

UNIT 1: Africa 1500 B.C. – A.D. 320

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 8: 1 & 2	<p>4.3.1 Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none"> • comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures • using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language • analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade • analyzing the development of an organized slave trade within and beyond Africa • analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity 	<ul style="list-style-type: none"> ➤ Mapping/migration (contributing to agriculture, technology, & language) ➤ Sahel ➤ Sahara ➤ Savanna ➤ Nomadic lifestyle ➤ Griots ➤ Cave art ➤ Nok (artifacts, Iron age, trading) ➤ Compare/ contrast different regions in Africa (Venn) ➤ Push & Pulls of migration ➤ Bantu Migration: A Case Study 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	2 Weeks/ 10 days

UNIT 1: Africa 1500 B.C. – A.D. 320

Ch. 8; 3	<p>4.1.2 World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none">• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades• Islam and Hinduism in South Asia• continuing tensions between Catholic and Orthodox Christianity <p>4.1.3 Trade Networks and Contacts</p> <p>– Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including</p> <ul style="list-style-type: none">• land-based routes across the Sahara, Eurasia and Europe• water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas	<ul style="list-style-type: none">➤ Aksum culture➤ Indian Ocean & trade routes➤ Christianity➤ Islam		
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UNIT 2: Early Americas

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 9; 1		<ul style="list-style-type: none"> ➤ Clovis ➤ Beringia ➤ Ice Age ➤ Artifacts 	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	2 days
Ch. 9; 2 & 3	4.3.2 The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	<ul style="list-style-type: none"> ➤ Mesoamerica ➤ Olmec civilization ➤ Pyramids ➤ Mapping ➤ Chavin ➤ Nazca ➤ Civilizations of the Maya, Aztec, Inca peoples 	Unit Test: multiple choice and short answer Field Trip	2 wks/ 10 days

UNIT 2: Early Americas

Unit 2: pages 252-257	4.1.1 Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.		Create an assessment that compares Olmec Civilization with Classical World.	2 days
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UNIT 3: Byzantines, Turks, & Russians

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 11; 1	<p>4.3.4 The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including</p> <ul style="list-style-type: none"> • the rise and decline of the Byzantine Empire • the region's unique spatial location • the region's political, economic, and religious transformations • emerging tensions between East and West <p>4.1.2 World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none"> • Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades • Islam and Hinduism in South Asia • continuing tensions between Catholic and Orthodox Christianity 	<ul style="list-style-type: none"> ➤ Byzantium ➤ Constantinople ➤ Justinian ➤ Justinian Code ➤ Hagia Sophia ➤ Mapping ➤ Empress Theodora ➤ Attacks by Arab armies, Russians, and Turks ➤ Cyrillic Alphabet ➤ Roman Catholic & Eastern Orthodoxy 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	3 days

UNIT 3: Byzantines, Turks, & Russians

<p>Ch. 11; 2</p>	<p>5.3.4 Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including</p> <ul style="list-style-type: none"> • Russian imperial expansion and top-down westernization/modernization • the impact of its unique location relative to Europe and Asia • the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity 	<ul style="list-style-type: none"> ➤ Vikings, Mongols, & Byzantines ➤ Mapping ➤ Ivan the Great ➤ Ivan the Terrible ➤ Peter the Great 		<p>5 days/ 1 week</p>
<p>Ch. 11; 3 Ch. 13; 2 Ch. 13; 3 Ch. 14; 1</p>	<p>4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> • the role and political impact of the Roman Catholic Church in European medieval society • how agricultural innovation and increasing trade led to the growth of towns and cities • the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states • the cultural and social impact of the Renaissance on Western and Northern Europe 	<ul style="list-style-type: none"> ➤ Pope Urban II ➤ Genghis Khan ➤ Feudalism/ European Manor ➤ Serfs ➤ Knights ➤ Lord ➤ Vassal ➤ Fief ➤ Tithe ➤ Seljuk Empire ➤ Chivalry ➤ Troubadours ➤ Tournaments ➤ Life of women in feudal society ➤ Saladin ➤ Effects of the Crusades 		<p>2 weeks</p>

UNIT 3: Byzantines, Turks, & Russians

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UNIT 4: Empires in East Asia

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 12: 1	<p>4.3.3 China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation.</p>	<ul style="list-style-type: none"> ➤ Tang ➤ Song ➤ Traditional China culture (religion, education, government, women's life) ➤ Inventions 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) 5. Mapping (Individual/Group) 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	1 week
Ch. 12: 2 & 3	<p>4.3.3 continued</p> <p>4.2.2 Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world).</p>	<ul style="list-style-type: none"> ➤ Genghis Khan ➤ Pax Mongolica ➤ Kublai Khan ➤ Marco Polo 	<p>Unit Test: multiple choice and short answer</p>	2 days
				3 days

UNIT 4: Empires in East Asia

Ch. 12; 4	<p>5.1.2 World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.</p>	<ul style="list-style-type: none">➤ Japan: mapping and geography➤ Shintoism➤ Buddhism➤ Heian Period➤ Feudalism/ compare with Europe➤ Bushido/ Samurai <p>***extra credit movie</p>		TOTAL: 2 wks
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UNIT 4.5 Power of the Church

Mini unit/ continuation of Unit 4. Use extra days to “catch up”
and/ or include project or current events

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 13;4	<p>5.3.1 Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> • using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction • analyzing the impact of the Ottoman rule <p>*** expectations to be continued in later units</p>	<ul style="list-style-type: none"> ➤ Pope ➤ Medieval life/ Christianity ➤ Canon law ➤ Superstitions ➤ Otto the Great ➤ Holy Roman Empire ➤ Lay investiture ➤ Pope Gregory ➤ Henry IV ➤ Frederick I 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	5 days/ 1 wk
Ch. 14; 2		<ul style="list-style-type: none"> ➤ Guilds ➤ Surnames ➤ Changes in medieval society ➤ Thomas Aquinas 		
Ch. 14; 4	<p><i>(in part)</i> 4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> • the role of the Crusades, 100 Years War, and the Bubonic Plague in the 	<ul style="list-style-type: none"> ➤ Hundred Years War ➤ Bubonic Plague (causes, origins, impact) 		

UNIT 4.5 Power of the Church

Mini unit/ continuation of Unit 4. Use extra days to “catch up” and/ or include project or current events

	<p>early development of centralized nation-states</p> <p>4.2.3 The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic.</p>			
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UNIT 5: Early Americas (500 - 1500)

Continuation of Unit 2

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 16; 1, 2, 3, 4 Ch. 20; 1	<p>4.3.2 The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.</p> <p>5.3.6 Latin America through the 18th Century – Analyze colonial transformations in Latin America, including</p> <ul style="list-style-type: none"> • the near-elimination of American Indian civilizations and peoples • social stratifications of the population (e.g., peninsulares, creoles, mestizos) • the regional and global role of silver and sugar • resource extraction and the emerging system of labor (e.g., mita, slavery) 	<ul style="list-style-type: none"> ➤ Mapping ➤ Anasazi ➤ Trading networks ➤ Social life ➤ Mayan Culture & decline ➤ Aztec Culture ➤ Montezuma II ➤ Hernando Cortes ➤ Incan Empire ➤ Machu Picchu 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	8 days/ 1 ½ wks

UNIT 5: Early Americas (500 - 1500)

Continuation of Unit 2

UNIT 6: The Renaissance & Reformation

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 17; 1	<p>5.3.5 Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by</p> <ul style="list-style-type: none"> • explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas • analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism • analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society • analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor 	<ul style="list-style-type: none"> ➤ Renaissance (origins) ➤ Humanism ➤ Secular ➤ Patrons ➤ Art (general) ➤ Perspective ➤ Verrocchio ➤ Da Vinci ➤ Raphael <ul style="list-style-type: none"> ➤ Northern Renaissance ➤ Art/ compare ➤ Printing Press ➤ Legacy of the Renaissance 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	<p>1 week (focus in World History Seminar)</p>
17; 2				

UNIT 6: The Renaissance & Reformation

17; 3 & 4		<ul style="list-style-type: none">➤ Reformation➤ Martin Luther➤ Protestantism➤ Henry VIII (and his wives/ children)		1 week
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UNIT 7

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 18; 1	<p>5.3.1 Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> • using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction • analyzing the impact of the Ottoman rule 	<ul style="list-style-type: none"> ➤ Ottomans ➤ Military ➤ Sultan Leaders ➤ Constantinople ➤ Suleyman 	<p>Extended Writing Component</p> <p>Multi-media component</p> <p>Quizzes</p> <p>Projects</p> <p>Mapping</p>	5 days/ 1 wk
Ch. 18; 2	<p>Case Study/ cultural blending</p>		<p>Notes/ 3-ring binder</p> <p>Class participation</p>	
Ch. 18; 3	<p>5.3.3 South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact.</p>	<ul style="list-style-type: none"> ➤ Cultural blending to create Mughal Empire ➤ Taj Mahal ➤ Pro/ Cons of government actions 	<p>Unit Test: multiple choice and short answer</p>	

UNIT 7

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UNIT 8: Age of Exploration

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 19; 1	<p>5.2.1 European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by</p> <ul style="list-style-type: none"> • describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries • explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies 	<ul style="list-style-type: none"> ➤ God, Glory, and Gold ➤ Portugal & Spain ➤ Vasco de Gama ➤ Treaty of Tordesillas ➤ Dutch East India Company ➤ Causes of Exploration 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	4 weeks
Ch. 20; 1 & 2	<p>6.1.2 World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.</p>	<ul style="list-style-type: none"> ➤ Columbus: both sides ➤ Hernando Cortes ➤ Mapping ➤ Conquistadors ➤ North American settlements ➤ Native Americans 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	4 weeks
Ch. 20; 3 & 4	<p>6.1.2 World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.</p>	<ul style="list-style-type: none"> ➤ Atlantic Slave Trade ➤ Middle Passage ➤ Triangular Trade ➤ Columbian Exchange ➤ Capitalism ➤ Mercantilism 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	4 weeks

UNIT 8: Age of Exploration

Ch. 19: 2	<p>5.3.2 East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> • analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration • analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society 	<ul style="list-style-type: none"> ➤ Hongwu ➤ Ming Dynasty ➤ Zheng He ➤ Yonglo ➤ Qing Dynasty ➤ The Forbidden City ➤ Tokugawa Shogunate (Japan) ➤ Isolationism 		
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UNIT 9: The Rise of European Power

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 21; 2	<p>6.1.5 Interpreting Europe's Increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions).</p>	<ul style="list-style-type: none"> ➤ Thirty Years' War ➤ The Rise of Prussia ➤ Mapping ➤ Fredrick the Great ➤ The Seven Years' War 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	1 week
Ch. 21; 3		<ul style="list-style-type: none"> ➤ Peter the Great 		

UNIT 9: The Rise of European Power

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UNIT 10: Enlightenment leads to Revolutions

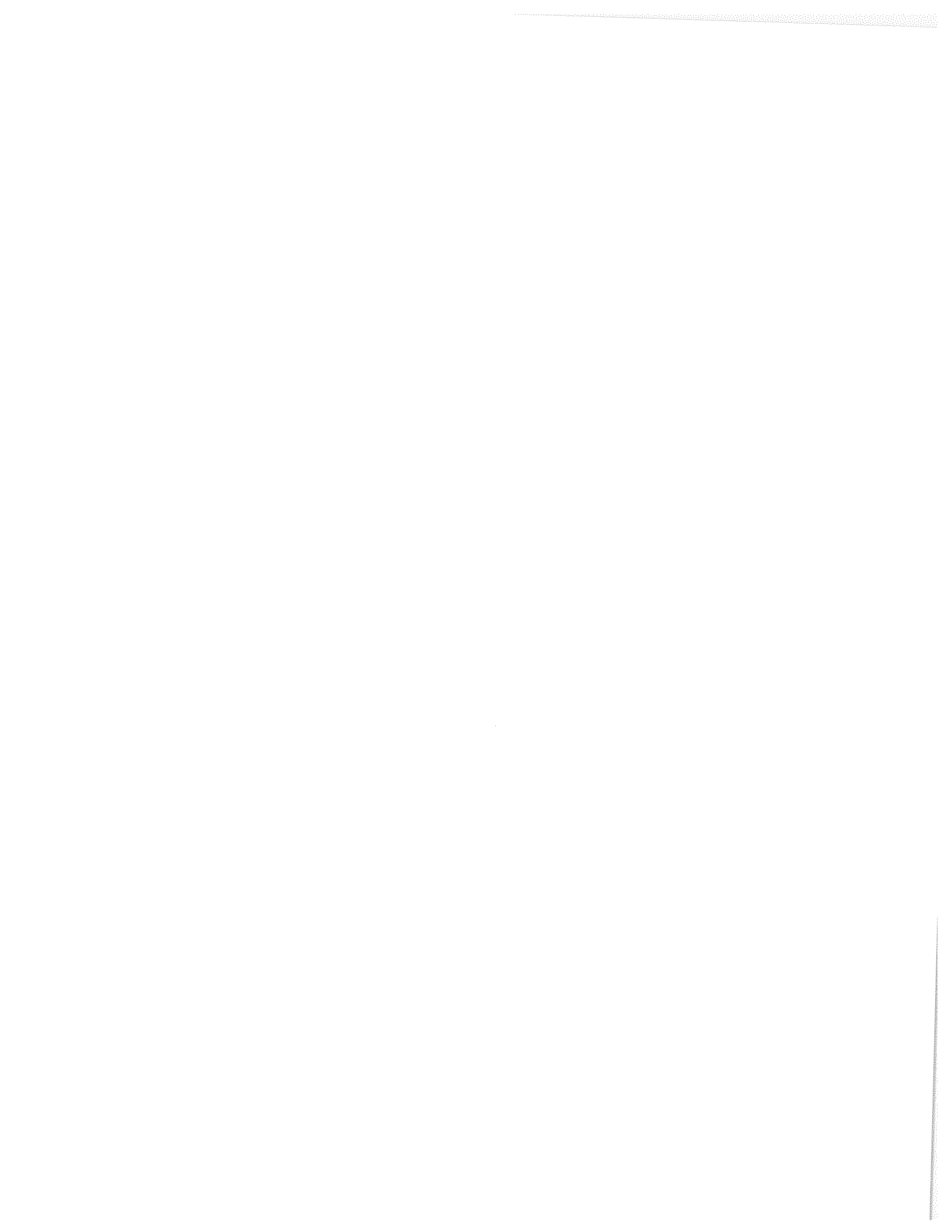
Unit/ Chapters	HSCE/CSS	Terms, Events, & People	Assessments	Pacing
Ch. 22; 1	<p>6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).</p> <p>6.1.5 Interpreting Europe’s Increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe</p>	<ul style="list-style-type: none"> ➤ Enlightenment ➤ Hobbes/ Social Contract ➤ John Locke ➤ Montesquieu ➤ Rousseau ➤ Wollstonecraft ➤ Beccaria 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	2.5 weeks
Ch. 22; 4	<p>6.2.1 Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)</p>	<ul style="list-style-type: none"> ➤ American Revolution 		
Ch. 23; 1		<ul style="list-style-type: none"> ➤ Old Regime ➤ Louis XVI ➤ Marie Antoinette ➤ Causes of the French Revolution ➤ National Assembly 		

UNIT 10: Enlightenment leads to Revolutions

<p>Ch. 23; 2</p>	<p>6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by</p> <ul style="list-style-type: none"> • analyzing and explaining the impact of economic development on European society • explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women • using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) 	<ul style="list-style-type: none"> ➤ Legislative Assembly ➤ The Guillotine ➤ Reign of Terror ➤ Georges Danton ➤ Napoleon 		
<p>Ch. 24; 1</p>		<ul style="list-style-type: none"> ➤ Comparative Project 		

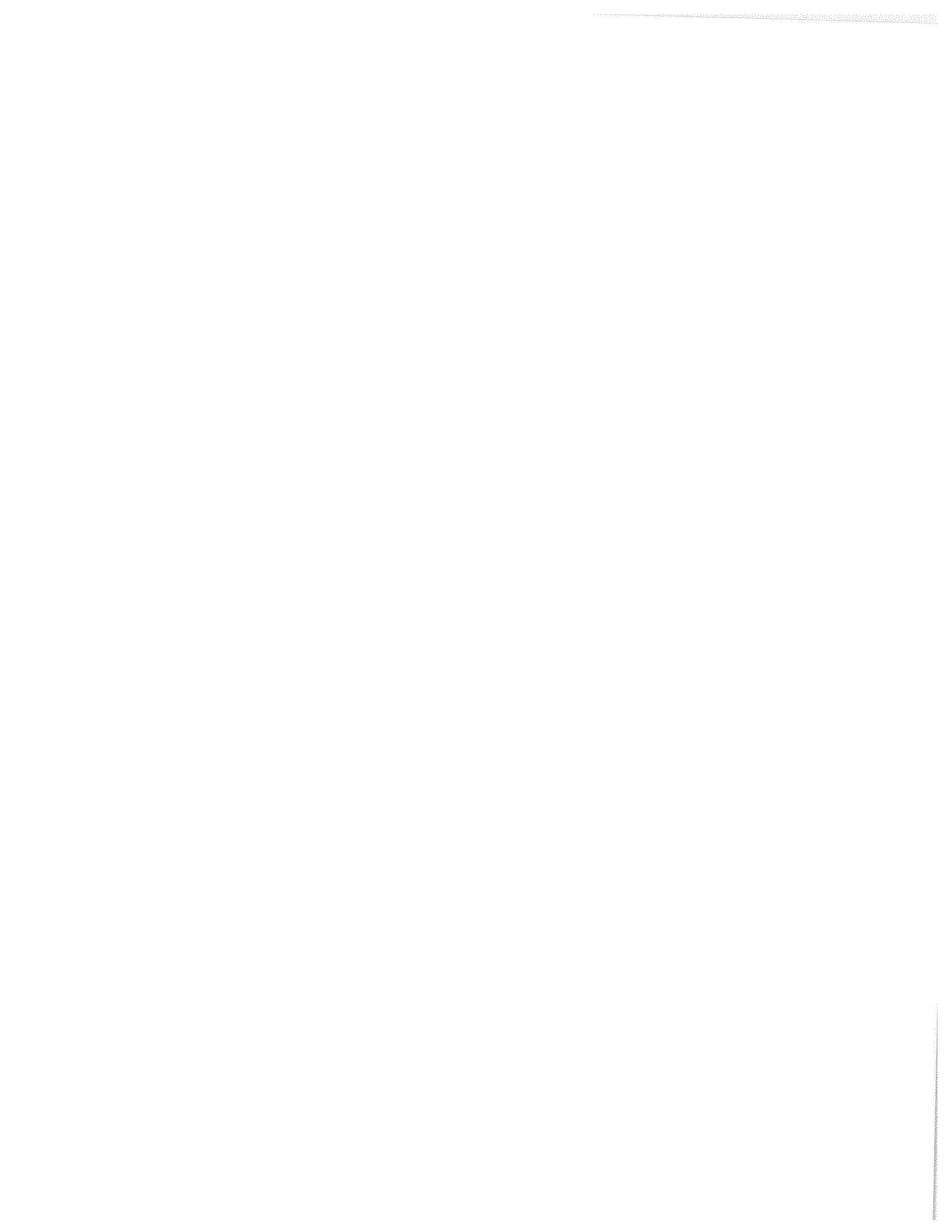
UNIT 10: Enlightenment leads to Revolutions

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UNIT 11: Industrialization & Democracy

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 25; 1	<p>6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by</p> <ul style="list-style-type: none"> • comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France • describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements • describing the environmental impacts of industrialization and urbanization 	<ul style="list-style-type: none"> ➤ Industrial Revolution ➤ Changes from agriculture to industry ➤ Factors of production ➤ Textile industry ➤ Railway 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	1 week
Ch. 25; 2		<ul style="list-style-type: none"> ➤ Urbanization ➤ Middle class ➤ Child labor ➤ Effects on women 		



UNIT 12: IMPERIALISM

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 27: 1	<p>6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by</p> <ul style="list-style-type: none"> • using historical and modern maps and other evidence to analyze and explain the causes and <p>global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia</p> <ul style="list-style-type: none"> • describing the connection between imperialism and racism, including the social construction of race • comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia • analyze the responses to imperialism by African and Asian peoples <p>6.3.3 Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism</p>	<ul style="list-style-type: none"> ➤ Imperialism ➤ Reasons for imperialism ➤ Scramble for Africa ➤ Boer War 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder 8. Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	2.5 weeks

UNIT 12: IMPERIALISM

<p>Ch. 27; 3 Ch. 28; 1</p>	<p>6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia by</p> <ul style="list-style-type: none"> • explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War • describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions 	<ul style="list-style-type: none"> ➤ Mapping; Northern Africa & the middle east ➤ Suez Canal ➤ Opium War ➤ Taiping rebellion ➤ Sphere of Influence ➤ Boxer Rebellion <ul style="list-style-type: none"> ➤ Modernization of Japan ➤ Russo-Japanese War 		
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UNIT 12: IMPERIALISM

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UNIT 13: WWI

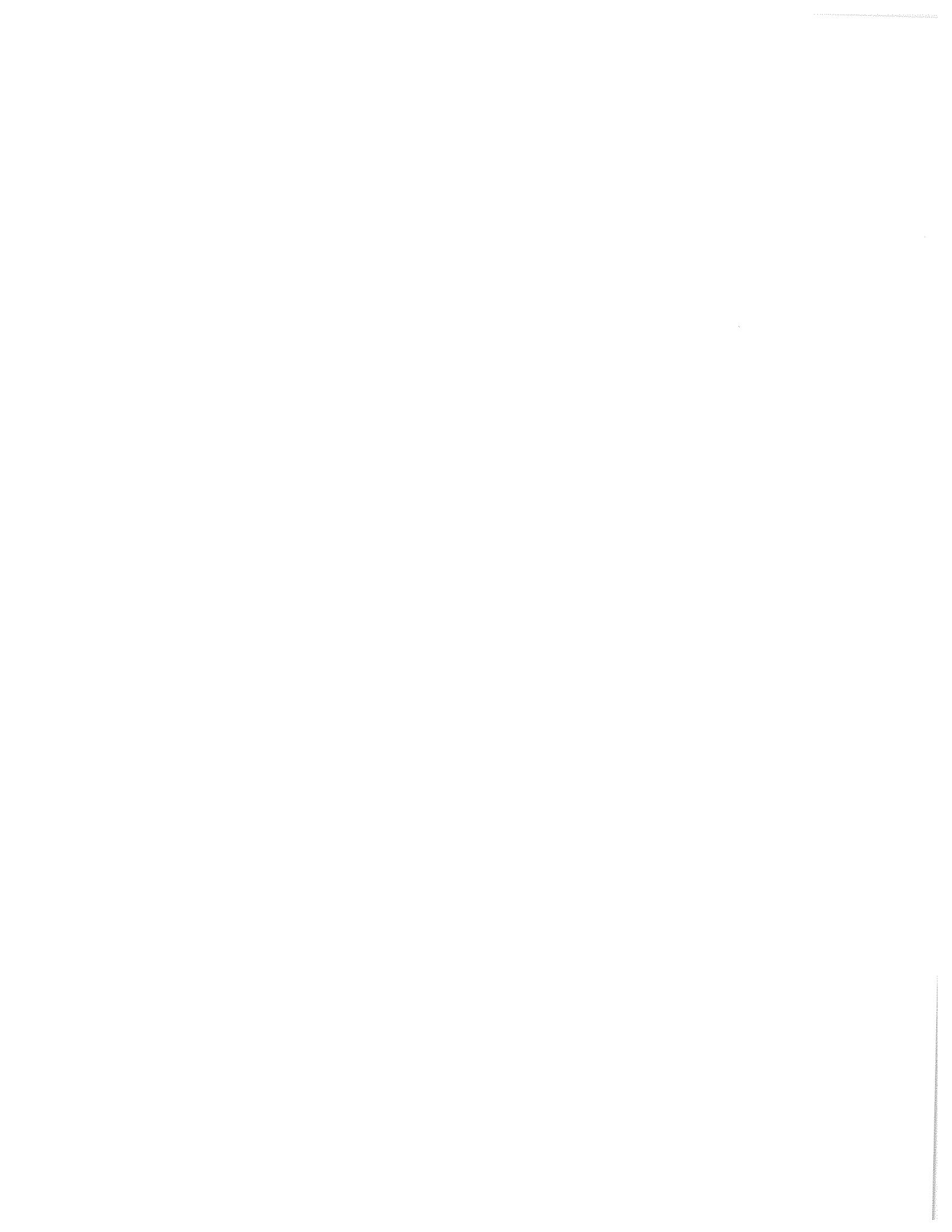
Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 29; 1	<p>7.2.1 World War I – Analyze the causes, characteristics, and long-term consequences of World War I by</p> <ul style="list-style-type: none"> • analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism • analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home • explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe <p>7.1.2 Comparative Global Power – Use historical and modern maps and other sources to analyze and explain</p> <ul style="list-style-type: none"> • changes in the global balance of military, political, and economic power between 1900 and 1945 	<ul style="list-style-type: none"> ➤ Mapping ➤ MAIN (causes of WWI) ➤ Triple Alliance ➤ Triple Entente ➤ Kaiser Wilhelm II ➤ Franz Ferdinand ➤ Central Powers ➤ Allied Powers ➤ Western Front ➤ Eastern Front ➤ Schlieffen Plan ➤ Trench Warfare ➤ Total War ➤ Affects of the War at Home ➤ Rationing ➤ Propaganda ➤ Civil unrest in Russia ➤ Armistice ➤ Statistics 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	2.5 weeks
Ch. 29; 2				
Ch. 29; 3 Ch. 30; 1				

UNIT 13: WWI

<p>Ch. 29; 1</p>	<p>7.1.5 Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras</p> <ul style="list-style-type: none"> ● include analysis of the role of technology and civilians. <p>7.1.1 Increasing Government and Political Power. Explain the expanding role of state power in</p> <ul style="list-style-type: none"> ● managing economies ● transportation systems ● technologies ● other social environments ● impact of the daily lives of their citizens. <p>7.1.4 Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p>	<ul style="list-style-type: none"> ➤ Big Four ➤ Fourteen Points ➤ Treaty of Versailles ➤ League of Nations ➤ Self determination ➤ Mapping: new Europe 		
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UNIT 13: WWI

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UNIT 14: RISE OF THE DICTATORS

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Ch. 30; 1	<p>7.2.2 Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by</p> <ul style="list-style-type: none"> • examining the causes and consequences of the economic depression on different regions, nations, and the globe • describing and explaining the rise of fascism and the spread of communism in Europe and Asia • comparing and contrasting the rise of nationalism in China, Turkey, and India 	<ul style="list-style-type: none"> ➤ Nicholas II ➤ Bolsheviks ➤ Lenin ➤ Rasputin ➤ Soviet Union ➤ Joseph Stalin ➤ Communist Party 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation 	1.5 weeks
Ch. 30; 2	<p>7.3.1 Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.</p> <p>7.3.2 Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet</p>	<ul style="list-style-type: none"> ➤ Totalitarianism ➤ Propaganda ➤ Censorship ➤ Five-Year Plans ➤ Command Economy ➤ Collective Farms ➤ Women's Rights 	<p>Unit Test: multiple choice and short answer</p>	

UNIT 14: RISE OF THE DICTATORS

	Union) with those absolutist states in earlier eras.			
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