



World History Instructional Blueprint and Supporting Documents

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World History Instructional Blueprint

Description from the World History 2021 Standards Document

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. A review of ancient history can take place in the first six weeks to provide context. Please refer to the World History Unpacking Document for extra support. **Final Edition will be created by teachers in 2023.**

Grading Period	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks
Topics	<ul style="list-style-type: none">• Historical Thinking• Cultural Rise• Exploration• Revolutions	<ul style="list-style-type: none">• Revolutions (continued if needed)• Industrialism• Nationalism and Imperialism• WWI	<ul style="list-style-type: none">• WWII• Cold War• Globalization
Priority Objectives Should be the Inquiry Strand!	All standards and objectives are used throughout the course and should be spiraled through each unit. Please see unit guides for specific aligned standards and objectives.		

Hyperlinks in the unit guides go to the following places:

- **High-Yield Strategies for planning resources**
- **Actively Learn for readings, videos, and activities**
- **Stanford History Education Group for document-based activities that promote inquiry**

Resources are not mandated and should be used at the discretion of the teacher.

9-12 Strand Alignment – Use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
Grades 9-12 Concepts <ul style="list-style-type: none"> ● Cause/Causation ● Economic Factors ● Social Factors ● Geographic Factors ● Turning Point ● Marginalized Group ● Minorities Common Conceptual Thread <ul style="list-style-type: none"> ● Power ● Policy/Law ● Group World History <ul style="list-style-type: none"> ● Global interaction and cooperation can lead to policy decisions that can change society over time. ● The experiences and achievements of various individuals and groups can lead to innovations that facilitate change in society that lead to lasting achievements. 	Grades 9-12 Common Conceptual Thread <ul style="list-style-type: none"> ● Movement ● Migration ● People ● Government ● Environment World History <ul style="list-style-type: none"> ● Immigration patterns and trends can lead to national and global demographic shifts. 	Grades 9-12 Common Conceptual Thread <ul style="list-style-type: none"> ● Economic Policy ● Economic Decisions ● Power ● System World History <ul style="list-style-type: none"> ● Economic decisions and policies have contributed to dependence and interdependence of global economic systems. 	Grades 9-12 Common Conceptual Thread <ul style="list-style-type: none"> ● Freedom ● Equality ● Government Systems/Levels World History <ul style="list-style-type: none"> ● Governments play a role in the creation and resolution of conflict around the world. ● Individuals, groups, and governments may contribute to the expansion or restriction of freedom and equality. ● Minorities and marginalized groups often challenge existing governments to facilitate change. 	Grades 9-12 Common Conceptual Thread <ul style="list-style-type: none"> ● Values ● Beliefs ● Individual ● Group World History <ul style="list-style-type: none"> ● There are different types of catalysts that can be responsible for influencing change within a society. ● Culture, society, and global interaction may impact identity.

Inquiry Strand – from the [World History Unpacking Document](#)

Inquiry 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	I.1.1 Compelling Questions <ul style="list-style-type: none"> ●Identify issues and problems in social studies. ●Formulate questions based upon disciplinary concepts.
	I.1.2 Supporting Questions <ul style="list-style-type: none"> ●Identify related issues and problems related to the compelling question. ●Formulate supporting questions.
	I.1.3 Gathering and Evaluating Sources <ul style="list-style-type: none"> ●Locate credible primary and secondary sources. ●Identify a variety of primary and secondary sources in support of compelling and supporting questions. ●Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies. ●Determine the origin, context, and bias of primary and secondary sources. ●Differentiate between facts and interpretation of sources. ●Evaluate competing historical narratives and debates among historians.
	I.1.4 Developing Claims and Using Evidence <ul style="list-style-type: none"> ●Analyze data from charts, graphs, timelines, and maps. ●Analyze visual, literary, and musical sources. ●Examine change and continuity over time. ●Analyze causes, effects, and correlations. ●Determine the relevance of a source in relation to the compelling and supporting question
	I.1.5 Communicating Ideas <ul style="list-style-type: none"> ●Construct written, oral, and multimedia arguments. ●Support arguments with evidence and reasoning while considering counterclaims. ●Use proper formatting in citing sources for arguments. ●Develop new understandings of complex historical and current issues through rigorous academic discussions. ●Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims, and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
	I.1.6 Taking Informed Action <ul style="list-style-type: none"> ●Generate ideas through which the inquiry facilitates change. ●Devise a plan to enact change based on the results of the inquiry. ●Organize and take individual or collaborative action in order to effect change and inform others.

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that could be useful.	World History	American History	Civics and Economics and Civic Literacy	North Carolina History (with an Onslow County splash)	Sociology and Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Pear deck Wakelet National Geographic Graphic Organizers DocsTeach	Ducksters Eyewitness to History Stanford History Education Group NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology	America in Class Founders Online American Battlefield Trust Digital History Making of America Smithsonian National Park Service Teaching American History Gilder Lehrman Institute of	Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries Judicial Learning Center National Constitution Center	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources	American Sociological Association Sociology Central Institute of Social Research American Psychological Association	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning	Personal Finance Literacy Resources North Carolina Council on Economic Finance

ClassFlow StartSOLE C3 Inquiries History Labs Newsela Edulastic EdPuzzle CommonLit Discovery Education Actively Learn	Carolina Navigators UNC World View	American History Carolina K-12 Teaching with Primary Sources Spy Museum Library of Congress Jamestown and the American Revolution					
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Historical Thinking

Priority Objectives	Overview		
<p>I.1.3 - Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p> <p>I.1.4 - Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p> <p>I.1.5 - Identify evidence that draws information from multiple perspectives</p>	This unit prepares students to analyze primary and secondary sources, identify bias in the sources, and how to respond to the sources.		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom • Historian's VIP Activities • Notes • Vocab • Most Reliable Source • Nacirema Lesson Plan • Stanford History Education Group Intro Lessons 	<ol style="list-style-type: none"> 1. I can analyze a primary source for details using specific strategies. 2. I can assess if a primary source is credible using the different aspects of the source. 3. I can identify evidence that supports the central idea of a source. 	<ul style="list-style-type: none"> • perspective • primary source • secondary source • bias • credibility • reliability • validity • context

Cultural Rise

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power</p> <p>WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past</p> <p>WH.G.1.2 Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past</p> <p>WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past</p> <p>WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past</p>	<p>This unit engages students in the political, social, and religious aspects of Europe, Asia, Africa and Americas. This unit shows the concept of change in multiple aspects of human life.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Comparing Modern Civilizations</p> <p>Comparing Great Empires</p> <p>Stanford History Education Group:</p> <ul style="list-style-type: none"> • Mansa Musa • Ibn Battuta • Martin Luther 	<ol style="list-style-type: none"> 1. I can deconstruct the Renaissance to understand its components. 2. I can explain the impact of the movable type printing press and its impact on the Renaissance and Reformation. 3. I can explain the shared values and beliefs of the African empires. 4. I can explain how the Reformation impacted society in the past and still in the present. 5. I can explain the impact of Martin Luther on the Reformation. 	<ul style="list-style-type: none"> • Renaissance • Reformation • Republic • Vernacular • Secular • Patron • Perspective • Humanism • Black Plague • Calvinism • Excommunication • Heresy • Indulgence • Commodity • Desertification • Silk Road • Mughal Empire

WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes

WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues

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Exploration

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p> <p>WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past</p> <p>WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past</p> <p>WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past</p>	<p>Students will explore how the world became more connected through exploration. Students should understand the motivations, important people, and impacts of exploration. Students should make connections of how the impacts of exploration can still be seen today.</p>		
	<p style="text-align: center;">Content Sources</p> <p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Comparing Great Empires</p> <p>Stanford History Education Group:</p> <ul style="list-style-type: none"> • Moctezuma and Cortes • Moctezuma's Zoo • Atahualpa and the Bible • Aztec Encyclopedia • Inca Fortification • Atahualpa and de Soto 	<p style="text-align: center;">Possible Learning Targets</p> <ol style="list-style-type: none"> 1. I can explain the economic effects of exploration, both positive and negative. 2. I can explain the impact of technology and how it influenced exploration. 3. I can compare the resistance of native tribes and empires to exploration. 	<p style="text-align: center;">Possible Key Terms/Topics</p> <ul style="list-style-type: none"> • Celestial Navigation • Circumnavigate • Explorers • Trade Route • Treaty • Caravel • Conquistador • Colony • Mercantilism • Middle Passage • Encomienda • Missionary • Colonization • Atlantic Slave Trade • Chattel Slavery • Columbian Exchange

<p>WH.H.1.4 Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past</p> <p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power</p> <p>WH.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies to gain or maintain power, now and in the past</p> <p>WH.E.1.4 Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms</p>			
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of multiple causes and outcomes

WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues

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Revolutions

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past</p> <p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past</p> <p>WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p>	<p>Students will journey through several revolutions that impacted religious, societal, and political life. Students should go beyond European and American Revolutions. As with other units, students should understand how we are still impacted by the revolutions that took place and how future revolutions are also connected.</p>		
	<p>Content Sources</p> <p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Revolutions and Industrialization</p> <p>Stanford History Education Group:</p> <ul style="list-style-type: none"> • Galileo • The Glorious Revolution • Reign of Terror • Louis XIV <p>When are revolutions worth the cost?</p>	<p>Possible Learning Targets</p> <ol style="list-style-type: none"> 1. I can explain how ideas from the Scientific Revolution and Enlightenment led to social change. 2. I can explain how ideas from the Scientific Revolution and Enlightenment led to political change. 3. I can explain how ideas from the Scientific Revolution and Enlightenment led to economic change. 4. I can explain continuities from pre-revolutionary times to post-revolutionary times in places where revolution occurred. 5. I can similarities and differences between Enlightenment-era revolutions. 	<p>Possible Key Terms/Topics</p> <ul style="list-style-type: none"> • Enlightenment • Reason • Meritocracy • Social Contract • Philosophe • Deist • Salon • Separation of Powers • Free Trade • Capitalism • Scientific Revolution • French Revolution • American Revolution • Haitian Revolution • Latin American Revolutions

Industrialization

Priority Objectives	Overview		
<p>Inquiry Strand WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on</p>	<p>An industrial world is what our current students are used to. However, do they know where industrialization started? This unit will help students see the connections between the past and today and will help students under how the increase of industry led to political and social changes as well.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Revolutions and Industrialization</p> <p>Stanford History Education Group: Factory Life</p> <p>C3 Inquiry – How did the Industrial Revolution move people?</p>	<p>I can explain how society and the economy changed as a result of industrialization.</p> <p>I can explain the negative, positive, and neutral consequences of industrialization.</p> <p>I can explain the concepts of capitalism, communism, and socialism, and how their implementations differ from these economic systems as concepts.</p>	<ul style="list-style-type: none"> • Industrialization • Capitalism • Socialism • Communism • Marxism • Laissez - Faire • Free Market • Mass Production • Tenement • Urbanization • Labor Union • Mechanization • Textiles • Steam Engine • Locomotive • Materialism • Consumerism • Regulations

historical events and current
global issues
W.H.E.1.4 Explain how economic
policies have challenged
international interdependence
and national and tribal
sovereignty in various regions
around the world

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Nationalism and Imperialism

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p> <p>WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past</p> <p>WH.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies to gain or maintain power, now and in the past</p> <p>WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious</p>	<p>Students should understand that the rise of competition, militaries, colonialism and country tensions will lead to a period that the world enters a new age. Students should know the major players (figures and countries) and understand what led to the competition between the countries.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Revolutions and Industrialization</p> <p>Stanford History Education Group: Sepoy Rebellion</p> <p>C3 Inquiry – Do the Boxers deserve a bad rap?</p>	<p>I can explain how nationalism manifested itself in 19th-century Europe and elsewhere.</p> <p>I can explain the connection between the Industrial Revolution and imperialism.</p> <p>I can explain how colonizing nations ruled their colonies/empires and how they treated their colonial subjects.</p>	<ul style="list-style-type: none"> • Imperialism • Colonialism • Genocide • Nationalism • Militarism • Assimilation • Exploitation

backgrounds have had on historical events and current global issues

WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past

WH.H.1.4 Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past

World War I

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.C&G.2.1 Explain how policies and treaties have led to international conflict, now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society</p>	<p>The nationalism and militarism that characterized many European nations during the latter half of the 19th century exploded into a war of a magnitude that the world had never seen. The Great War started after the assassination of Archduke Franz Ferdinand of Austria-Hungary. A complex mess of interwoven military alliances led to total war.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Global Conflict</p> <p>Stanford History Education Group: Battle of the Somme Armistice</p>	<p>I can explain how nationalism manifested itself in 19th-century Europe and elsewhere.</p> <p>I can explain the connection between the Industrial Revolution and imperialism.</p> <p>I can explain how colonizing nations ruled their colonies/empires and how they treated their colonial subjects.</p>	<ul style="list-style-type: none"> • Trench Warfare • Bolshevik • Soviet • Treaty of Versailles • 14 Points • League of Nations • Balkans • Slavic • Women's Suffrage • Armenian Genocide • USSR • Reparations

Interwar Years and World War II

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past</p> <p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p> <p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past</p> <p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past</p> <p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power</p> <p>WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p>	<p>WWI and its aftermath leaves Europe ripe for the rise of fascism in many places. Germany is a key focus in this unit as Adolf Hitler comes into power after Germany is left in a defeated state due to the Treaty of Versailles. This will lead to WWII and the genocide of the Holocaust.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Global Conflict</p> <p>Stanford History Education Group: Appeasement Nazi Propaganda The Atomic Bomb</p>	<p>I can explain the rise of totalitarian regimes in Europe.</p> <p>I can explain the similarities and differences between the various totalitarian regimes of the 1930s-1940s.</p> <p>I can explain the experience of Jews during WWII.</p>	<ul style="list-style-type: none"> • Totalitarianism • Dictatorship • Fascism • Authoritarianism • Depression • Inflation • Pogrom • Anti-Semitism • Concentration Camp • Social Darwinism

<p>WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</p> <p>WH.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies to gain or maintain power, now and in the past</p> <p>WH.G.2.2 Differentiate technological innovation and human environment interaction in terms of intentional and unintentional consequences, now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past</p> <p>WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past</p>			
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Cold War

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past</p> <p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p> <p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past</p> <p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past</p> <p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power</p> <p>WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p>	<p>Students will see how allies (US and USSR) become major competitors during the Cold War. This Cold War between the two sides lasted until the fall of the Soviet Union in 1991 and resulted in proxy wars that killed millions and showdowns that nearly brought nuclear annihilation.</p>		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics
	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Current Affairs and Global Issues</p> <p>Stanford History Education Group: Indian Partition The Cold War Iran-Contra Affair</p> <p>C3 Inquiry – What ended Apartheid?</p>	<p>I can explain how and why key events of the Cold War demonstrated failures in policy on both sides.</p> <p>I can explain different types of anti-colonial movements and how they played out.</p> <p>I can explain how the US and USSR manipulated newly independent nations towards their respective sides in the Cold War.</p>	<ul style="list-style-type: none"> • Containment • Domino Theory • Proxy War • Apartheid • Brinkmanship • Mutually Assured Destruction • Satellite States

<p>WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</p> <p>WH.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies to gain or maintain power, now and in the past</p> <p>WH.G.2.2 Differentiate technological innovation and human environment interaction in terms of intentional and unintentional consequences, now and in the past</p> <p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes</p> <p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p> <p>WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past</p> <p>WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past</p>			
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Globalization

Priority Objectives	Overview		
Inquiry Strand WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art,	Over the past century, the world has become increasingly globalized. People, companies, and governments have interacted and integrated at an increasing rate due to the transportation and communication technologies that developed during and after the Industrial Revolution. There have been both positive and negative effects of globalization. Students should make connections to prior units and understand how to see the world around them.		
	Content Sources	Possible Learning Targets	Possible Key Terms/Topics

<p>literature, philosophical thought, and religion, now and in the past</p> <p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p> <p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past</p> <p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past</p> <p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power</p> <p>WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality</p> <p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p> <p>WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</p> <p>WH.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies</p>	<p>High Yield Strategies:</p> <ul style="list-style-type: none"> • Hexagonal Thinking – templates are in Planning Help • Planning Help • Graphic Organizers • Journaling in the History Classroom <p>Actively Learn – Current Affairs and Global Issues</p>	<p>I can explain how and why globalization has occurred since the Industrial Revolution.</p> <p>I can explain how globalization has changed the world's economy.</p> <p>I can explain how groups have reacted against what they believe are negative consequences of globalization.</p> <p>I can explain how humans have affected the earth's climate since the Industrial Revolution and the various responses to this scientific information.</p>	<ul style="list-style-type: none"> • Globalization • Terrorism • Civil Disobedience • Climate Change • Non-Governmental Organizations
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to gain or maintain power, now and in the past

WH.G.2.2 Differentiate technological innovation and human environment interaction in terms of intentional and unintentional consequences, now and in the past

WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes

WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues

WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past

WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past