region. (SS.A.2.4.6) ➤ The student understands the development of the political, social, economic, and religious systems of the world during the middle ages. (SS.A.2.4.7) ➤ Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history (SS.A.1.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What caused the rise of feudalism in Europe? ➤ How did specific religious institutions of the ➤ Middle Ages reflect the spiritual and societal needs of their people? ➤ In what ways were the Crusades a catalyst for the transition from Middle Ages to the Renaissance in Europe? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Manorialism ➤ Judaism ➤ Islam ➤ Christianity ➤ Catholic Church ➤ Medieval ➤ Black Death ➤ Crusades/Crusaders ➤ Religious conflict ➤ Feudalism <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading informational text. ➤ Group meetings ➤ Writing ➤ Compare/Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ In the absence of a strong government, citizens will create some sort of structure for protection and basic needs. ➤ Religion is a unifying and organizing force in cultures. ➤ Religious agendas shape major world conflict 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a graphic organizer that illustrates the political, religious, cultural, and economic developments during the Middle Ages. ➤ Students will write an extended response explaining the reasons for and effects of the crusades. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a web showing the changes that took place in Europe as a result of the Crusades. ➤ Students will write a short story assuming the role of a person living in a manorial society in the middle Ages. Describe the reciprocal relationships within the society and its reasons for forming. ➤ Students will illustrate the cultural developments including the role of religion during the Middle Ages through a poster, brochure, or advertisement. (European and/or Islamic) ➤ Students will create a Venn diagram comparing and contrasting Christianity, Islam, and Judaism. (History Alive! activity) ➤ Students will write a persuasive piece arguing whether the Crusades should or should not have been fought. Discuss the perspective of at least one group involved. (History Alive! activity) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Middle Ages: 285-341 ➤ Islam: 188-210 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/subject/?ctgr_y_id=X138880 (Follow the links) <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 7.1 Europe After the fall of the Roman Empire <ul style="list-style-type: none"> • Section 3: The Development of Feudalism in Europe • Section 4: The Church's power in Medieval Europe ➤ 7.2 The Rise of Islam <ul style="list-style-type: none"> • Section 2: The Development of an Islamic civilization • Section 3: The Golden age of Muslims • Section 4: Understanding Christianity, Islam, and Judaism <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
<p>WEEKS 9-12 – Renaissance</p>	<p>Social Studies Standards: The student understands the world to the Renaissance. (SS.A.2.4)</p> <ul style="list-style-type: none"> ➤ The student understands significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance. (SS.A.3.4.1) ➤ The student understands the significant religious and societal issues from the Renaissance through the Reformation. (SS.A.3.4.2) ➤ The student understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment. (SS.A.3.4.5) ➤ Understands how ideas and beliefs, decisions, and chance events have been used (SS.A.1.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ L.A.B.1.4.2 Draft and revises writing ➤ in the process of writing and interpreting history ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the role of the individual change after the Middle Ages? ➤ In what ways are Renaissance ideas and attitudes reflected in the spiritual attitudes of the Reformation? ➤ What effects did the Reformation and Counter Reformation have on European society? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Humanism ➤ Features of Renaissance art ➤ Role of Individual ➤ Reformation leaders (i.e. Luther, Calvin) ➤ Protestant Reformation ➤ Counter Reformation (Catholicism) ➤ Geocentric/Heliocentric ➤ Scientific Revolution ➤ Scientific Method ➤ Scientific thinkers (i.e. Galileo, Kepler) <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading informative text ➤ Writing ➤ Compare/Contrast ➤ Reading/Creating a Timeline ➤ Charting <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Major changes in one sector of society influence all areas of society. ➤ Major changes in history can only occur when people are willing to take risks. ➤ The changes in methods of thought brought about by the Renaissance, Reformation, and Scientific Revolution led to the modern world view. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a chart showing how the concept of “new ideas” applied in all three major events of this era: Renaissance, Reformation, and Scientific Revolution. They will then write an extended response that explains how the unifying idea of this period was a change in the concept of the role of the individual. ➤ Common Assignment # 2: Scientific Revolution (See Appendix A for details.) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will write a letter to a friend or relative representing a 16th century traveler in Europe discussing the visuals of Florence, the art of the Renaissance, the religious changes, and the scientific advances. (History Alive Activity) ➤ Using teacher-selected artwork from either the Medieval or Renaissance Period, students will explain the characteristics that identify it as either Medieval or Renaissance. Use adequate support. ➤ Students will write a well-constructed essay with a minimum of 5-paragraphs that answers the following question: Analyze the causes and effects of the Reformation, including the key players. ➤ Students will create a graphic organizer that illustrates the major changes in scientific thought during the scientific revolution. ➤ Using a cause and effect chart, students will show how various social and economic practices influenced the ideas of the Renaissance. ➤ Students will create an annotated timeline covering teacher chosen events occurring in Europe from the 14th century to 16th century. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History,</p> <ul style="list-style-type: none"> ➤ pp. 372-401; ➤ pp. 511-517(Scientific Revolution) <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/results/?key=word=Renaissance&ctgry_id=X0 (A search page. Many links here) <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 7.1 Europe After the Fall of the Roman Empire ➤ 7.5 Europe’s Transition to the Modern World • Section 1: The birth of the Renaissance in Italy • Section 2: The Renaissance moves throughout Europe • Section 3: The Reformation <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies “Active Reading Note-Taking Guide” ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEKS 13-15 – Age of Discovery</p>	<p>Social Studies Standards: The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)</p> <ul style="list-style-type: none"> ➤ The student understands the significant economic, political and cultural interactions among the peoples of Africa, Europe, Asia and the Americas during the Age of Discovery and European Expansion. (SS.A.3.4.3) ➤ The student understands the cultural, religious, political, and technological developments of civilizations in Asia and Africa. (SS.A.2.4.8) ➤ The student understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America. (SS.A.2.4.10) ➤ Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history (SS.A.1.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ L.A.B.1.4.2 Drafts and revises writing ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the events of the Renaissance lead to the emergence of strong monarchs and the Age of Exploration? ➤ How were non-European civilizations organized prior to European contact? ➤ What effect did exploration have on the African and Mesoamerican civilizations? ➤ What reasons did the middle class have for supporting the new national monarchs? ➤ How did China’s dynastic cycles affect its political and cultural development? ➤ What impact did the travels of Marco Polo have on Eastern and Western societies? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Nationalism ➤ Maya, Inca, and Aztec civilizations ➤ African civilizations (i.e. Ghana, Mali, Axum, Nok, Songhai) ➤ Exploration ➤ Middle passage ➤ Middle class ➤ National Monarchs ➤ Triangular Trade ➤ Marco Polo ➤ Dynastic cycles ➤ Mandate of Heaven ➤ Filial piety ➤ Confucianism ➤ Taoism ➤ Legalism ➤ Feudalism <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading informative text ➤ Writing ➤ Compare/Contrast ➤ Reading/Creating a Timeline ➤ Charting <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The changing ideas and 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Selecting one area of exploration, students will write a newspaper article discussing the changes that were brought about including the economic and cultural effects. ➤ Students will annotate a teacher-selected map of China and Japan including the major accomplishments in politics, religion, and technological developments. Include a key representing the contributions. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create an annotated map of either Mesoamerican or African civilizations depicting the location, geography, dates, social structure, economic structure, and political structure. At the bottom of the map, students will write an obituary reflecting the effects of exploration on the demise of their civilization. ➤ Using the text students will create an annotated timeline tracing the growth of national monarchies in England and France from the 12th to the 15th centuries. Use different colors to indicate the different nations. ➤ After reading a teacher selected source students will write an extended response as to why the bourgeoisie supported the rise of monarchies in Europe. ➤ Students will write a short story describing a day in the life of a teenager in a Mesoamerican society. ➤ Students will research a selected explorer and will write a biography and include three visuals of their accomplishments. (History Alive! activity) ➤ Students will create a storyboard or PowerPoint illustrating the steps in the dynastic cycle of Imperial China. ➤ Students will create an annotated model of the dynastic cycle citing events from one of the Chinese dynasties. ➤ Students will create an annotated timeline covering Imperial China, and Marco Polo’s travels. ➤ Students will research Marco Polo, his travels and stay in Yuan China. After researching Marco Polo’s travels, write an editorial supporting his travels, describing the items that he most desired to bring home and why, as well as geographical, political, and cultural aspects of Imperial China. (History Alive! activity) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ China—pp. 88-103; 482-495 ➤ Africa—pp. 220-241; 415-418 ➤ Americas—pp. 344-359; ➤ Age of Discovery—pp. 406-419 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/results/?keyword=Age%20of%20Discovery&ctqry_id=X0 (A collection of links.) <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 7.3 Empires and Kingdoms of Sub-Saharan Africa <ul style="list-style-type: none"> • Section 1: Understanding the Geography of Sub-Saharan Africa • Section 2: Empires of West Africa: Ghana, Mali, and Songhai • Section 3: Kingdoms of Central and Southern Africa • Section 4: African Traditions: From Past to Present ➤ 7.6 Civilizations of the Americas <ul style="list-style-type: none"> • Section 1: Land and Settlements of the Americas • Section 2: The Classic Maya Period • Section 3: The Imperial Inca Period • Section 4: The Postclassical Period and European conquest ➤ 7.5 Europe’s Transition to the Modern World <ul style="list-style-type: none"> • Section 4: The Age of Exploration ➤ 7.4 Imperial China and Feudal Japan WH <ul style="list-style-type: none"> • Section 1: A thousand years of Dynastic rule in China • Section 2: The flowering of Chinese culture <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies “Active Reading Note-Taking Guide” ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

		<p>expanded trade of the Renaissance led to the emergence of strong monarchs and European exploration.</p> <ul style="list-style-type: none">➤ European exploration led to cultural clashes and interchange between the Europeans and the native peoples of the areas they conquered.➤ The support of the middle class had a direct correlation with the reemergence of new national monarchs.➤ Asian political systems were based on patriarchal relationships with the emperor as the "father" of the country.➤ Trade is the vehicle for cultural exchange.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 16 - 18 – Age of Absolutism</p>	<p>1. Identify desired results</p> <p>Social Studies Standards: The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)</p> <ul style="list-style-type: none"> ➤ The student understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment. (SS.A.3.4.5) ➤ The student understands transformation in political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution. (SS.A.3.4.6) ➤ Understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (SS.C.1.4.1) ➤ Understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions (SS.B.2.4.1) <p>Related Standards: (The student...)</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the events of the Renaissance lead to the emergence of strong monarchs and the Age of Exploration? ➤ How were non-European civilizations organized prior to European contact? ➤ What effect did exploration have on the African and Mesoamerican civilizations? ➤ What reasons did the middle class have for supporting the new national monarchs? ➤ How did China’s dynastic cycles affect its political and cultural development? ➤ What impact did the travels of Marco Polo have on Eastern and Western societies? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Enlightened despot ➤ Absolute monarchy ➤ Absolutism ➤ Scientific revolution ➤ Divine right ➤ 30 Years’ War ➤ French Wars of Religion ➤ Philosophes <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading informative text ➤ Writing ➤ Compare/Contrast ➤ Reading/Creating a Timeline ➤ Debate <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Enlightenment had a profound impact on the development of modern democratic governments. ➤ The philosophy of the enlightenment was a direct result of the changing ideas of the Renaissance and Scientific Revolution. ➤ Some cultures believe that their rulers have divine authority. (i.e. divine right of kings) ➤ Enlightened rulers gain power from their usefulness to society. 	<p>2. Determine acceptable evidence</p> <p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will write an extended response that explains how the ideas of the Renaissance and the Scientific Revolution influenced the ideas of the Enlightenment. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a chart comparing the political, social, and economic policies of a selected absolute monarch. ➤ Students will create an annotated time line tracing the political, religious, and economic events in England from 1603-1700. ➤ Using teacher-selected readings on the philosophers of the Enlightenment, students will write a persuasive argument for one of the new political philosophies. ➤ Students will research the families involved in the religious wars in France (i.e. Bourbons, Valois, Guise) and conduct a debate as to their family’s right to rule France. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>3. Plan engaging effective instruction</p> <p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Enlightenment—pp. 518-534 ➤ Age of Absolutism—pp. 426-451 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://www.whitworth.edu/academic/Department/Core/Courses/CO250/Intro/d_ageof.htm The Age of Reason ➤ http://school.nettrekker.com/results/?keyword=Enlightenment&ctgr_id=X0 The Enlightenment <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 Western Europe in the Modern World • Section 1: The Rise of Democracy <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies “Active Reading Note-Taking Guide” ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 19-21 – French Revolution</p>	<p>Social Studies Standards: The student understands transformation in political and social realms from the Age of absolutism through the Glorious Revolution to the French Revolution. (SS.A.3.4.6)</p> <ul style="list-style-type: none"> ➤ Understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (SS.C.1.4.1) ➤ Understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions (SS.B.2.4.1) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What causes average people to revolt? ➤ How are the values of the bourgeoisie reflected in the <u>Declaration of the Rights of Man and Citizen</u>, and the Constitution of 1791? ➤ How do the values differ from those of the Old Regime? ➤ How do people who seize government in the name of political change often become worse than their preceding government? ➤ Why were the French people willing to accept Napoleon's dictatorship when they had fought to get rid of an autocrat 20 years before? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Estates (i.e. First, Second, Third) ➤ Napoleon ➤ Napoleonic Wars ➤ Robespierre ➤ Congress of Vienna ➤ Estates General ➤ Tennis Court Oath ➤ Fall of the Bastille ➤ Consulate ➤ Assembly ➤ Declaration of the rights of man ➤ Constitution of 1791 ➤ Bourgeoisie ➤ The Terror ➤ Coup d'etat <p>Skills</p> <ul style="list-style-type: none"> ➤ Compare/Contrast ➤ Writing ➤ Timeline <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Governments face political, economic, and /or social crises that can affect their stability. ➤ The government of a society is based on its values. ➤ Autocrats sometimes change from their stated agendas to 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create an annotated timeline tracing the events of France from 1789-1821. ➤ Create a Venn diagram to compare and contrast Napoleon's rise to power and the rise of Augustus in Rome. Then explain, in writing, why the people of each place were willing to accept the rule. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will write a series of journal entries where they assume the role of someone in one of the three French Estates. The journal entries will focus on: the events leading to the French Revolution; the rise of Robespierre and the Reign of Terror; and Napoleon's control of France. ➤ Create a chart depicting Napoleon's positives and negatives. Then, answer the following question in a persuasive essay: Was Napoleon's rule good or bad for France? ➤ Students will create a pictorial storybook depicting the major events in France from 1789-1815 and reflecting on France's rise toward democracy. (History Alive! activity) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ French Revolution & Napoleon—pp. 546-573 ➤ American Revolution (for comparison)—pp. 526-534 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://www.thehistorychannel.co.uk/site/microsites/french_revolution/ The History Channel site on the French Revolution ➤ http://school.nettrekker.com/results/?keyword=French%20Revolution&ctgr_id=X0 Many other links on the French Revolution. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 Western Europe in the Modern World • Section 1: The Rise of Democracy <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

		<p>hidden agendas.</p> <ul style="list-style-type: none">➤ People are only willing to give up rights and submit to totalitarianism when they are in fear of attack, defeat, or their lives.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 22- 24 – Industrial Revolution</p>	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student understands the significant political developments in Europe in the 19th century. (SS.A.3.4.7) ➤ The student understands the effects of the Industrial Revolution. (SS.A.3.4.8) ➤ The student understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions(SS.B.2.4.1) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B 1.4.2 Draft and revises writing ➤ LA.A 2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A 2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What happened during the period of Industrialization that constituted a revolution? ➤ What were the positive and negative effects of the Industrial Revolution? ➤ How did nationalism change the map of Europe in the 19th century? ➤ How did the political theories of socialism and communism reflect the changes brought about by the period of Industrialization? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Industrialization ➤ Urbanization ➤ Communism ➤ Socialism ➤ Liberalism ➤ Conservatism ➤ Karl Marx ➤ Robert Owen ➤ Factory system ➤ Nationalism ➤ Unification (Germany/Italy) <p>Skills</p> <ul style="list-style-type: none"> ➤ Writing ➤ Charting ➤ Compare/Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Industrialization radically changed economic and social aspects of society in the 19th century. ➤ The growth of nationalism led to the formation of nation-states in the 19th century. ➤ Power struggles in politics lead to new political theories. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a graphic organizer showing the cultural, political, and economic changes during the Industrial Revolution. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a chart showing the positive and negative social effects of the factory system. ➤ Given a simulated budget from the Industrial Revolution students will examine the standard of living and write an extended response evaluating the changes in life during the Industrial Revolution and its effect on the people of Europe. ➤ Students will research and create a list of social issues effecting Britain during the Industrial Revolution. Students will then evaluate the social issues and rank them as to importance writing a response that shows insight into the issues and solutions for improving them. ➤ Students assume the role of a factory worker in Britain during the Industrial Revolution and write a narrative describing the social and economic conditions they experienced in the late 19th century. ➤ Create a Venn Diagram comparing socialism, communism, and capitalism. Write a summary defending one political system. ➤ Create a list of the positive and negative social effects of the Industrial Revolution. Write an editorial discussing the Industrial Revolutions positive and negative social effects. (History Alive! activity) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Industrial Revolution, pp. 578-609 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/results/?keyword=Industrial%20Revolution&ctgry_id=X0 Links about the Industrial Revolution <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 Western Europe in the Modern World • Section 2: The Era of the Industrial Revolution <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 25 - 27 - Imperialism</p>	<p>1. Identify desired results</p> <p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student understands cultural, religious, political, and technological developments of civilizations in Asia. (SS.A.2.4.8) ➤ The student analyzes major historical events of the first half of the 20th century. (SS.A.3.4.9) ➤ Understands factors that have led to increased international interdependence and basic concepts associated with trade and between nations (SS.D.2.4.6) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What sparked the interest in Africa and Asia during New Imperialism? ➤ In what ways did New Imperialism affect African culture politically, socially, and economically? ➤ What affect did the Japanese experience with imperialism have on its formation as a nation-state? ➤ How was the Japanese experience with imperialism different from or similar to the experiences of other Asian nations? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Colonization ➤ Imperialism ➤ Global Economy ➤ Japanese Imperialism ➤ Colonization of Africa ➤ Berlin Conference ➤ Isolationism ➤ Militarism <p>Skills</p> <ul style="list-style-type: none"> ➤ Mapping ➤ Writing ➤ Compare/Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Multiple motives led industrialized countries to engage in power struggles during New Imperialism. ➤ Africa's economic, social, and political culture was adversely affected by the experience with European colonization. ➤ The American opening of Japan unleashed Japanese industrialization, imperialism, and militarism. ➤ European colonization in Asia was based primarily on economic interests. 	<p>2. Determine acceptable evidence</p> <p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an annotated map of African and Asian nations during New Imperialism that show the political, economic, and social results of imperialism. Include a key. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a eulogy for a nation of Africa discussing the social, political, and economic effects of New Imperialism on that nation's culture. ➤ Create two annotated maps of Africa, one from 1870 and one from 1914 that show the changes in colonization during New Imperialism. Include the dates colonized, the controlling nation and its motives for colonizing. ➤ Write an extended response comparing China's and Japan's experience and outcomes with New Imperialism in the 19th century. ➤ Students will create a Venn diagram comparing and contrasting the Japanese and European feudal systems. Write an extended response discussing the similarities and differences in structure, hierarchy, and responsibilities. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>3. Plan engaging effective instruction</p> <p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Imperialism—pp. 644-709 ➤ Japan—pp. 496-500; 697-706 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/results/?keyword=Imperialism&ctgry_id=X0 Links on Imperialism. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 Western Europe in the Modern World <ul style="list-style-type: none"> • Section 3: Colonialism: Europe Modernization Exported ➤ 7.4 Imperial China and Feudal Japan <ul style="list-style-type: none"> • Section 3: The development of Feudalism in Japan <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEKS 28-31 - WW I and Russian Revolution</p>	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student analyzes major historical events of the first half of the 20th century. (SS.A.3.4.9) ➤ The student understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (SS.C.1.4.1) ➤ The student uses a variety of maps (SS.B.1.4.1) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What were the MAIN causes of WWI? (Militarism, Alliances, Imperialism, and Nationalism) ➤ What conditions in Czarist Russia led to the Revolution of 1917 and the rise of Lenin and the Bolsheviks? ➤ How did the political and geographic boundaries of Europe change after WWI? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Militarism ➤ Nationalism ➤ Imperialism ➤ Alliances ➤ Allied Powers ➤ Central Powers ➤ Battle of Marne ➤ Schefflien Plan ➤ Total War ➤ 14 Points ➤ Self Determination ➤ Treaty of Versailles ➤ Bolshevik ➤ Menshevik ➤ Czar ➤ Lenin <p>Skills</p> <ul style="list-style-type: none"> ➤ Debate ➤ Timeline ➤ Mapping ➤ Research ➤ Compare/Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Militarism, alliances, imperialism, and nationalism were the main causes of WWI. ➤ Political, social and economic conditions led to the Revolution of 1917 and the rise of Lenin and the Bolsheviks. ➤ Political and geographic boundaries of Europe changed after WWI and the Russian Revolution. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will write a series of journal entries where they assume varying roles during WWI. Journal entries will include 1) a description of the events leading to the outbreak of war 2) the events and economic consequences of the war itself, and 3) the provisions and outcomes of the Treaty of Versailles. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create an annotated time line tracing the events leading to WWI from 1900-1914. ➤ Students will be divided into Allied Powers and Central Powers in teams. Each team will create a propaganda poster relating the facts of WWI from their perspective and debate in an oral format their alliances views on the war. ➤ Students will complete a map of Europe pre-WWI and post-WWI. After completion, students will analyze and write a short answer discussing the boundary changes and impact of territorial acquisitions after the Treaty of Versailles. ➤ Students will create an annotated time line tracing the events leading to the Revolution of 1917 and the rise of Lenin and the Bolsheviks in Russia. ➤ Students will write an extended response analyzing the reasons for Lenin's rise to power and Russia's move toward democracy. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ WWI - 716-745 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://www.bbc.co.uk/history/worldwars/wwone/ BBC site on World War I ➤ http://school.nettrekker.com/results/?keyword=World%20War%20I&ctqry_id=X0 Many links about World War I <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 Western Europe in the Modern World • Section 4: Challenges to Modernization: The World Wars <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies ➤ Daily Focus Skills Transparencies ➤ Cause and Effect Transparencies

WEEKS 32-34- WWII and the Holocaust	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student will analyze major historical events of the first half of the 20th century. (SS.A 3.4.9)</p> <ul style="list-style-type: none"> ➤ The student understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (SS.C.1.4.1) ➤ Uses a variety of maps (SS.B.1.4.1) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.4 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Draft and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What events led to the rise of Hitler in Germany? How did the appeasement by European leaders aid Hitler during his reign? ➤ In what ways did the events and outcomes of WWII change the economic, political, and social aspects of Europe? ➤ Which nations emerged as superpowers and how did they influence Europe after WWII? ➤ What historical evidence is there that people will sacrifice freedom and basic rights for economic stability and national pride? ➤ How did the defeat of the Axis Powers change the political boundaries of Europe after WWII? ➤ What lessons as a civilization should be learned from the Holocaust and other atrocities of WWII? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Totalitarianism ➤ Nazism ➤ Fascism ➤ Totalitarian Leaders (Hitler, Stalin, Franco, Mussolini) ➤ Munich Pact ➤ Operation Overlord (D-Day) ➤ Invasion of Poland ➤ Invasion of France ➤ Battle of Britain ➤ Winston Churchill ➤ Invasion of Russia ➤ Czechoslovakian Crisis ➤ Genocide ➤ Holocaust <p>Skills</p> <ul style="list-style-type: none"> ➤ Mapping ➤ Research ➤ Speaking ➤ Writing ➤ Timeline 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a collage of pictures and words expressing what should be remembered about one of the atrocities against mankind during WWII. (i.e. Holocaust, Nanjing, Bataan Death March) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create an annotated timeline tracing the rise of Hitler through the end of World War II. ➤ Students will create an annotated map detailing the major events and battles of World War II. ➤ Students will research selected totalitarian leaders and present an oral report describing the goals and policies of their selected leader. ➤ Students will research the key events leading to and during WWII and evaluate the handling of Hitler's rise to power by European powers. ➤ Students will write an extended response discussing what strategies they would have taken against Hitler had they been an Allied leader during WWII. ➤ Students will create a propaganda poster expressing the political views of a selected nation involved in WWII. <p style="text-align: center;">FCAT-related activities in bold</p>

		<p>Enduring Understandings</p> <ul style="list-style-type: none">➤ The provisions of the Treaty of Versailles, along with the imbalance of implementation, led directly to the developments of WW II.➤ The course of WWII changed the economic, political, and social aspects of Europe and forged new superpowers.		
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WEEKS 35-36 - Cold war and Hot Spots	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student understands the political, military, and economic events since the 1950s that have had a significant impact on international relations. (SS.A.3.4.10) ➤ The student understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (SS.C.1.4.1) ➤ Uses a variety of maps (SS.B.1.4.1) <p>Related Standards</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.1 Applies a variety of response strategies ➤ LA.B.1.4.1 Selects and uses appropriate prewriting strategies ➤ LA.B.1.4.2 Drafts and revises writing ➤ LA.A.2.4.6 Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How does the aftermath of World War II show the consolidation of control by the superpowers? ➤ How did the political and historical point of view of the Soviets and the United States affect how each side saw the other? ➤ What examples are there of groups who supported one of the sides in the Cold War for 1) personal or nationalistic reasons and 2) pragmatic reasons rather than political ideology? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Satellite States ➤ Spheres of Influence ➤ U.S.S.R ➤ Warsaw Pact ➤ NATO ➤ United Nations ➤ Korean Conflict ➤ Vietnam War ➤ Anti-communism versus Noncommunism ➤ Totalitarianism ➤ Ho Chi Minh ➤ Mao Tse-Tung ➤ Chinese Revolution ➤ East Germany ➤ Containment <p>Skills</p> <ul style="list-style-type: none"> ➤ Mapping ➤ Writing ➤ Compare/Contrast ➤ Research ➤ Timeline <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Winning powers in wars often consolidate their power and control over areas that they defeat. ➤ The point of view of a group often determines how they understand and respond to the actions of another group. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create an annotated map of the two blocks in the Cold War, label the two sides of the conflict, and annotate the major events of the period including ... a) years b) major conflict c) effects d) causes <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a timeline of the Soviet Union's consolidation of power in Eastern Europe, and then write an extended response using at least three different countries as examples. ➤ Students will create two column notes that have the Allied perspective on three events on one side and the Communist perspective on the other side. Then write a persuasive letter as a citizen on one side to support your perspective. ➤ Students will choose a post-WWII nation that fell to communism. Make a Venn diagram that compares and contrasts events in the takeover as nationalist or directed by the international communists. Then write a short response that analyzes whether the communist takeover in the country in question was nationalistic or controlled by outside communist forces. ➤ Students will create a propaganda poster from each side in the Cold War. Include symbols, slogans and /or cartoons in the poster. ➤ Students will research the building and the destruction of the Berlin Wall and create a PowerPoint presentation that shows the reasons for the creation and destruction. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Glencoe World History</p> <ul style="list-style-type: none"> ➤ Cold War-842-977 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://school.nettrekker.com/results/?keyword=Cold%20war&ctgry_id=X0 Links about the Cold War <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.2 The Rise and Fall of the Soviet Union <ul style="list-style-type: none"> • Section 3: Cold War • Section 4: The Fall of the Soviet Union ➤ 12.4 The Cold War <ul style="list-style-type: none"> • Section 1: Early Cold War Tensions • Section 2: A Case Study of the Vietnam War • Section 3: The End of the Cold War <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Timed Readings Plus in Social Studies ➤ Reading in the Content Areas: Social Studies "Active Reading Note-Taking Guide" ➤ High School Writing Process Transparencies

		<p>➤ The reasons people support change in governments are not always based on the ideology of the new government.</p>		
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APPENDIX A: COMMON ASSIGNMENTS

COMMON ASSIGNMENT # 1: Political Cartoon

STANDARDS: SS.A.3.4.6, SS.A.3.4.7, SS.A.3.4.8, SS.A.3.4.9, LA.A.2.4.1, E1c, E2b, A5a, A3a

PERFORMANCE (S): The student will use political cartoons as a means to gain understanding of specific events, issues or time periods in history.

SPECIFICATIONS: The student will analyze a teacher-selected political cartoon.

Checklist

- Identifies characters/symbols
- Identifies intended audience
- Identifies the time period
- States intent (purpose) of the cartoon
- Gives interpretation
- Using relevant historical facts
- States intent (purpose) of the cartoon
- Gives interpretation

RUBRIC

4	3	2	1
<ul style="list-style-type: none"> • accurately identifies all characters/symbols • accurately identifies the issue/point of the cartoon • makes relevant inferences • uses evidence to support interpretation of cartoon • accurately identifies time-frame and audience 	<ul style="list-style-type: none"> • accurately identifies most characters/symbols • has a limited identification of the issue/point • makes limited relevant inferences • uses limited evidence to support interpretation of cartoon • vague identification of the time-frame and audience 	<ul style="list-style-type: none"> • identifies some characters/symbols • makes vague identification of the issue or points • makes few relevant inferences • uses only very basic evidence to attempt to support interpretation • makes weak or confused identification of the time-frame and audience 	<ul style="list-style-type: none"> • identifies none of the characters or symbols • does not understand the issue or point of

COMMON ASSIGNMENT #2: Scientific Revolution

STANDARDS: SS.A.3.4.5, LA.A.2.4.1, LA.A.2.4.6, LA.A.2.4.5, LA.C.3.4.3, E1c, E2e, E2b, E3b, S4E, A2a, A3a

PERFORMANCE(S): The student will identify the scientific contribution of a key figure of the Scientific Revolution and the social, political and cultural problems they faced.

SPECIFICATIONS: The student will work with a partner to research a teacher-selected figure from the Scientific Revolution and prepare an oral report in which they present the scientific contributions of this figure. The report should also include the social, political and cultural problems the scientist faced as well as the theories he generated.

Checklist

- Subject assigned
- Choose a partner
- Research and organize information for a presentation
- Prepare materials that are relevant and appropriate
- Prepare a packet for the teacher

RUBRIC

4	3	2	1
<ul style="list-style-type: none"> • issue or topic is clearly laid out and developed • presentation addresses 3 major points on the issue and supports them with specific data and facts • presentation demonstrates superior knowledge of the topic • uses a wide variety of materials/resources to develop presentation • relevant graphics, displays and handouts enhance and support the topic • teamwork is demonstrated and apparent 	<ul style="list-style-type: none"> • issue or topic is addressed and developed • presentation addresses 3 major points and supports them with some data and facts • presentation shows a clear understanding of the topic • uses adequate resources • graphics, displays, and handouts support the topic • teamwork is demonstrated 	<ul style="list-style-type: none"> • issue/topic is addressed but lacks consistent development • presentation addresses 2 major points with support • issues/topic is basically understood but with some omissions • limited use of resources • presentation lacks polish; skills are attempted but ineffective at times • graphics, displays, and handouts are generally appropriate • teamwork is somewhat demonstrated 	<ul style="list-style-type: none"> • issue/topic is not adequately addressed • presentation does not support major points • knowledge and understanding are either incomplete or not conveyed • poorly prepared; skills not demonstrated • inadequate graphics, visuals and displays • teamwork is not evident

COMMON ASSIGNMENT #3: Revolutions

STANDARDS: SS.A.3.4.7, LA..A.2.4.8, LA..A.1.4.2, LA.A.2.4.6, LA..B.2.4.2, LA.C.3.4.3, E1c, E7a, E3c, A3a, A1a

PERFORMANCE(S): The student will recognize the role of nationalism, industrialization and imperialism in European and world affairs from 1815 to 1914.

SPECIFICATIONS: The student will work with a partner to create an annotated time-line tracing the events that contributed of nationalism, industrialization and imperialism for a selected European country from 1815 to 1914. After completion, each student will write an essay to the following prompt: *Describe the changing role of nationalism, industrialism, and imperialism in Europe form 1815-1914 and analyze the contribution of each to the start of WWI.*

Checklist

- Select a European country
- Select nationalistic industrial and imperialistic events using a different color for each
- Divides time time-line into 10 year intervals
- Place events chronologically on time line
- Annotates
- Give significance for each event

RUBRIC

See history timed-writing rubric (based on FCAT writes rubric).

COMMON ASSIGNMENT #4: 1900-1950

STANDARDS: SS.A.3.4.9, SS.A.3.4.7, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.6, LA.B.2.4.1, LA.B.2.4.2, E1c, E6a, E2e, A2b, E4a

PERFORMANCE(S): Compare and contrast the Treaty of Versailles and the Congress of Vienna and then write an essay that argues which was more effective.

SPECIFICATIONS: Students will complete a data retrieval chart comparing the Treaty of Versailles and the Congress of Vienna. In a teacher led discussion, using their data charts, students will determine which was the more effective. Students will then complete a summary.

Check-list

- Complete pre-write activities
- Has thesis which reflects task
- Selects relevant evidence to support thesis
- Organized and divided into paragraphs

RUBRIC

See history timed-writing rubric (based on FCAT Writes)

APPENDIX B: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women’s contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.