

Date	Standards/Essential Questions	Essential Knowledge/Skills/Understanding	Resources/Assessment
Week 1	Review of WHI and Introduction to WHII	<div><div>- The student will memorize, place in order, and briefly describe the following list of important events:</div><div><div><div>1. Crusades</div><div>2. Renaissance</div><div>3. Reformation</div><div>4. Invention of the Printing Press</div><div>5. Age of Discovery</div><div>6. Scientific Revolution</div><div>7. Age of absolutism</div><div>8. Glorious Revolution</div><div>9. American Revolution</div><div>10. French Revolution</div><div>11. Congress of Vienna</div></div><div><div>12. Unification of Italy and Germany</div><div>13. Industrial Revolution</div><div>14. Age of Imperialism</div><div>15. World War I</div><div>16. Russian Communist Revolution</div><div>17. World War II</div><div>18. The Cold War</div><div>19. Communist Revolution in China</div><div>20. Formation of Israel</div><div>21. Break-up of the Soviet Union</div><div>22. Development of World Trade</div></div></div></div>	
Week 2	<p><b>GEOGRAPHY</b></p> <p>WHII.1 – The student will improve skills in historical research and geography by</p> <div><div>a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500AD (C.E.);</div><div>b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500AD(C.E.); ;</div><div>c) identifying geographic features important to the study of world history since 1500AD(C.E.);;</div><div>d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500AD(C.E.); to the present;</div><div>e) analyzing trends in human migration and cultural interaction from 1500AD to the present.</div><div>f) Analyzing the impact of economic forces including taxation, government spending, trade, resources, and monetary systems on events from 1500AD (C.E.)</div></div> <p>These essential skills should be incorporated into each unit of study.</p>	<div><div>- Teachers should incorporate these essential skills into instruction throughout the year.</div><div>- Students should prepare a map of the world showing the political makeup of the world in 1500AD</div><div>- Compare and contrast world maps from 1500 AD to the present and discuss the changes.</div></div>	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world.</p> <p>Identify geographic features important to the study of world history.</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.</p> <p>(These skills will be utilized throughout the course.)</p> <p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>
Week 3 and Week 4	<p><b>WORLD RELIGIONS</b></p> <p>WHII.2 – The student will demonstrate an understanding of the political, cultural and economic conditions of the world about 1500AD by</p> <div><div>c) describing the distribution of major religions</div></div>	<div><div>- Location and importance of World Religions in 1500AD:</div><div><div><div>• Judaism – concentrated in Europe and the Middle East</div><div>• Christianity – concentrated in Europe and the Middle East</div><div>• Islam – parts of Asia, Africa, and Southern Europe</div><div>• Hinduism – India and parts of Southeast Asia</div><div>• Buddhism – East and Southeast Asia</div><div>• Shintoism – Japan</div><div>• Confucianism – China</div></div></div></div>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p>EQ1- Where were the major world religions located around 1500AD?</p> <p>WHII.15 – The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, Shintoism, Confucianism, and Hinduism in the contemporary world by</p> <ol style="list-style-type: none"> <li>describing their beliefs, sacred writings, traditions and customs;</li> <li>locating the geographic distribution of religions in the contemporary world.</li> </ol> <p>EQ1 – What are the beliefs, sacred writings traditions and customs of the major world religions?</p> <p>EQ2 – Where are the followers of the major world religions concentrated?</p>	<p>- The world’s major religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p> <table border="1"> <thead> <tr> <th>Religion</th><th>Beliefs</th><th>Sacred Writings</th><th>Traditions and Customs</th></tr> </thead> <tbody> <tr> <td>Judaism</td><td>Monotheism, Covenants with God</td><td>Hebrew Bible Torah Ten Commandments</td><td>Jerusalem is holy city, worship in Synagogues on Saturdays</td></tr> <tr> <td>Christianity</td><td>Monotheism, Jesus is the son and incarnation of God</td><td>Bible</td><td>Jerusalem is holy city, worship in churches on Sunday</td></tr> <tr> <td>Islam</td><td>Monotheism, Five Pillars, Muhammad was last of the prophets</td><td><b>Qur'an</b>/Koran</td><td>Worship in mosques on Fridays; Mecca, Medina, Jerusalem are holy cities.</td></tr> <tr> <td>Hinduism</td><td>Many manifestations of the divine, reincarnation; rebirth based upon karma, Karma: knowledge that all thoughts and actions result in future consequences</td><td>Vedas</td><td>Caste system, Ganges is holy river, worship in temples</td></tr> <tr> <td>Buddhism</td><td>Four Noble Truths, Eightfold Path</td><td>Many Writings</td><td>Respect for all living things; Worship in temples</td></tr> <tr> <td>Shintoism</td><td>Kami, nature spirits, meditation</td><td>None</td><td>Stresses justice, honor, truth, companion to Bushido philosophy</td></tr> <tr> <td>Confucianism</td><td>Appropriate behavior, respect for elders, etc.</td><td>Analects</td><td></td></tr> </tbody> </table> <p>- Contemporary distribution of world’s religious groups:</p> <ul style="list-style-type: none"> <li>Judaism – concentrated in Israel and North America</li> <li>Christianity – concentrated in Europe, North and South America</li> <li>Islam – concentrated in the Middle East, Africa, and Asia</li> <li>Hinduism – concentrated in India</li> <li>Buddhism – concentrated in East and Southeast Asia</li> <li>Shintoism – concentrated in Japan</li> <li>Confucianism – concentrated in China</li> </ul>	Religion	Beliefs	Sacred Writings	Traditions and Customs	Judaism	Monotheism, Covenants with God	Hebrew Bible Torah Ten Commandments	Jerusalem is holy city, worship in Synagogues on Saturdays	Christianity	Monotheism, Jesus is the son and incarnation of God	Bible	Jerusalem is holy city, worship in churches on Sunday	Islam	Monotheism, Five Pillars, Muhammad was last of the prophets	<b>Qur'an</b> /Koran	Worship in mosques on Fridays; Mecca, Medina, Jerusalem are holy cities.	Hinduism	Many manifestations of the divine, reincarnation; rebirth based upon karma, Karma: knowledge that all thoughts and actions result in future consequences	Vedas	Caste system, Ganges is holy river, worship in temples	Buddhism	Four Noble Truths, Eightfold Path	Many Writings	Respect for all living things; Worship in temples	Shintoism	Kami, nature spirits, meditation	None	Stresses justice, honor, truth, companion to Bushido philosophy	Confucianism	Appropriate behavior, respect for elders, etc.	Analects		
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<p>Week 5 and Week 6</p>	<p><b>THE WORLD IN 1500AD</b></p> <p>WHII.2 - The student will demonstrate an understanding of the political, cultural <b>geographic</b>, and economic conditions of the world about 1500AD <b>(C. E.)</b> by</p> <ol style="list-style-type: none"> <li>locating major states and empires;</li> <li>describing artistic, literary, and intellectual ideas of the Renaissance;</li> <li>describing the distribution of major religions;</li> </ol>	<p>- By 1500 AD, major states and empires had developed in various regions of the world.</p> <ul style="list-style-type: none"> <li>Eastern Hemisphere - England, France, Spain, Portugal, Russia, Ottoman Empire, Persia, China, Japan, Korea, India, Songhai Empire, Morocco</li> <li>Western Hemisphere – Inca Empire, Maya Empire, Aztec Empire</li> </ul> <p>- New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p> <p>- Renaissance – “Rebirth” of classical knowledge, “birth” of the modern world. Spread of the Renaissance from the Italian city-states to northern Europe.</p>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>																																

	<p>d) analyzing major trade patterns; e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p> <p>EQ1 – On the world political map, where were the major states and empires located around 1500AD (C.E.) ?</p> <p>EQ2 – What were the artistic, literary, and intellectual ideas of the Renaissance?</p> <p>EQ3 – How did patterns of trade contribute to changes in world political, social, and economic conditions around 1500AD (C.E.) ?</p> <p>EQ4 – How did trade stimulate technological progress in the Eastern Hemisphere?</p> <p>EQ5 – What impact did the Crusades have as a background to exploration and the development of trade and commerce?</p>	<ul style="list-style-type: none"> <li>- Contributions of the Renaissance: <ul style="list-style-type: none"> <li>• Accomplishments in the visual arts (painting, sculpture, architecture), e.g., Michelangelo, Leonardo di Vinci</li> <li>• Accomplishments in Literature (sonnets, plays, essays), e.g., Petrarch</li> <li>• Accomplishments in intellectual ideas (humanism, scientific inquiry), e.g., Petrarch, Leonardo diVinci</li> </ul> </li> <li>- Location and importance of world religions in 1500 A.D. (C.E.) <ul style="list-style-type: none"> <li>• Judaism- Concentrated in Europe and the Middle East</li> <li>• Christianity- Concentrated in Europe and the Middle East</li> <li>• Islam- Parts of Asia, Africa, and Southern Europe</li> <li>• Hinduism- India and part of Southeast Asia</li> <li>• Buddhism- East and Southeast Asia</li> </ul> </li> <li>- Around 1500AD (C. E.), there began a major realignment of trade routes as a result of expanding geographical knowledge and new navigational technology.</li> <li>- Traditional Trade Routes: <ul style="list-style-type: none"> <li>• Silk roads across Asia to the Mediterranean Basin</li> <li>• Maritime routes across the Indian Ocean funneling products from Asia and Africa through the Persian Gulf</li> <li>• Trans-Saharan routes across North Africa</li> </ul> </li> <li>- New Trade Routes <ul style="list-style-type: none"> <li>• Maritime routes around Africa and on to the Indies</li> <li>• Maritime routes to the Americas and around the world</li> </ul> </li> <li>- Impact of Changing Trade Patterns <ul style="list-style-type: none"> <li>• The rise of European nation-states</li> <li>• The formation of trading companies</li> <li>• The beginning of overseas colonization</li> </ul> </li> <li>- Ideas, technologies, and products followed trade routes as people learned new ways to satisfy their basic needs, improve their lives, and master the environment.</li> <li>- New Products and Innovations in Science and Technology <ul style="list-style-type: none"> <li>• Paper, printing press, moveable type</li> <li>• Astronomy, navigation, geographic discovery</li> <li>• Silk and other fabrics, porcelain</li> <li>• Spices, sugar, rice</li> </ul> </li> </ul>	
<p>Week 7 and Week 8</p>	<p><b>THE REFORMATION</b></p> <p>WHIL.3 – The student will demonstrate knowledge of the Reformation in terms of its impact on Western Civilization by</p> <p>a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII, and Elizabeth I</p> <p>b) describing the impact of religious conflicts,-including-the Inquisition, and Catholic Reformation on society and government actions;</p> <p>c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.</p>	<ul style="list-style-type: none"> <li>- For centuries, the Roman Catholic Church had little competition on religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.</li> <li>- Conflicts That Challenged the Authority of the Church in Rome <ul style="list-style-type: none"> <li>• Merchant's wealth challenged the church view of usury</li> <li>• German and English nobility disliked Italian domination of the Church</li> <li>• The Church had great political power and wealth</li> <li>• Church corruption and the sale of indulgences were widespread.</li> </ul> </li> <li>- Martin Luther (Lutheran tradition) – believed in salvation by faith alone, Bible as supreme authority, all humans equal before God. Actions: 95 Theses, birth of the Protestant Church</li> <li>- John Calvin – (Calvinist tradition) – Views: predestination, faith revealed by a righteous life, work ethic. Actions: theological break with Roman Catholic Church, expansion of the Protestant movement.</li> <li>- King Henry VIII (Anglican tradition) – Views: dismissed the authority of the Pope in Rome. Actions: divorce, break with Rome, national church in England headed by the King, appropriation of land and wealth of the Roman Catholic Church in England.</li> <li>- Queen Elizabeth I-Anglican Church; Tolerance for dissenters; Expansion and colonialism; Victory over the Spanish Armada (1588)</li> <li>- The Reformation had its roots in theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</li> <li>- Reformation in Germany:</li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p>EQ1 – What were the problems and issues that provoked religious reforms in Western Christianity?</p> <p>EQ2 – What were the beliefs of Martin Luther, John Calvin, and Henry VIII?</p> <p>EQ3 – What were the major economic, political, and theological issues involved in the Reformation?</p> <p>EQ4 - How did representative governments emerge during this period of religious intolerance?</p>	<ul style="list-style-type: none"> <li>Princes in northern Germany converted to Protestantism, ending the authority of the Pope in their states.</li> <li>The Hapsburg family and the Authority of the Holy Roman Empire continued to support the Roman Catholic Church.</li> <li>Conflict between Protestants and Catholics resulted in devastating wars, e.g., Thirty Years' War.</li> </ul> <p>- Reformation in England:</p> <ul style="list-style-type: none"> <li>Anglican Church became a national church throughout the British Isles under Elizabeth I.</li> <li>The Reformation contributed to the rise of capitalism.</li> </ul> <p>- Reformation in France:</p> <ul style="list-style-type: none"> <li>Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked).</li> <li>Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict.</li> </ul> <p>- Catholic Reformation:</p> <ul style="list-style-type: none"> <li>Dissenters prior to Luther- Huss, Wycliffe</li> </ul> <p>- Counter-Reformation</p> <ul style="list-style-type: none"> <li>The Council of Trent reaffirmed most church doctrine and practices.</li> <li>The Church mounted a series of reforms and reasserted its authority</li> <li>The Society of Jesus (Jesuits) founded to spread Catholic doctrine around the world.</li> <li>The Inquisition was used to reinforce Catholic doctrine</li> </ul> <p>- The supreme power of monarchs and the Pope gradually gave way to more religious tolerance and the growth of democratic institutions.</p> <p>- Changing Cultural values, traditions, and philosophies</p> <ul style="list-style-type: none"> <li>Growth of secularism</li> <li>Growth of individualism</li> <li>Eventual Growth of religious tolerance</li> </ul> <p>- The Role of the Printing Press and Moveable Type</p> <ul style="list-style-type: none"> <li>Growth of literacy was stimulated by the Gutenberg printing press</li> <li>The Bible was printed in English, French, and German.</li> <li>These factors had an important impact on spreading the ideas of the Reformation and Renaissance</li> </ul>	
<p>Week 9 and Week 10</p>	<p><b>THE EUROPEAN AGE OF DISCOVERY</b></p> <p>WHIL.4 – The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa and Asia by</p> <ol style="list-style-type: none"> <li>explaining the roles and economic motivation of explorers and conquistadors;</li> <li>describing the influence of religion;</li> <li>explaining the migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;</li> <li>describing the Columbian Exchange including its impact on native populations;</li> <li>mapping and explaining triangular trade;</li> <li>describing the impact of precious metals exports from the Americas.</li> </ol> <p>EQ1 – Why were Europeans interested in discovering new lands and markets?</p>	<ul style="list-style-type: none"> <li>The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</li> <li>Factors Contributing to the European Encounter With Lands in the Western Hemisphere <ul style="list-style-type: none"> <li>Demand for gold, spices, and natural resources in Europe</li> <li>Support for the diffusion of Christianity</li> <li>Political and economic competition between European empires</li> <li>Innovations in navigational arts (European and Islamic origins)</li> <li>Pioneering role of Prince Henry the Navigator</li> </ul> </li> <li>Establishment of Overseas Empires and Decimation of Indigenous Peoples <ul style="list-style-type: none"> <li>Portugal – Vasco da Gama, Pedro Alvares Cabral</li> <li>Spain – Christopher Columbus, Hernando Cortez, Francisco Pizarro</li> <li>England – John Cabot</li> <li>France – Jacques Cartier</li> </ul> </li> <li>Treaty of Tordesillas – The Pope split the New World in two, giving Spain most of the Western Hemisphere except for Brazil, which went to Portugal.</li> <li>One motive for exploration was to spread Christianity. This was accomplished by the migration of colonists and the conversion of indigenous peoples.</li> <li>Roman Catholicism <ul style="list-style-type: none"> <li>French North America (especially Quebec)</li> <li>Spanish Empire (from Mexico through South America)</li> <li>Portuguese Empire (Brazil)</li> </ul> </li> <li>Protestant Christianity <ul style="list-style-type: none"> <li>Church of England</li> <li>Refugees from European persecution</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p>EQ2 – Where were the new lands that the European nation states first encountered and eventually conquered?</p> <p>EQ3 – How did the expansion of European Empires into the Americas, Africa and Asia affect the religion of those areas?</p> <p>EQ4 – What was the effect of European migration and settlement on the Americas, Africa and Asia?</p> <p>EQ5 – What was the impact of the Columbian Exchange between European and indigenous cultures?</p> <p>EQ6 – What was the triangular trade?</p> <p>EQ7 – What was the impact of precious metal exports from the Americas?</p>	<ul style="list-style-type: none"> <li>- Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.</li> <li>- Europeans established trading posts and colonies in Africa and Asia.</li> <li>- Effect of European Migration and Settlement on Africa: <ul style="list-style-type: none"> <li>• European trading posts along the coast (Goree Island)</li> <li>• Trade in slaves, gold, and other products</li> </ul> </li> <li>- Effect of European Migration and Settlement on Asia <ul style="list-style-type: none"> <li>• Colonization by small groups of merchants (India, the Indies, China)</li> <li>• Influence of trading companies (Portuguese, Dutch, British)</li> </ul> </li> <li>- Effect of European Migration and Settlement on the Americas <ul style="list-style-type: none"> <li>• Expansion of overseas territorial claims and European emigration to North and South America</li> <li>• Demise of Aztec, Maya, and Inca Empires</li> <li>• Legacy of a rigid class system and dictatorial rule in Latin America</li> <li>• Forced migration of Africans into slavery</li> <li>• Diffusion of Portuguese, French, English, and Spanish languages</li> <li>• Growth of Individualism in England's 13 North American colonies</li> <li>• The Encomienda System</li> <li>• Colonies' imitation of the culture and social patterns of their parent country</li> </ul> </li> <li>- The encounter of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</li> <li>- Columbian Exchange <ul style="list-style-type: none"> <li>• Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles</li> <li>• European horses and cattle changed the lifestyle of American Indians</li> <li>• European diseases like smallpox killed many American Indians</li> </ul> </li> <li>- Impacts of the Columbian Exchange <ul style="list-style-type: none"> <li>• Shortage of labor to grow cash crops led to the use of African slaves</li> <li>• Slavery was based on race</li> <li>• European plantation system in the Caribbean and the Americas destroyed indigenous economics and changed the environment</li> </ul> </li> <li>- The European nations established a trade pattern known as the Triangular Trade and exported precious metals from the Americas.</li> <li>- The Triangular Trade (Europe, Africa, the Americas) <ul style="list-style-type: none"> <li>• Trade in slaves, sugar, rum (source areas and markets)</li> <li>• Influence of ocean currents and coastlines on the trading system (location of harbors)</li> </ul> </li> <li>- Export of precious metals <ul style="list-style-type: none"> <li>• Gold and Silver (source areas in the Americas)</li> <li>• Impact on indigenous Empires of the Americas</li> <li>• Impact on Spain and international trade (currency crisis)</li> </ul> </li> </ul>	
<p>Week 11 and Week 12</p>	<p><b>GLOBAL TRADE</b></p> <p>WHII.5 – The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500AD by</p> <ol style="list-style-type: none"> <li>describing the location and development of the Ottoman Empire;</li> <li>describing India, including the Mughal Empire and coastal trade;</li> <li>describing East Asia, including China and the Japanese Shogunate;</li> <li>describing Africa and its increasing involvement in global trade;</li> </ol>	<ul style="list-style-type: none"> <li>- The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.</li> <li>- The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their control</li> <li>- Origins of the Ottoman Empire – Asia Minor, Principalities of the Seljuk Turks</li> <li>- Expansion of the Ottoman Empire <ul style="list-style-type: none"> <li>• Southwest Asia (conflict with Byzantine Empire)</li> <li>• Southeastern Europe, Balkan Peninsula (conflicts with Byzantine Empire and Holy Roman Empire)</li> <li>• North Africa (including Egypt)</li> </ul> </li> <li>- Geographic extent of the Ottoman Empire</li> <li>- Development of the Ottoman Empire <ul style="list-style-type: none"> <li>• Capital at Constantinople (renamed Istanbul)</li> <li>• Islamic religion as a unifying force</li> <li>• Policy for governing ethnic and religious minorities</li> <li>• Stimulus for trade (coffee, ceramics)</li> </ul> </li> <li>- Descendents of the Mongols, the Muslim Mughal (Mogul) rulers established an empire in northern India.</li> <li>- Location of the Mughal Empire</li> <li>- Contributions of Mughal Rulers</li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p>e) describing the growth of European nations, including the Commercial Revolutions and mercantilism.</p> <p>EQ1 – Where was the Ottoman Empire located and how did it expand?</p> <p>EQ2 – What were the contributions of the Mughal Empire of India?</p> <p>EQ3- What did southern India trade?</p> <p>EQ4 – How did the Chinese and Japanese try to limit the influence of European merchants?</p> <p>EQ5 – What effect did African involvements in trade have on traditional economic patterns?</p> <p>EQ6 – What was the impact of the Commercial Revolution and mercantilism?</p>	<ul style="list-style-type: none"> <li>• Spread of Islam into India</li> <li>• Art and Architecture (Taj Mahal)</li> <li>• Arrival of European trading posts</li> <li>• Influence of Indian textiles on British textile industry</li> </ul> <ul style="list-style-type: none"> <li>- Trade with European nations <ul style="list-style-type: none"> <li>• Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing Coastal ports on the Indian sub-continent.</li> </ul> </li> <li>- Southern India traded silks, spices, and gems</li> <li>- China and Japan sought to limit the influence and activities of European merchants</li> <li>- China <ul style="list-style-type: none"> <li>• foreign enclaves created to control trade (Portuguese, Dutch, British)</li> <li>• imperial policy of controlling foreign influences and trade</li> </ul> </li> <li>- Japan <ul style="list-style-type: none"> <li>• Japanese society characterized by powerless emperor controlled by military leader (shogun)</li> <li>• Adopted policy of isolationism to limit foreign influences</li> </ul> </li> <li>- The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.</li> <li>- African exports <ul style="list-style-type: none"> <li>• Slaves (triangular trade)</li> <li>• Raw materials (ivory, gold)</li> </ul> </li> <li>- African imports <ul style="list-style-type: none"> <li>• Manufactured goods from Europe, Asia and the Americas</li> <li>• New food products (corn, peanuts)</li> </ul> </li> <li>- Africa's Atlantic Ocean Coast <ul style="list-style-type: none"> <li>• European trading posts (Atlantic slave trade, the Gold Coast)</li> <li>• Exploitation of African peoples and resources</li> </ul> </li> <li>- Africa's Indian Ocean Coast <ul style="list-style-type: none"> <li>• Arab trading posts</li> <li>• Swahili as a common language of trade</li> <li>• Intrusion of the Portuguese</li> <li>• Trade and the Bay of Bengal</li> </ul> </li> <li>- European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices in Europe and its colonies.</li> <li>- Growth of European trading nations – Holland, England, and France</li> <li>- Mercantilism – relationship to colonization, natural resources and markets, globalization of economies</li> <li>- Commercial Revolution – money, banking</li> </ul>	
<p>Week 13 and Week 14 and Week 15</p>	<p><b>AGE OF REVOLUTIONS</b></p> <p>WHII.6 – The student will demonstrate knowledge of scientific, political, economic, and religious changes from about the sixteenth to eighteenth centuries by</p> <ol style="list-style-type: none"> <li>describing the Scientific Revolution and its effects;</li> <li>describing the Age of Absolutism, including the monarchies of Louis XIV, and Peter the Great;</li> <li>assessing the impacts of the English Civil War and the Glorious Revolution on democracy;</li> <li>explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;</li> </ol>	<ul style="list-style-type: none"> <li>- With its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it.</li> <li>- Pioneers of the Scientific Revolution: <ul style="list-style-type: none"> <li>• Nicolaus Copernicus (Polish): heliocentric theory</li> <li>• Johannes Kepler (German): planetary motion</li> <li>• Galileo Galilei (Italian): telescope</li> <li>• Isaac Newton (British): gravity</li> <li>• William Harvey (British): circulation of the blood</li> </ul> </li> <li>- Importance of the Scientific Revolution <ul style="list-style-type: none"> <li>• emphasis on reason and systematic observation of nature</li> <li>• importance of scientific instruments</li> <li>• formulation of the scientific method</li> <li>• expansion of knowledge</li> </ul> </li> <li>- The Age of Absolutism takes its name from a series of European monarchs with total power.</li> <li>- Absolute monarchs are characterized by centralization of power and the concept of divine right rule</li> <li>- Absolute Monarchs: <ul style="list-style-type: none"> <li>* Louis XIV – France, Palace of Versailles as a symbol of royal power – “I am the state.”</li> <li>* Frederick the Great – Prussia, emphasis on military power</li> <li>* Peter the Great - Russia, westernization of Russia</li> </ul> </li> </ul>	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Analyze trends in human migration and cultural interaction.</p> <p>(These skills will be utilized throughout the course.)</p> <p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p>

<p>e) describing the French Revolution; f) describing the expansion of the arts, philosophy, literature, and new technology.</p> <p><b>NOTE: identifying the impact of the American and French Revolutions on Latin America (formerly “f” has been removed and what was formerly “g” is now “f”)</b></p> <p>EQ1 – What were some new scientific theories and discoveries between the sixteenth and eighteenth centuries?</p> <p>EQ2 – What were some of the effects of these new theories?</p> <p>EQ3 – Who were the absolute monarchs?</p> <p>EQ4 – What effect did the absolute monarchs have on their countries?</p> <p>EQ5 – How did the English Civil War and the Glorious Revolution promote the development of democracy in England?</p> <p>EQ6 – Who were some Enlightenment thinkers and what were their ideas?</p> <p>EQ7 – How did philosophers of the Enlightenment influence thinking on political issues?</p> <p>EQ8 – How did the Enlightenment promote revolution in the American colonies?</p> <p>EQ9 – How did the ideas of the Enlightenment contribute to the causes of the French Revolution?</p> <p>EQ10 – Who were some artists of the period?</p> <p>EQ11 – What improved technologies and institutions were important to European economies?</p>	<ul style="list-style-type: none"> <li>- Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English democracy included the jury trial, the <i>Magna Carta</i>, the Model Parliament, and common law. The end result of the English Civil War and the Glorious Revolution prompted further development of political democracy.</li> <li>- Continued Development of Political Democracy <ul style="list-style-type: none"> <li>• Some ideologies brought forth during the English Civil War (e.g., “one man, one vote”)</li> <li>• The restoration of Charles II</li> <li>• Development of political parties</li> <li>• Glorious Revolution – William and Mary</li> <li>• Parliamentary power became greater than royal power</li> <li>• English Bill of Rights in 1689</li> </ul> </li> <li>- Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.</li> <li>- Enlightenment ideas influenced the leaders of the American Revolution and the writing of the <i>Declaration of Independence</i>.</li> <li>- The Enlightenment applied reason to the human world, not just the natural world, stimulated religious tolerance, and fueled democratic revolutions around the world.</li> <li>- Enlightenment thinkers and their ideas: <ul style="list-style-type: none"> <li>• Thomas Hobbes’ <i>Leviathan</i>: The state must have central authority to manage behavior. Humans exist in a primitive “state of nature” and consent to government for self-protection.</li> <li>• John Locke’s <i>Two Treatises on Government</i>: People are sovereign and consent to government for protection of natural rights to life, liberty and property.</li> <li>• Montesquieu’s <i>The Spirit of the Laws</i>: The best form of government included a separation of powers.</li> <li>• Jean-Jacques Rousseau’s <i>The Social Contract</i>: Government is a contract between rulers and people.</li> <li>• Voltaire’s <i>Treatise on Tolerance</i>: Religious toleration should triumph over religious fanaticism.</li> </ul> </li> <li>- Influence of the Enlightenment on the Founders of the United States: <ul style="list-style-type: none"> <li>• Thomas Jefferson as a man of the Enlightenment</li> <li>• Declaration of independence as a response to Enlightenment ideas</li> <li>• <i>United States Constitution</i> and <i>Bill of Rights</i> as Enlightenment documents</li> </ul> </li> <li>- The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy and established a new government.</li> <li>- Causes of the French Revolution – Enlightenment ideas, American Revolution</li> <li>- Events of the French Revolution – Storming of the Bastille, Reign of Terror</li> <li>- Outcomes of the French Revolution – end of absolute monarchy of Louis XVI, rise of Napoleon</li> <li>- The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.</li> <li>- The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</li> <li>- Arts and Humanities: <ul style="list-style-type: none"> <li>• New musical instruments, more complex composition</li> <li>• Musical works of Johan Sebastian Bach and Wolfgang Amadeus Mozart</li> <li>• Paintings depicting classical subjects, public events, natural scenes, and living people (portraits)</li> <li>• New forms of literature that reached a wider audience</li> <li>• Wider audiences for the arts and humanities</li> </ul> </li> <li>- Representative artists, philosophers, and writers <ul style="list-style-type: none"> <li>• Johann Sebastian Bach- Baroque Composer</li> <li>• Wolfgang Amadeus Mozart-Classical Composer</li> <li>• Eugene Delacroix- Romantic School Painter</li> <li>• Voltaire-Philosopher</li> <li>• Miguel de Cervantes- Novelist</li> </ul> </li> <li>- New Schools of art and forms of literature <ul style="list-style-type: none"> <li>• Paintings depicted classical subjects, public events, natural scenes, and living people (portraits).</li> <li>• New forms of literature evolved- the novel (e.g., Cervantes’ <i>Don Quixote</i>).</li> </ul> </li> </ul>	<p>Teacher made tests and quizzes</p>
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		<ul style="list-style-type: none"> <li>- Technologies <ul style="list-style-type: none"> <li>• all-weather roads improved year round transport and trade</li> <li>• new designs in farm tools increased productivity</li> <li>• improvements in ship design lowered the cost of transport</li> </ul> </li> </ul>	
Week 16	<p><b>EUROPE IN THE NINETEENTH CENTURY</b></p> <p>WHIL.7 – The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</p> <ol style="list-style-type: none"> <li>a) describing the colonial system as it existed by 1800;</li> <li>b) identifying the impact of the American and French Revolutions on Latin America;</li> <li>c) explaining the contributions of Toussaint L' Overture and Simon Bolivar;</li> <li>d) assessing the impact of the Monroe Doctrine</li> </ol> <p>EQ1- What were the characteristics of the colonial system in Latin America in the nineteenth century?</p> <p>EQ2- How did Spain and Portugal maintain control of their Latin American domains?</p> <p>EQ3- How did the French and American Revolutions influence Latin American independence movements?</p> <p>EQ4- What were the contributions of Toussaint L' Overture and Simon Bolivar to revolutions in Latin America?</p> <p>EQ5- How did the Monroe Doctrine impact revolutions in Latin America?</p>	<ul style="list-style-type: none"> <li>- Characteristics of the Colonial System <ul style="list-style-type: none"> <li>• Colonial governments mirrored the home governments</li> <li>• Catholicism ha a strong influence on the development of the colonies</li> <li>• A major element of the economy was the mining of precious metals for export.</li> <li>• Established major cities as outposts of colonial authority <ul style="list-style-type: none"> <li>- Havana</li> <li>- Mexico City</li> <li>- Lima</li> <li>- Sao Paulo</li> <li>- Buenos Aires</li> </ul> </li> </ul> </li> <li>- Rigid Class Structures <ul style="list-style-type: none"> <li>• Viceroy/colonial officers</li> <li>• Creoles</li> <li>• Mestizos</li> </ul> </li> <li>- The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</li> <li>- Influence of the American and French Revolutions on the Americas <ul style="list-style-type: none"> <li>• Slaves in Haiti rebelled, abolished slavery, and won independence.</li> <li>• Father Miguel Hidalgo started the Mexican independence movement.</li> <li>• Independence came to French, Spanish, and Portuguese colonies.</li> </ul> </li> <li>- Locations of selected countries that gained independence during the 1800s <ul style="list-style-type: none"> <li>• Mexico</li> <li>• Haiti</li> <li>• Colombia</li> <li>• Venezuela</li> <li>• Brazil</li> </ul> </li> <li>- The contributions of Toussaint L' Overture and Simon Bolivar, led to the development of independent states in Latin America in the nineteenth century.</li> <li>- Contributions of Toussaint L' Overture <ul style="list-style-type: none"> <li>• Former slave who led Haitian rebellion against French.</li> <li>• Defeated the armies of three foreign power: Spain, France, and Britain.</li> </ul> </li> <li>- Contributions of Simon Bolivar <ul style="list-style-type: none"> <li>• Liberated the northern areas of Latin America.</li> <li>• Native-born resident who led revolutionary efforts.</li> </ul> </li> <li>- After the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</li> <li>- Monroe Doctrine was issued by American President, James Monroe in 1823. <ul style="list-style-type: none"> <li>• Latin American nations were acknowledged to be independent.</li> <li>• The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>



Week 17	<p><b>EUROPE IN THE NINETEENTH CENTURY</b></p> <p>WHIL.8 – The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</p> <ol style="list-style-type: none"> <li>assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;</li> <li>describing unsuccessful revolutions on the continent and political reform in Great Britain;</li> <li>explaining events related to the unification of Italy and the role of Italian nationalists;</li> <li>explaining events related to the unification of Germany and the role of Bismarck.</li> </ol> <p>EQ1 – What was the legacy of Napoleon?  EQ2 – What was the significance of the Congress of Vienna?  EQ3 – How did nationalism and democracy influence national revolution?  EQ4 – What events led to the unification of Italy?  EQ5 – What role did Otto von Bismarck play in the unification of Germany?</p>	<ul style="list-style-type: none"> <li>The French Revolution and Napoleon's unsuccessful attempt to conquer all of Europe were the two events that set the stage for change in the 19<sup>th</sup> century.</li> <li>Legacy of Napoleon <ul style="list-style-type: none"> <li>Unsuccessful attempt to unify Europe under French domination</li> <li>Napoleonic Code</li> <li>Awakened feelings of national pride and growth of nationalism</li> <li>Beginning of imperial European penetration of the Middle East</li> </ul> </li> <li>Legacy of the Congress of Vienna <ul style="list-style-type: none"> <li>"Balance of power" doctrine</li> <li>Restoration of monarchies</li> <li>New political map of Europe</li> </ul> </li> <li>The rise of nationalism was a powerful force behind European politics during the nineteenth century.</li> <li>Widespread demands for political rights led to revolutions and legislative actions in Europe.</li> <li>National pride, economic competition, and democratic ideals stimulated the growth of nationalism.</li> <li>The terms of the Congress of Vienna led to widespread discontent in Europe especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.</li> <li>In contrast to Continental Europe, Great Britain expanded political rights through legislative means and made slavery illegal in the British Empire.</li> <li>Italy and Germany became nation-states long after the rest of Europe.</li> <li>Unification of Italy: <ul style="list-style-type: none"> <li>Count Cavour of Sardinia unified Northern Italy</li> <li>Garibaldi joined southern Italy to northern Italy</li> <li>The Papal states (including Rome) became the last to join Italy</li> </ul> </li> <li>Unification of Germany <ul style="list-style-type: none"> <li>Bismarck led Prussia in the unification of Germany by appealing to nationalist feelings and through war.</li> <li>Bismarck's actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power.</li> </ul> </li> <li>The Franco-Prussian War led to the creation of the German state.</li> </ul>	
Week 18	Exam Review and Exams	Exam Review and Exams	Exam Review and Exams
Week 19 and Week 20	<p><b>INDUSTRIAL REVOLUTION</b></p> <p>WHIL.9 – The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <ol style="list-style-type: none"> <li>citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social environmental changes;</li> <li>explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;</li> <li>describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;</li> <li>explaining the rise of industrial economies and their link to</li> </ol>	<ul style="list-style-type: none"> <li>The Industrial Revolution began in England, spreading to the rest of Western Europe and the United States.</li> <li>With the Industrial Revolution, came an increased demand for raw materials from the Americas, Asia, and Africa.</li> <li>Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.</li> <li>Industrial Revolution: <ul style="list-style-type: none"> <li>Origin in England, with its natural resources like coal, iron ore, and the invention and improvement of the steam engine.</li> <li>Spread to Europe and the United States</li> <li>Role of cotton, textile, iron, and later, steel</li> <li>Relationship to the British Enclosure Movement</li> <li>Rise of the factory system and demise of cottage industries</li> <li>Rising economic powers that asserted imperial ambitions to control raw materials and markets throughout the world</li> <li>Increased demand for raw materials from Asia, Africa, and the Americas</li> </ul> </li> <li>Technological Advances that Produced the Industrial Revolution: <ul style="list-style-type: none"> <li>James Hargreaves- Spinning jenny</li> <li>James Watt – steam engine</li> <li>Eli Whitney – cotton gin</li> <li>Henry Bessmer – process for making steel</li> </ul> </li> <li>Advancements in Science and Medicine <ul style="list-style-type: none"> <li>Edward Jenner – developed smallpox vaccination</li> <li>Louis Pasteur – discovered bacteria</li> </ul> </li> <li>Impacts of the Industrial Revolution on Industrialized Countries</li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

<p>e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.</p> <p>EQ1 – Why did the Industrial Revolution originate in England?</p> <p>EQ2 – Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>EQ3 – How did the Industrial Revolution produce changes in society?</p> <p>EQ4 – What was the role of capitalism and market competition in the Industrial Revolution?</p> <p>EQ5 – What were some theories opposed to capitalism?</p> <p>EQ6 – How did the Industrial Revolution impact the lives of women, children and the family?</p> <p>EQ7 – How did the Industrial Revolution affect slavery?</p> <p>EQ8 – Why did workers organize into labor unions?</p> <p>EQ9 – Why did European countries participate in imperialism and a race for colonies?</p> <p>EQ10 – What were some responses of colonized peoples to European imperialism?</p>		<ul style="list-style-type: none"> <li>• population increase</li> <li>• increased standard of living for many, though not all</li> <li>• improved transportation</li> <li>• urbanization</li> <li>• environmental pollution</li> <li>• increased education</li> <li>• dissatisfaction of working class with working conditions</li> <li>• growth of the middle class</li> </ul> <ul style="list-style-type: none"> <li>- Capitalism and market competitor fueled the Industrial Revolution. Wealth increased the standard of living for some.</li> <li>- Social dislocation associated with capitalism produced a wide range of economic and political ideas, including socialism and communism.</li> <li>- Capitalism: <ul style="list-style-type: none"> <li>• Adam Smith's <i>Wealth of Nations</i></li> <li>• Role of investment capital, market competition, and entrepreneurial abilities</li> <li>• Impact on standard of living and growth of the middle class</li> <li>• Dissatisfaction with poor working conditions and the unequal distribution of wealth in society</li> </ul> </li> <li>- Socialism and Communism: <ul style="list-style-type: none"> <li>• Karl Marx's <i>Communist Manifesto</i> (written with Engels) and <i>Das Capital</i></li> <li>• Response to the injustices of capitalism</li> <li>• Importance of redistribution of wealth to communists and to equalize wealth</li> <li>• Communist ideas as agents of revolution</li> </ul> </li> <li>- Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</li> <li>- The Industrial Revolution placed new demands on the labor of men, women and children. Workers organized labor unions to fight for improved working conditions and workers' rights.</li> <li>- The Nature of Work in the Factory System: <ul style="list-style-type: none"> <li>• Family-based cottage industries displaced by the factory system</li> <li>• Harsh working conditions with men competing with women and children for wages</li> <li>• Child labor that kept costs of production low and profits high</li> <li>• Owners of mines and factories who exercised considerable control over the lives of their laborers</li> </ul> </li> <li>- Impact of the Industrial Revolution on Slavery: <ul style="list-style-type: none"> <li>• Cotton Gin increased demand for slave labor on American plantations</li> <li>• The United States and Britain outlawed the slave trade and then slavery</li> </ul> </li> <li>- Social Effects of the Industrial Revolution <ul style="list-style-type: none"> <li>• Women and children entering the workplace as cheap labor</li> <li>• Introduction of reforms to end child labor</li> <li>• Expansion of education</li> <li>• Women's increased demands for suffrage</li> </ul> </li> <li>- The Rise of Labor Unions <ul style="list-style-type: none"> <li>• Worker-organized strikes to increase wages and improve working conditions</li> <li>• Pressure for laws to improve the lives of workers, including women and children</li> <li>• Assertion of worker rights and collective bargaining between labor and management</li> </ul> </li> <li>- Industrial nations in Europe needed natural resources and markets to expand their economies.</li> <li>- These nations competed to control Africa and Asia to secure their political and economic success.</li> <li>- Imperialism spread economic, political, and social philosophies of Europe throughout the world.</li> <li>- Resistance to imperialism took many forms, including armed conflict and intellectual movements.</li> <li>- Nationalism motivated European countries to compete for colonial possessions. European economic, political and military power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influence.</li> <li>- Forms of Imperialism – colonies, protectorates, spheres of influence</li> <li>- Imperialism in Africa and Asia</li> </ul>	
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		<ul style="list-style-type: none"> <li>• European domination</li> <li>• European conflicts carried to the colonies</li> <li>• Christian missionary efforts</li> <li>• Spheres of influence in China</li> <li>• Suez Canal</li> <li>• East India Company's domination of Indian States</li> <li>• American opening of Japan to trade</li> </ul> <p>- Responses of colonized peoples – armed conflicts (Events leading to the Boxer Rebellion in China), anti-colonial movements, Rise of nationalism (first Indian nationalist party founded in the mid-1800s).</p>	
Week 21	<p><b>WORLD WAR I</b></p> <p>WHII.10 – The student will demonstrate knowledge of the worldwide impact of World War I by</p> <ol style="list-style-type: none"> <li>a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;</li> <li>b) explaining the outcomes and global effect of the war and the Treaty of Versailles;</li> <li>c) citing causes and consequences of the Russian Revolution.</li> </ol> <p>EQ1 – What were the factors that produced WWI?</p> <p>EQ2 – Who were the major leaders?</p> <p>EQ3 – What were the outcomes and global effects of WWI?</p> <p>EQ4 – What were the terms of the Treaty of Versailles?</p> <p>EQ5 – Why did Russia erupt in revolution while fighting WWI?</p> <p>EQ6 – How did communism rise in Russia?</p>	<ul style="list-style-type: none"> <li>- World War I was caused by competition among industrial nations in Europe and the failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</li> <li>- Causes of World War I: <ul style="list-style-type: none"> <li>• Alliances that divided Europe into competing camps</li> <li>• Nationalism</li> <li>• Diplomatic failures</li> <li>• Imperialism</li> <li>• Competition over colonies</li> <li>• Militarism</li> </ul> </li> <li>- Major Events of WWI: <ul style="list-style-type: none"> <li>• Assassination of Austria's Archduke Ferdinand</li> <li>• Russia leaves the war</li> <li>• United States enters the war</li> </ul> </li> <li>- Major Leaders – Woodrow Wilson and Kaiser Wilhelm II</li> <li>- Outcomes and Global Effects of WWI: <ul style="list-style-type: none"> <li>• Colonies' participation in the war, which increased demand for independence</li> <li>• End of the Russian, Ottoman, and Hungarian Empires</li> <li>• Enormous cost of the war in lives, property and social disruption</li> </ul> </li> <li>- Treaty of Versailles – forced Germany to accept guilt and loss of territory and pay reparations, limited the German military, <b>League of Nations</b></li> <li>- Czarist Russia entered WWI as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not solved by the Czar. Inadequate administration in WWI led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the USSR.</li> <li>- Cause of 1917 Revolutions: <ul style="list-style-type: none"> <li>• Defeat in war with Japan</li> <li>• Landless peasantry</li> <li>• Czar Nicholas II</li> <li>• Military defeats and high casualties in WWI</li> </ul> </li> <li>- Rise of Communism <ul style="list-style-type: none"> <li>• Bolshevik Revolution and civil war</li> <li>• Lenin's New Economic Policy</li> <li>• Lenin's successor – Stalin</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>
Week 22 and Week 23	<p><b>INDEPENDENCE MOVEMENTS</b></p> <p>WHII.14 – The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</p> <ol style="list-style-type: none"> <li>a) describing the struggles for self-rule, including Gandhi's leadership in India <b>and the development of</b></li> </ol>	<ul style="list-style-type: none"> <li>- British policies and the demand for self-rule led to the rise of the Indian resistance movement, resulting in the creation of new states in the Indian sub-continent.</li> <li>- <b>The republic of India, a democratic nation, developed after independence.</b></li> <li>- Regional Setting for the Indian Independence Movement: <ul style="list-style-type: none"> <li>• Indian Sub-Continent</li> <li>• British India</li> <li>• India</li> <li>• Pakistan (formerly West Pakistan)</li> <li>• Bangladesh (formerly East Pakistan)</li> <li>• Sri Lanka (formerly Ceylon)</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p><b>India's democracy;</b></p> <p>b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya and Mandela's role in South Africa</p> <p>c) describing the end of the mandate system and the creation of states in the Middle East including the role of Golda Meir and Gamal Abdul Nasser.</p> <p>EQ1 – Who was the leader of the Indian independence movement and what tactics did he use?</p> <p>EQ2 – What were the outcomes of the Indian independence movement?</p> <p>EQ3 – Why did independence movements in Africa gain success after WWII?</p> <p>EQ4 – What was Kenyatta's leadership role in Kenya?</p> <p>EQ5- What was Nelson Mandela's leadership role in South Africa?</p> <p>EQ6 – What were the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems?</p> <p>EQ7- What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?</p>	<ul style="list-style-type: none"> <li>- Evolution of the Indian Independence Movement: <ul style="list-style-type: none"> <li>• British rule in India</li> <li>• Indian National Congress</li> <li>• Leadership of Mohandas Gandhi</li> <li>• Role of civil disobedience</li> <li>• Political divisions along Hindu-Muslim lines, problems</li> <li>• Political map of the Indian Sub-Continent today</li> <li>• India as the world's most populous democracy</li> <li>• Republic of India <ul style="list-style-type: none"> <li>- World's largest democratic nation</li> <li>- Federal system gives many powers to the state</li> </ul> </li> </ul> </li> <li>- Indian Democracy <ul style="list-style-type: none"> <li>• Jawaharlal Nehru- a close associate of Gandhi, supported western style industrialization.</li> <li>• 1950 Constitution sought to prohibit caste discrimination</li> <li>• Ethnic and religious differences caused problems in the development of India as a democratic nation</li> <li>• New economic development has helped to ease financial problems of the nation.</li> </ul> </li> <li>- The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</li> <li>- The Independence Movement in Africa: <ul style="list-style-type: none"> <li>• Right to self-determination (UN Charter)</li> <li>• Peaceful and violent revolutions after WWII</li> <li>• Pride in African cultures and heritage</li> <li>• Resentment toward imperial rule and economic exploitation</li> <li>• Great Britain, France, Belgium and Portugal lose colonies</li> <li>• Influence of superpower rivalry during the Cold War</li> </ul> </li> <li>- Examples of Independence Movements and Subsequent Development Efforts: <ul style="list-style-type: none"> <li>• Ghana (Britain) – peaceful transition</li> <li>• Congo (Belgium) – regional tensions and civil wars</li> <li>• Algeria (France) – War for Independence</li> <li>• Kenya (Britain) – violent struggle under leadership of Kenyatta</li> <li>• South Africa (Britain) – Black South Africans struggled against apartheid led by Nelson Mandela, who became the first black President of the Republic of South Africa</li> </ul> </li> <li>- Mandates in the Middle East <ul style="list-style-type: none"> <li>• established by the League of Nations</li> <li>• Granted Independence after World War II</li> <li>• Factors that have affected stability of each</li> </ul> </li> <li>- French Mandates in the Middle East – Syria and Lebanon</li> <li>- British Mandates in the Middle East – Jordan and Palestine (part became independent as the state of Israel).</li> <li>- Golda Meir <ul style="list-style-type: none"> <li>• Prime Minister of Israel</li> <li>• After initial setbacks, led Israel to victory in Yom Kippur War</li> <li>• Sought support of the United States</li> </ul> </li> <li>- Gamal Abdul Nasser <ul style="list-style-type: none"> <li>• President of Egypt</li> <li>• Nationalized Suez Canal.</li> <li>• Established relationship with Soviet Union</li> <li>• Built Aswan High Dam</li> </ul> </li> </ul>	
Week 24	<p><b>THE INTERWAR PERIOD</b></p> <p>WHII.11 – The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</p>	<ul style="list-style-type: none"> <li>- After WWI, international organizations and agreements were established to avoid future conflicts.</li> <li>- League of Nations <ul style="list-style-type: none"> <li>• Predecessor to the United Nations</li> <li>• Reasons for its establishment</li> <li>• Strengths and weaknesses</li> </ul> </li> <li>- The Mandate System:</li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p>

	<p>a) describing the League of Nations and the mandate system;</p> <p>b) citing causes and assessing the impact of worldwide depression in the 1930s;</p> <p>c) examining events related to the rise, aggression and human costs of totalitarian regimes in the Soviet Union, Italy, Germany, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Benito Mussolini, Adolf Hitler, Hideki Tojo.</p> <p>EQ1 – What was the League of Nations and why did it fail?</p> <p>EQ2 – Why was the mandate system created?</p> <p>EQ3 – Why did the world experience depression in the 1930s?</p> <p>EQ4 – What political changes resulted from the worldwide depression?</p> <p>EQ5 – Why did totalitarian governments emerge in Italy, Germany, Japan and the USSR after WWI?</p> <p>EQ6 – How did these totalitarian regimes affect the world following WWI?</p>	<ul style="list-style-type: none"> <li>Created to administer the colonies of defeated powers on a temporary basis</li> <li>France and Great Britain became mandate powers in the Middle East</li> <li>During WWI, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves</li> <li>After the war, the "mandate system gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British control), and Syria and Lebanon (French control).</li> <li>The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.</li> </ul> <ul style="list-style-type: none"> <li>A period of uneven prosperity in the decade following WWI (1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies making it difficult for them to challenge the threat of totalitarianism.</li> <li>Causes of Worldwide Depression: <ul style="list-style-type: none"> <li>German reparations</li> <li>Expansion of production capacities and dominance of the US in the global economy</li> <li>High protective tariffs</li> <li>Excessive expansion of credit</li> <li>Stock Market Crash (1929)</li> </ul> </li> <li>Impact of World Depression: <ul style="list-style-type: none"> <li>High unemployment in industrial nations</li> <li>Bank failures and collapse of credit</li> <li>Collapse of prices in world trade</li> <li>NAZI Party's growing importance in Germany – blaming European Jews for economic collapse</li> </ul> </li> <li>Economic dislocations following WWI led to unstable political conditions. Worldwide depression on the 1930s provided opportunities for the rise of totalitarian dictators in the Soviet Union, Germany, Italy, and Japan.</li> <li>A communist dictatorship was established by Lenin and continued by Stalin in the Soviet Union.</li> <li>The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany</li> <li>Japan emerged as a world power after WWI and conducted aggressive imperialistic policies in Asia.</li> <li>USSR During the Inter-War Period - Stalin: <ul style="list-style-type: none"> <li>Entrenchment of totalitarian communism</li> <li>Stalin's policies (Five-Year Plans, collectivization of farms, state industrialization, atheism, secret police)</li> <li>Great Purge</li> </ul> </li> <li>Germany During the Inter-War Years – Hitler: <ul style="list-style-type: none"> <li>Inflation and Depression</li> <li>Democratic government weakened</li> <li>Anti-Semitism</li> <li>Extreme nationalism</li> <li>National Socialism (Nazism)</li> <li>German occupation of nearby countries</li> </ul> </li> <li>Italy During the Inter-War Period – Mussolini: <ul style="list-style-type: none"> <li>Rise of fascism</li> <li>Ambition to restore the glory of Rome</li> <li>Invasion of Ethiopia</li> </ul> </li> <li>Japan During the Inter-War Period – Hideki Tojo: <ul style="list-style-type: none"> <li>Militarism</li> <li>Industrialization of Japan leads to drive for raw materials</li> <li>Invasion of Korea, Manchuria, and the rest of China</li> </ul> </li> </ul>	Teacher made tests and quizzes
Week 25 and Week 26	<p><b>WORLD WAR II</b></p> <p>WHII.12 – The student will demonstrate knowledge of the worldwide impact of World War II by</p>	<ul style="list-style-type: none"> <li>Many economic and political causes led toward WWII. Major theaters of war included Europe, North Africa, Asia and the Pacific islands. Leadership was essential to the Allied victory.</li> <li>Economic and Political Causes of WWII: <ul style="list-style-type: none"> <li>Aggression by totalitarian powers (Germany, Italy, Japan)</li> <li>Nationalism</li> <li>Failures of the Treaty of Versailles</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p>

	<p>a) explaining economic and political causes, major events and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglass, MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, and Emperor Hirohito;</p> <p>b) examining the Holocaust and other examples of genocide in the twentieth century;</p> <p>c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948);</p> <p>EQ1 – What were the causes of WWII?</p> <p>EQ2 – What were the major events of WWII?</p> <p>EQ3 – Who were the major leaders of WWII?</p> <p>EQ4 – Why did the Holocaust occur during WWII?</p> <p>EQ5 – What are other examples of prosecution, massacres, and genocides?</p> <p>EQ6 – What were the outcomes of WWII?</p> <p>EQ7 – What were the war crimes trials?</p> <p>EQ8 – How did the Allies promote reconstruction of the defeated powers?</p> <p>EQ9 – What were the international cooperative organizations created after WWII?</p>	<ul style="list-style-type: none"> <li>Weakness of the League of Nations</li> <li>Appeasement</li> <li>Tendencies toward isolationism and pacifism in Europe and the United States</li> </ul> <p>- Major Events:</p> <ul style="list-style-type: none"> <li>German invasion of Poland</li> <li>Battle of Britain</li> <li>German invasion of the Soviet Union</li> <li>Japanese attack on Pearl Harbor</li> <li>D-Day (Allied invasion of Europe)</li> <li>Atomic bombs dropped on Hiroshima and Nagasaki</li> </ul> <p>- Major Leaders</p> <ul style="list-style-type: none"> <li>Franklin D. Roosevelt – US</li> <li>Harry S. Truman – US</li> <li>Dwight D. Eisenhower – Allied Commander in Europe</li> <li>Douglass MacArthur – US General</li> <li>George Marshall – US</li> <li>Winston Churchill – British Prime Minister</li> <li>Joseph Stalin – Soviet dictator</li> <li>Adolf Hitler – Nazi dictator of Germany</li> <li>Hideki Tojo – Japanese General</li> <li>Emperor Hirohito – Emperor of Japan</li> </ul> <p>- There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>- Nationalist political leaders had used minorities as scapegoats to achieve their political ends.</p> <p>- Elements Leading to the Holocaust:</p> <ul style="list-style-type: none"> <li>Totalitarianism combined with nationalism</li> <li>History of Anti-Semitism</li> <li>Defeat in WWI and economic depression blamed on German Jews (scapegoating)</li> <li>Hitler's belief in the master race</li> <li>Final Solution – concentration camps, gas chambers</li> </ul> <p>- Examples of other persecutions, massacres, and genocides</p> <ul style="list-style-type: none"> <li>Ottoman persecution of Armenians</li> <li>Stalin's deportations and massacres of minorities in the USSR</li> <li>The "killing fields" of Cambodia</li> <li>Hutu persecution of Tutsi minority in Rwanda</li> <li>Serbian attacks against Kosovo Albanians</li> </ul> <p>- The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p> <p>- The Universal Declaration of Human Rights was issued in 1948 to protect the "inherent dignity and the equal and inalienable rights of all members of the human family..."</p> <p>- Outcomes of WWII:</p> <ul style="list-style-type: none"> <li>European powers' loss of empires</li> <li>Two major powers in the world; the US and the USSR</li> <li>War crimes trials</li> <li>Division of Europe – Iron Curtain</li> <li>Establishment of the United Nations with headquarters in New York City</li> <li>The Universal Declaration of Human Rights</li> <li>Marshall Plan</li> <li>Formation of NATO and Warsaw Pact</li> </ul> <p>- Efforts for reconstruction of Germany</p> <ul style="list-style-type: none"> <li>Democratic government installed</li> <li>Germany and Berlin divided among the four Allied Powers</li> <li>Emergence of West Germany as an economic power in postwar Europe</li> </ul>	<p>Princeton Review</p> <p>Teacher made tests and quizzes</p>
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		<ul style="list-style-type: none"> <li>- Efforts for reconstruction of Japan <ul style="list-style-type: none"> <li>• US occupation of Japan under MacArthur's administration</li> <li>• Democracy and economic development</li> <li>• Elimination of Japanese offensive military capabilities; US guarantees Japan's security</li> <li>• Emergence as dominant economy in Asia</li> </ul> </li> <li>- International Cooperative Organizations <ul style="list-style-type: none"> <li>• United Nations</li> <li>• North Atlantic Treaty Organization (NATO)</li> <li>• Warsaw Pact</li> </ul> </li> <li>- The Universal Declaration of Human Rights <ul style="list-style-type: none"> <li>• Established and Adopted by members of the United Nations</li> <li>• Provided a code of conduct for the treatment of people under the protection of their government</li> </ul> </li> </ul>	
Week 27 and Week 28	<p><b>THE COLD WAR ERA</b></p> <p>WHII.13 – The student will demonstrate knowledge of major events in the second half of the twentieth century by</p> <ol style="list-style-type: none"> <li>a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;</li> <li>b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;</li> <li>c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-Tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.</li> <li>d) describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping</li> </ol> <p>EQ1 – What events led to the Cold War?</p> <p>EQ2 – What was the impact of nuclear weapons?</p> <p>EQ3 – What were the causes and consequences of the collapse of the Soviet Union?</p> <p>EQ4 – How did the Cold War influence conflicts in Eastern Asia after WWII?</p> <p>EQ5- What role did Indira Gandhi, Margaret</p>	<ul style="list-style-type: none"> <li>- Competition between the US and the USSR laid the foundation for the Cold War.</li> <li>- The Cold War influenced the policies of the United States and the USSR towards other nations and conflicts around the world.</li> <li>- The presence of nuclear weapons influenced patterns of conflict and cooperation since 1945.</li> <li>- Communism failed as an economic system in the Soviet Union and elsewhere.</li> <li>- Locations Important During the Cold War and Their Significance: <ul style="list-style-type: none"> <li>• United States</li> <li>• Soviet Union</li> <li>• Korea (North and South) Korean Conflict</li> <li>• China (Nationalist and Communist)</li> <li>• Vietnam (North and South)</li> <li>• Cuba: The Cuban Missile Crisis</li> <li>• Eastern Europe: Soviet Satellite Nations, Yugoslavia, the Iron Curtain</li> <li>• Germany (East and West)</li> <li>• Berlin (East and West): Significance of the Berlin Wall</li> </ul> </li> <li>- Beginning of the Cold War (1945-48) <ul style="list-style-type: none"> <li>• The Yalta Conference and the Soviet control of Eastern Europe</li> <li>• Rivalry between the US and USSR</li> <li>• Democracy and the free enterprise system vs. dictatorship and communism</li> <li>• President Truman and the Policy of Containment</li> </ul> </li> <li>- Characteristics of the Cold War (1948-1989) <ul style="list-style-type: none"> <li>• NATO vs. Warsaw Pact</li> <li>• Armed conflicts between client states of the two superpowers</li> <li>• Nuclear weapons, mutually assured destruction and the theory of deterrence</li> </ul> </li> <li>- Collapse of Communism in the Soviet Union and Eastern Europe: <ul style="list-style-type: none"> <li>• Soviet economic collapse</li> <li>• Nationalism in Warsaw Pact countries</li> <li>• Berlin Wall taken down</li> <li>• Breakup of USSR and creation of 15 independent states</li> <li>• Expansion of NATO</li> </ul> </li> <li>- The fall of mainland China to Communism after WWII globalized the Policy of Containment that led to the Vietnam War and other conflicts on the margins of the Communist world.</li> <li>- Conflicts and Revolutionary Movements in China: <ul style="list-style-type: none"> <li>• Division of China into two nations at the end of the Chinese civil war</li> <li>• Chiang Kai-shek – Nationalist China (Taiwan)</li> <li>• Mao Zedong – Communist China (mainland or Red China)</li> <li>• Continuing conflict between the People's Republic of China and the Republic of China</li> </ul> </li> <li>- Conflicts and Revolutionary Movements in Vietnam: <ul style="list-style-type: none"> <li>• Role of French imperialism</li> <li>• Leadership of Ho Chi Minh</li> <li>• Vietnam as a divided nation</li> </ul> </li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>



	<p>Thatcher, Mikhail Gorbachev, and Deng Xiaoping each play in major events in the second half of the twentieth century?</p>	<ul style="list-style-type: none"> <li>• Influence of Truman's Cold War Policy of Containment</li> <li>• The US and the Vietnam War</li> <li>• Vietnam as a reunited communist country today – relationship to Cambodia and Laos</li> </ul> <p>- World leaders made major contributions to events in the second half of the twentieth century</p> <p>- Indira Gandhi</p> <ul style="list-style-type: none"> <li>• Closer relationship between India and the Soviet Union during the Cold War</li> <li>• Developed nuclear program</li> </ul> <p>- Margaret Thatcher</p> <ul style="list-style-type: none"> <li>• British Prime Minister</li> <li>• Free trade and less government regulation of business</li> <li>• Close relationship with United States and U.S. foreign policy</li> <li>• Asserted United Kingdom's military power.</li> </ul> <p>- Mikhail Gorbachev</p> <ul style="list-style-type: none"> <li>• Glasnost and perestroika</li> <li>• Fall of Berlin Wall</li> <li>• Last President of Soviet Union</li> </ul> <p>- Deng Xiaoping</p> <ul style="list-style-type: none"> <li>• Reformed communist economy to market economy leading to rapid economic growth</li> <li>• Communist control of government continued.</li> </ul>	
<p>Week 29 and Week 30</p>	<p><b>THE CONTEMPORARY WORLD</b></p> <p>WHII.16 – The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</p> <ol style="list-style-type: none"> <li>identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;</li> <li>assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;</li> <li>describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.</li> <li>analyzing the increasing impact of terrorism</li> </ol> <p>EQ1 – What are some challenges faced by the contemporary world?</p> <p>EQ2 – What new technologies have created opportunities and challenges?</p> <p>EQ3 – How does the developing world compare with the developed world in terms of</p>	<ul style="list-style-type: none"> <li>- To understand the problems facing the contemporary world, we must understand historical evolution, geographic characteristics, and the role of new technologies.</li> <li>- Migration of Refugees and Others: <ul style="list-style-type: none"> <li>• Migrations of “guest workers” to European cities</li> <li>• Refugees as an issue in international conflicts</li> </ul> </li> <li>- Ethnic and Religious Conflicts – Arab-Israeli Conflict, Conflict over Northern Ireland, Balkans, Horn of Africa, South Asia</li> <li>- Impact of New Technologies – Computers and instantaneous communications, genetic engineering and bioethics</li> <li>- Developed and developing nations are characterized by different levels of economic development, population characteristics and social conditions.</li> <li>- Economic development and the rapid growth of population are having an impact on the environment.</li> <li>- Sound economic conditions contribute to a stable democracy, and political freedoms help foster economic development.</li> <li>- Contrasts Between Developed and Developing Nations: <ul style="list-style-type: none"> <li>• Geographic locations of major developed and developing nations</li> <li>• Population size and rate of growth</li> <li>• Social conditions (literacy, access to health care)</li> <li>• Economic conditions (poverty, affluence, income levels)</li> </ul> </li> <li>- Factors affecting environment and society <ul style="list-style-type: none"> <li>• Economic development</li> <li>• Rapid population growth</li> </ul> </li> <li>- Environmental challenges <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Loss of habitat</li> <li>• Global climate change</li> </ul> </li> <li>- Social Challenges <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Poor health</li> <li>• Illiteracy</li> <li>• Famine</li> <li>• migration</li> </ul> </li> <li>- Economic development – challenges posed by rapid population growth; impact on the environment (habitat destruction, short and long-term atmospheric impacts)</li> <li>- Relationships Between Economic and Political Freedom – free-market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual</li> </ul>	<p>Atlas</p> <p>Textbook</p> <p>Princeton Review</p> <p>Teacher made tests and quizzes</p>

	<p>economic, social, and population characteristics?</p> <p>EQ4 – What impact are economic developments and rapid population growth having on the environment??</p> <p>EQ5 – What are the links between economic and political freedom?</p> <p>EQ6 – How is economic interdependence changing the world in which we live?</p> <p>EQ7- What are examples of international terrorism in our world today that have impacted developed and developing nations?</p> <p>EQ8- How has terrorism impacted developed and developing nations in the contemporary world?</p>	<p>rights (e.g., Taiwan, South Korea)</p> <ul style="list-style-type: none"><li>- The countries of the world are increasingly dependent on each other for raw materials, markets and financial resources, although there is still a difference between the developed and developing nations.</li><li>- Economic Interdependence:<ul style="list-style-type: none"><li>• Role of rapid transportation, communication, and computer networks</li><li>• Rise and influence of multinational corporations</li><li>• Changing role of international boundaries</li><li>• Regional integration (European Union)</li><li>• Trade agreements (NAFTA, WTO)</li><li>• Importance for economic progress</li></ul></li><li>- Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems</li><li>- Some individuals choose to deal with these unequal conditions through the use of terrorist activities.</li><li>- Terrorism is the use of violence and threats to intimidate and coerce for political reasons</li><li>- A major cause of terrorism is religious extremism.</li><li>- Examples of International Terrorism<ul style="list-style-type: none"><li>• Munich Olympics</li><li>• Terrorist attacks in the United States (9/11/2001)- motivated by extremism (Osama bin Laden)</li><li>• Car bombings</li><li>• Suicide bombers</li><li>• Airline hijackers</li></ul></li><li>- Governmental responses to terrorist activities<ul style="list-style-type: none"><li>• Surveillance and privacy rights</li><li>• Security at ports and airports</li><li>• Identification badges and photos</li></ul></li></ul>									
Week 31 and Week 32	SOL Review	SOL Review	SOL Review  Take Home Review Packet								
Week 33 to Week 36	The student will complete activities from the county-approved list.	<div>Possible Activities:</div> <table><tr><td>1. Research Paper</td><td>5. Family History Project</td></tr><tr><td>2. Debate</td><td>6. Video Project (Film)</td></tr><tr><td>3. Mock Trial</td><td>7. Historical Novels</td></tr><tr><td>4. Source-Reading Project</td><td>8. Unit of Study on local history or topic of interest, i.e., D-Day Memorial, Vietnam War</td></tr></table>	1. Research Paper	5. Family History Project	2. Debate	6. Video Project (Film)	3. Mock Trial	7. Historical Novels	4. Source-Reading Project	8. Unit of Study on local history or topic of interest, i.e., D-Day Memorial, Vietnam War	Teacher-selected materials.  Teacher-selected assessment.
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2. Debate	6. Video Project (Film)										
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