

## At-A-Glance: 10<sup>th</sup> Grade World History Scope and Sequence

	Essential Historical Question(s)	Content Learning Intentions	Disciplinary Skill Standard Focus
<b>Semester 1</b>			
<b>*Optional Unit</b> <b>Unit 1: Societies of Faith</b>	What are the similarities and differences between Judaism, Christianity, and Islam and how did these religions shape early world civilizations?  How have geographic, economic, and political factors impacted the development of religion?	Analyze the foundations of early monotheistic religions and the outcomes of interactions between different religious societies.	Construct a precise and knowledgeable claim
<b>Unit 2: Kingdoms of Asia and Africa</b>	How did resources and trade influence the rise and decline of early world societies in Asia and Africa?  How did regional differences contribute to the development of unique cultural traditions and beliefs?	Explain the positive and negative consequences of cultural interaction and diffusion in Asia and Africa.	Identify effective evidence from multiple sources.
<b>Unit 3: Age of Discovery</b>	What political, economic, and societal conditions allowed the Renaissance and Reformation to flourish?  How did ideological conflicts lead to change?	Investigate the impacts of the Renaissance and reformation on the development of European societies.  Evaluate the impact of European exploration on Africa, Asia, and Europe.	Gather relevant information from multiple sources representing a wide range of views.
<b>Unit 4: Revolutions</b>	How did new technologies and ideas lead to discoveries and change that transformed western civilizations?	Analyze the distribution and use of power (social, economic, and political), and its results, through various revolutions.	Generate and answer supporting questions.
<b>Unit 5: Industrialization and Imperialism</b>	What were the catalysts of the Industrial Revolution and how did it transform the western world?  What were the motivating factors of European Imperialism and what lasting impacts did it have throughout the world?	Examine how industrialization and nationalism led to imperialism and expansion and explore the impacts on societies throughout the world.	Participate in rigorous academic discussions emphasizing multiple viewpoints.
<b>Semester 2</b>			
<b>Unit 6: Early 20<sup>th</sup> Century Conflict</b>	How did WWI change the balance of power in Europe, affect people's attitudes towards other nations, and shape their perceptions of government and conflict resolution?	Describe and evaluate the factors that contributed to and resulted from WWI and growing nationalism.	Construct arguments (claims, evidence, reasoning, counterclaims).
<b>Unit 7: WWII</b>	How did WWII alter the political, economic, and social foundations of societies throughout the world?	Evaluate the political, economic, and social causes and impacts of WWII.	Participate in rigorous academic discussions. (use claims and evidence and build new understandings)
<b>Unit 8: A Changing Globe</b>	How did significant geopolitical events reshape the political and social structure of the globe?  How does war and the use of conflict to resolve international disputes impact diplomacy and resolution?	Investigate the impacts of decolonization processes on developing nations and international relations.  Explore the impacts of the Cold War and US/Soviet relations and competition.	Present arguments and explanations to a range of audiences (print, oral, and/or digital technologies).
<b>Unit 9: Modern Global Issues</b>	What benefits and challenges have developed because of the varied perspectives, contributions, and challenges created by diverse global societies?	Examine modern global issues and develop real world solutions.	Understand contemporary issues at the local, regional, and global level.

# Nevada Academic Content Standards for Social Studies

(Revised September 2018)

## World History & Geography (1300-Present)

This content area focuses on World history from approximately the 1300s to modern day. This includes the study of geography, history and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. Suggested topics and concepts to study include, but are not limited to Middle Ages, Renaissance and Reformation, Global Expansion, Rise and Fall of Empires and Kingdoms of the World, Enlightenment and 18th Century Revolutions, Rise of Nationalism, Imperialism, Industrialization, Civil Rights of the 19th Century, WWI, 20th Century Revolutions, Global Depression, WWII, Decolonization, Cold War, Globalization, and Modern Issues.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.9-12.WH.1.</b> When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
<b>Creating supporting questions</b>	<b>SS.9-12.WH.2.</b> Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
<b>Gathering and evaluating sources</b>	<b>SS.9-12.WH.3.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <b>SS.9-12.WH.4.</b> Evaluate the credibility of a source by examining how experts value the source. <b>SS.9-12.WH.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.9-12.WH.6.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <b>SS.9-12.WH.7.</b> Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<b>Communicating and critiquing conclusions</b>	<b>SS.9-12.WH.8.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <b>SS.9-12.WH.9.</b> Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. <b>SS.9-12.WH.10.</b> 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.
<b>Taking informed action</b>	<b>SS.9-12.WH.11.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. <b>SS.9-12.WH.12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

<b>Content Themes</b>	<b>Grades 9-12: World History &amp; Geography (1300-Present)</b>
<b>Power and politics (H)</b>	<p><b>SS.9-12.WH.13.</b> Analyze major regime changes across the world based on a variety of factors, including but not limited to: goals, tactics, practices, and outcomes.</p> <p><b>SS.9-12.WH.14.</b> Examine occurrences of and reactions to oppression, human rights violations, and genocide.</p> <p><b>SS.9-12.WH.15.</b> Analyze the causes and consequences of the radicalization of individuals and groups.</p>
<b>Identity (H)</b>	<p><b>SS.9-12.WH.16.</b> Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.</p> <p><b>SS.9-12.WH.17.</b> Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.</p>
<b>People and ideas (H)</b>	<p><b>SS.9-12.WH.18.</b> Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.</p> <p><b>SS.9-12.WH.19.</b> Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.</p> <p><b>SS.9-12.WH.20.</b> Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.</p>
<b>International relations (H)</b>	<p><b>SS.9-12.WH.21.</b> Describe the attitudes toward and effects of major wars and conflicts across the world.</p> <p><b>SS.9-12.WH.22.</b> Evaluate the use of conflict and/or diplomacy in regional and/or international relations.</p>
<b>Social justice, consciousness, and action (MC)</b>	<p><b>SS.9-12.WH.23.</b> Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions to, and long-term effects of oppression.</p> <p><b>SS.9-12.WH.24.</b> Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>
<b>Respectful engagement with diverse people (MC)</b>	<p><b>SS.9-12.WH.25.</b> Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity.</p> <p><b>SS.9-12.WH.26.</b> Explore the positive and negative consequences of cultural interaction and diffusion.</p>
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<p><b>SS.9-12.WH.27.</b> Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</p> <p><b>SS.9-12.WH.28.</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.</p>

<b>Content Themes</b>	<b>Grades 9-12: World History &amp; Geography (1300-Present)</b>
<b>Civic and political institutions (C)</b>	<b>SS.9-12.WH.29.</b> Analyze how various political and religious philosophies have influenced government institutions and policies.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.9-12.WH.30.</b> Explain the historical background of a current global issue and propose a course of action to solve it.
<b>Processes, rules, and laws (C)</b>	<b>SS.9-12.WH.31.</b> Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy. <b>SS.9-12.WH.32.</b> Compare the evolution of different political and governmental systems within and across nations.
<b>Geographic representations (G)</b>	<b>SS.9-12.WH.33.</b> Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
<b>Human environment interaction (G)</b>	<b>SS.9-12.WH.34.</b> Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.
<b>Human population, movements, and patterns (G)</b>	<b>SS.9-12.WH.35.</b> Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.
<b>Global interconnections (G)</b>	<b>SS.9-12.WH.36.</b> Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.
<b>Exchange and markets (E)</b>	<b>SS.9-12.WH.37.</b> Compare different economic and labor systems within and across societies. <b>SS.9-12.WH.38.</b> Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.
<b>National economy (E)</b>	<b>SS.9-12.WH.39.</b> Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to: investments in physical capital, worker education and training, and technology.
<b>Global economy (E)</b>	<b>SS.9-12.WH.40.</b> Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.

## Optional Unit: Societies of Faith

\*Teachers may begin the year with an overview of monotheistic world religions OR choose to integrate this content purposefully in other units throughout the year.

### Time Frame: 1-2 Weeks

#### Essential Historical Question(s):

What are the similarities and differences between Judaism, Christianity, and Islam and how did these religions shape early world civilizations?

How have geographic, economic, and political factors impacted the development of religion?

#### Adopted Instructional Materials:

National Geographic *World History: Voyages of Exploration*

Chapter 1, Section 3.3 Judaism and Israelite Kingdoms

Chapter 6, Section 3.3 The Spread of Christianity

Chapter 8 The Early Byzantine Empire

Chapter 9 Arab Empires and Islamic Expansion

Chapter 10 Section 3 The Church and the Crusades

**Supplemental Materials:** DBQ Project MiniQ - Why did Islam Spread so Quickly?

#### NVACS-SS (Content Theme Standards)

##### Essential Standards

(H) SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity including but not limited to: institutions, religion, language, social class, geography, culture, and society.

(H) SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.

##### Supporting Standards

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

#### Disciplinary Skill Standard Learning Focus:

Construct a precise and knowledgeable claim (SS.9-12.WH.8).

#### Content Learning Intention:

Analyze the foundations of early monotheistic religions and the outcomes of interactions between different religious societies.

#### Required Content:

- Foundations (Origins, Beliefs/Traditions, Historical Impacts/Importance)
  - Judaism
  - Christianity
  - Islam
- Monotheism vs Polytheism

#### Supporting Content:

- Secular and Non-secular

#### Connections to Current Issues:

- Uyghurs
- Rohingya

#### Connections to the Past:

- Crusades
- Rise of the Byzantine Empire

- Israeli-Palestinian Conflict
- Modern instances of Anti-Semitism
- Notre Dame Fire (2019) p. 284-285

- Fall of Rome
- Fall of Constantinople
- Inquisition

**Required Primary and Secondary Sources:**

- a. Hagia Sophia (architecture) p. 228 in *World History: Voyages of Exploration*
- b. Five Pillars of Islam p.246-247 in *World History: Voyages of Exploration*

**Suggested Unit Task:**

TBD

## Unit 2: Societies of Asia and Africa

**Time Frame: 2 – 4 Weeks**

### Essential Historical Question(s):

How did resources and trade influence the rise and decline of early world societies in Asia and Africa?  
How did regional differences contribute to the development of unique cultural traditions and beliefs?

### Adopted Instructional Materials:

National Geographic *World History: Voyages of Exploration*

Chapter 7 Societies in East and South Asia

Chapter 11 East Asia and Chinese Influences

Chapter 12 Section 1-2 The Mongols/China and Southeast Asia

Chapter 13 Achievements of African Societies

Chapter 16 Section 2 Empires in Asia

### Supplemental Materials:

DBQ Project – The Mongols: How Barbaric were the “Barbarians”?

DBQ Project – Classical Greece and China: How Great Were the Differences?

DBQ Project MiniQ – Samurai and Knights: Were the similarities greater than the differences?

### NVACS-SS (Content Theme Standards)

#### Essential Standards

SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.

SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion when diverse groups interface across world history.

#### Supporting Standards

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

### Disciplinary Skill Standard Learning Focus:

Identify effective evidence from multiple sources (SS.9-12.WH.6).

### Content Learning Intention:

Explain the positive and negative consequences of cultural interaction and diffusion in Asia and Africa.

### Required Content:

- African Civilizations (Mali Empire, Kingdom of Ethiopia, Great Zimbabwe)
- Buddhism
- Hinduism
- Caste System
- Mughal Empire
- Cultural Diffusion
- Mongol Empire
- Ming Dynasty of China- Zheng He
- Silk Road\* (content from 6<sup>th</sup> Grade)

### Supporting Content:

- Shinto
- Confucianism
- Daoism
- Song Dynasty
- Yuan Dynasty (Mongol)
- Koryo Dynasty (Korea)
- Feudal Japan (samurai, shogun)
- Swahili
- Sub-Saharan
- Ottomans
- Taj Mahal

**Connections to Current Issues:**

- The importance of Salt, p.370-373
- Economic growth of India and China
- Population impacts
- Rohingya
- Taiwan tensions over sovereignty
- North Korean tensions
- Preserving Cultural Heritage (The Taj Mahal), p. 460-463

**Connections to the Past:**

- Silk Road
- Early Chinese Dynasties
- Early African kingdoms
- Bantu

**Required Primary and Secondary Sources:**

- a. *The Travels*, Ibn Battuta (p.366-367) in *World History: Voyages of Exploration*

**Unit Task:**

TBD



## Unit 3: Age of Discovery

### Time Frame: 2 – 4 Weeks

#### Essential Historical Question(s):

What political, economic, and societal conditions allowed the Renaissance and Reformation to flourish?  
How did ideological conflicts lead to change?

#### Adopted Instructional Materials:

National Geographic *World History: Voyages of Exploration*

Chapter 15 Renaissance and Reformation

Chapter 17 Age of Maritime Exploration

Chapter 18 Africans in the Atlantic World

#### Supplemental Materials:

DBQ Project MiniQ: Should We Celebrate the Voyages of Zheng He?

DBQ Project MiniQ: The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?

DBQ Project MiniQ: April 27, 1521: Was Magellan Worth Defending?

DBQ Project MiniQ: How did the Renaissance Change Man's View of Man?

DBQ Project MiniQ: Exploration or Reformation: Which was the More Important Consequence of the Printing Press?

DBQ Project: The Aztecs: What Should History Say?

DBQ Project: What was the Most Important Consequence of the Printing Press?

DBQ Project: What Drove the Sugar Trade?

#### NVACS-SS (Content Theme Standards)

##### Essential Standards

(H) SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives including, but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, gender.

(H) SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.

##### Supporting Standards

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

#### Disciplinary Skill Standard Learning Focus:

Gather relevant information from multiple sources representing a wide range of views (SS.9-12.WH.3).

#### Content Learning Intention:

Investigate the impacts of the Renaissance and reformation on the development of European societies.

Evaluate the impact of European exploration on Africa, Asia, and Europe.

#### Required Content:

- Renaissance: Cultural Rebirth
- Renaissance Art (DaVinci, Michelangelo, Rafael, etc.)
- Humanism (Machiavelli, More, Fedele)

#### Supporting Content:

- Medici Family
- The Prince, Machiavelli
- Calvinism
- The Habsburgs

<ul style="list-style-type: none"> <li>• Reformation: Emergence of Protestantism</li> <li>• Indulgences</li> <li>• Printing Press</li> <li>• Martin Luther</li> <li>• Split of England from Catholic Church</li> <li>• European Exploration (Gold, God, &amp; Glory)</li> <li>• Columbian Exchange</li> <li>• Conquistadores (Cortes, Pizzaro) and European conquest</li> <li>• Trans-Atlantic slave trade and resistance</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic Reformation</li> <li>• Henry VIII</li> <li>• William Shakespeare</li> <li>• Explorers (Columbus, da Gama,</li> <li>• Dutch East India Company</li> <li>• Bartolme de Las Casas</li> <li>• Songhai Empire</li> </ul>
<p><b>Connections to Current Issues:</b></p> <ul style="list-style-type: none"> <li>• Malaria’s impact on Americas and Africa p.487</li> <li>• Human Trafficking (Trans-Atlantic Slave Trade)</li> <li>• Modern artistic contributions/movements-including AI art (Renaissance)</li> <li>• Math Against Malaria, p. 486-487</li> <li>• Preserving Timbuktu, p. 516-517</li> <li>• Sugar: A Global Commodity, p. 522-525</li> </ul>	<p><b>Connections to the Past:</b></p> <ul style="list-style-type: none"> <li>• Middle Ages</li> <li>• The Black Plague</li> <li>• Aztec Empire structure</li> <li>• Incan Empire structure</li> </ul>
<p><b>Essential Primary and Secondary Sources:</b></p> <ol style="list-style-type: none"> <li><i>The School of Athens</i> (painting by Rafael, p. 426-427 in <i>World History: Voyages of Exploration</i>)</li> <li><i>95 Theses</i>, Martin Luther</li> <li>Olaudah Equiano (autobiography, p. 518 – 519 in <i>World History: Voyages of Exploration</i>)</li> </ol>	
<p><b>Unit Task: TBD</b></p>	

## Unit 4: New Ideas and Revolutions

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

How did new technologies and ideas lead to discoveries and change that transformed western civilizations?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*

Chapter 19 Europe in the Age of Scientific Revolution

Chapter 20 European Enlightenment

Chapter 21 Political Revolution

**Supporting Materials:**

DBQ Project: Is the Reign of Terror Justified?

DBQ Project: Latin American Independence: Why did the Creoles led the fight?

DBQ Project: Enlightenment Philosophers: What was their main ideas?

DBQ Project: Toussaint: How should he be remembered?

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(H) SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups

(MC) SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Generate and answer supporting questions (SS.9-12.WH.2).

**Content Learning Intention:**

Analyze the distribution and use of power (social, economic, and political), and its results, through various revolutions.

**Required Content:**

- Absolutism (Elizabeth I, Louis XIV)
- Scientific Revolution
- Copernicus (Heliocentric theory)
- Galileo
- Enlightenment (Concepts & Thinkers)
- Natural Rights
- Social Contract
- Constitutionalism
- Three Estates (French class system)
- Louis XVI & Marie Antoinette
- *Declaration of Rights of Man and of the Citizen*
- French Revolution

**Supporting Content:**

- Thirty Years' War
- American Revolution
- The Glorious Revolution (English Civil War)
- Innovators: Vesalius, Kepler, Boyle, Newton
- John Locke
- Thomas Hobbes
- Adam Smith – laissez-faire
- Robespierre
- Guillotine
- Napoleonic Code

<ul style="list-style-type: none"> <li>• Reign of Terror</li> <li>• Napoleon</li> <li>• Haitian Revolution</li> <li>• Latin American Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>• Napoleonic Wars</li> <li>• Romanticism</li> <li>• Simon Bolivar</li> </ul>
<p><b>Connections to Current Issues:</b></p> <ul style="list-style-type: none"> <li>• Arab Spring</li> <li>• Haiti (humanitarian, security, political crisis)</li> </ul>	<p><b>Connections to the Past:</b></p> <ul style="list-style-type: none"> <li>• Early democratic processes/institutions (ancient Greece)</li> </ul>
<p><b>Required Primary and Secondary Sources:</b></p> <ol style="list-style-type: none"> <li>a. Enlightenment Thinker Analysis (Montesquieu, Voltaire, Rousseau, Wollstonecraft, p. 571 in <i>World History: Voyages of Exploration</i>)</li> <li>b. 3 Classes of French Society (political cartoon, p. 584 in <i>World History: Voyages of Exploration</i>)</li> <li>c. Declaration of Rights of Man and Citizen</li> <li>d. David Leonardo Mural (analysis of Father Miguel Hidalgo y Costilla, p. 602 in <i>World History: Voyages of Exploration</i>)</li> </ol>	
<p><b>Unit Task:</b> TBD</p>	

## Unit 5: Industrialization and Imperialism

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

What were the catalysts of the Industrial Revolution and how did it transform the western world?

What were the motivating factors of European Imperialism and what lasting impacts did it have throughout the world?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*

Chapter 22.1-2 Industrial Revolution

Chapter 24.1 Dividing and Dominating

\*Supporting content Ch. 22.3, Ch. 23.2

**Supporting Materials:**

DBQ Project: Female workers in Japanese Silk Factories: Did the Costs outweigh the benefits?

DBQ Project: What Was the Driving Force Behind European Imperialism in Africa?

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(H) SS.9-12.WH.17. Describe the factors that shape group, national, or individual identity including, but not limited to: institutions, religion, language, social class, geography, culture, and society

(MC) SS.9-12.WH.27. Explore the positive and negative consequences of cultural interaction and diffusion when diverse groups interface across world history.

(E) SS.9-12.WH.38. Examine the ways in which trade, commerce, and industrialization have impacted individuals, groups, and nations.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Participate in rigorous academic discussions emphasizing multiple viewpoints (SS.9-12.WH.10).

**Content Learning Intention:**

Examine how industrialization and nationalism led to imperialism and expansion and explore the impacts on societies throughout the world.

**Required Content:**

- Industrial Revolution
- Urbanization
- Workers Movements
- Economic systems/theories (capitalism, socialism, communism/Marxism)
- Nationalism
- Unification of Italy and Germany
- Scramble for Africa
- White Man's Burden

**Supporting Content:**

- Class systems (bourgeoisie, proletariat)
- Crimean War
- Markets and investments
- Abolition movements
- Suffrage
- Types of imperialism (direct, indirect, sphere of influence, economic, protectorate)

<ul style="list-style-type: none"> <li>• Berlin Conference</li> <li>• Social Darwinism</li> </ul>	<ul style="list-style-type: none"> <li>• Boxer Rebellion</li> <li>• Opium Wars</li> <li>• Japanese imperialism</li> <li>• Meiji Restoration</li> </ul>
<p><b>Connections to Current Issues:</b></p> <ul style="list-style-type: none"> <li>• The Digital Revolution</li> <li>• Modern exploitation of Africa (Neo-Colonialism)</li> <li>• Sudanese Civil War</li> <li>• Water and resource scarcity</li> <li>• Hong Kong (2020 curtailment of political freedoms)</li> <li>• Pollution/Recycling (p. 688 Plastics)</li> <li>•</li> </ul>	<p><b>Connections to the Past</b></p> <ul style="list-style-type: none"> <li>• The Iron Age (impact of technological advances)</li> <li>• Early African civilizations</li> <li>• Adam Smith, <i>The Wealth of Nations</i></li> <li>• U.S. Industrial Revolution (Railroads, Steel – 7<sup>th</sup> Grade U.S. Early History content)</li> </ul>
<p><b>Required Primary and Secondary Sources:</b></p> <ol style="list-style-type: none"> <li>a. <i>The White Man's Burden</i> by Rudyard Kipling</li> <li>b. Rhodes Colossus Political Cartoon (depiction of Cecil Rhodes p. 675) in <i>World History: Voyages of Exploration</i></li> </ol>	
<p><b>Unit Task: TBD</b></p>	

## Unit 6: Early 20<sup>th</sup> Century Conflicts

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

How did WWI change the balance of power in Europe, affect people’s attitudes towards other nations, and shape their perceptions of government and conflict resolution?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*  
Chapter 25 The First World War and 20<sup>th</sup> Century Revolutions

**Supporting Materials:**

DBQ Project: What were the Underlying Causes of WWI?

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(H) SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.  
(H) SS.9-12.WH.22. Evaluate the use of conflict and/or diplomacy in regional and/or international relations.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21  
(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28  
(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32  
(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims (SS.9-12.WH.8 - focus on claims, evidence, reasoning, counterclaims).

**Content Learning Outcomes:**

Describe and evaluate the factors that contributed to and resulted from WWI and growing nationalism.

**Required Content:**

- Main causes of WWI (Militarism, Alliances, Nationalism, Imperialism, Assassination)
- Total War
- Trench Warfare
- New weapons technology
- Impact of Propaganda
- Treaty of Versailles
- League of Nations
- Chinese Revolution- 1911
- Russian Revolution
- Mexican Revolution
- 

**Supporting Content:**

- Self-determination
- Redistribution of land and/or wealth following Revolutions
- Armenian Genocide
- Influenza pandemic (1918-1920)

**Connections to Current Issues:**

- Advanced weaponry: drones, nuclear, biological
- Taiwan independence
- Hong Kong (1997 and 2020)
- Russia today (Putin)

**Connections to the Past:**

- European imperialism
- Technological advances of Industrial Revolution

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|--|--|
| <ul style="list-style-type: none"><li>• Russian invasion of Ukraine</li><li>• Mexico today</li></ul> |  |
|--|--|

**Required Primary and Secondary Sources:**

- a. “Who is a militarist?” (German WWI propaganda poster, p.699 in *World History: Voyages of Exploration*)
- b. Treaty of Versailles (essential excerpts only)
- c. *In Flanders Fields* (poem by John McCrae)

**Unit Task:** TBD



## Unit 7: WWII

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

How did WWII alter the political, economic, and social foundations of societies throughout the world?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*

Chapter 26.1.3 The Twenties: The Great Depression

Chapter 26.2 Dictatorships

Chapter 26.4 The Road to War

Chapter 27 The Second World War

**Supporting Materials:**

DBQ Project: How did the Treaty of Versailles help cause WWII?

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(H) SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.

(H) SS.9-12.WH.22. Evaluate the use of conflict and/or diplomacy in regional and/or international relations.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims, and evidence are acknowledged, critiqued, and built upon to create new understandings of complex historical issues (SS.9-12.WH.10).

**Content Learning Intentions:**

Evaluate the political, economic, and social causes and impacts of WWII.

Examine how the events of WWII shaped international relations and globalization.

**Required Content:**

- Impact of the Treaty of Versailles
- Totalitarianism, Fascism (including Stalin, Hitler, Mussolini)
- Appeasement
- Non-aggression pact
- Anti-Semitism
- Holocaust
- Japanese Empire/Imperialism
- United Nations
- Nuremburg Trials

**Supporting Content:**

- Weimar Republic & Global Depression
- Reparations from WWI
- Imperialism
- Potsdam Conference
- Atomic Bomb
- Spanish Civil War
- Rape of Nanking

**Connections to Modern Day:**

- Russian Invasion of Ukraine
- Modern Anti-Semitism

**Connections to the Past:**

- Impacts/Legacy of WWI

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Modern genocides</li><li>• Nuclear Proliferation (Iran, North Korea)</li></ul> |  |
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**Required Primary and Secondary Sources:**

- a. “Long Live Stalin!” (USSR propaganda poster, p. 746 in *World History: Voyages of Exploration*)
- b. We Shall Fight on the Beaches (speech by Winston Churchill, partial excerpt on p. 767, in *World History: Voyages of Exploration*)
- c. Holocaust Images – Images may vary but should be task and grade-level appropriate and reviewed by teacher. (E.g. Elie Wiesel p. 782, Warsaw Ghetto p. 783, Preserving Cultural Heritage p. 785, Shoes p. 787 in *World History: Voyages of Exploration*)

**Unit Task:** TBD

## Unit 8: A Changing Globe

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

How did significant geopolitical events reshape the political and social structure of the globe?

How does war and the use of conflict to resolve international disputes impact diplomacy and resolution?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*

Chapter 26.3 Nationalism and Colonial Resistance (Ghandi)

Chapter 28 Cold War and Global Upheavals

Chapter 29 Conflicts and Transformation

**Supporting Materials:**

DBQ Project: What made Gandhi's nonviolent movement work?

DBQ Project: Soviet Union - What should textbooks emphasize?

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(MC) SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history including, but not limited to: causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long-term effects of oppression.

(C) SS.9-12.WH.32. Compare the evolution of different political and governmental systems within and across nations throughout world history.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies (SS.9-12.WH.9).

**Content Learning Intentions:**

Investigate the impacts of decolonization processes on developing nations and international relations.

Explore the impacts of the Cold War and US/Soviet relations and competition.

**Required Content:**

- UN Declaration of Human Rights
- Global Impact of the Cold War
- Iron Curtain
- NATO
- Chinese Revolution
- Iranian Revolution-1979
- Soviet invasion of Afghanistan
- Indian Independence & Ghandi
- Pakistan/India partition

**Supporting Content:**

- Yalta Conference
- Soviet Bloc/Satellite nations
- Proxy Wars (Angola, Cuba, Chile, Nicaragua, Congo)
- Neocolonialism
- Decolonization in Africa & Asia
- Suez Crisis
- Khmer Rouge/Cambodia
- Shah Coup

<ul style="list-style-type: none"> <li>• Creation of Israel and Palestine and the PLO</li> <li>• Fall of Communism (Berlin Wall, USSR transition)</li> <li>• Tiananmen Square</li> <li>• Apartheid &amp; Nelson Mandela</li> <li>• Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Ireland</li> <li>• Yugoslavia &amp; Genocide</li> <li>• Tibet</li> </ul>
<p><b>Connections to Current Issues:</b></p> <ul style="list-style-type: none"> <li>• Current Day Israel-Palestine (Israel-Hamas War, 2023)</li> <li>• Russian Invasion of Ukraine/Putin</li> <li>• Iran (human rights and political issues)</li> </ul>	<p><b>Connections to the Past:</b></p> <ul style="list-style-type: none"> <li>• Geography and early societies of Middle East</li> <li>• Russian Revolution &amp; emergence of communism</li> </ul>
<p><b>Essential Primary and Secondary Sources:</b></p> <ol style="list-style-type: none"> <li>a. Iron Curtain Speech, Winston Churchill in 1946 (p. 800 in <i>World History: Voyages of Exploration</i>)</li> <li>b. 1947-1967 Arab-Israeli Conflicts Map (p. 854 in <i>World History: Voyages of Exploration</i>)</li> <li>c. UN Universal Declaration of Human Rights (p. 858 in <i>World History: Voyages of Exploration</i>)</li> <li>d. Nelson Mandela’s Address to Rally in Cape Town on His Release from Prison” in 1990 (p. 846 in <i>World History: Voyages of Exploration</i>)</li> </ol>	
<p><b>Unit Task:</b> TBD</p>	

## Unit 9: Modern Global Issues (1990's to present)

**Time Frame: 2 – 4 Weeks**

**Essential Historical Question(s):**

What benefits and challenges have developed because of the varied perspectives, contributions, and challenges created by diverse global societies?

**Adopted Instructional Materials:**

National Geographic *World History: Voyages of Exploration*  
Chapter 30 A Global 21<sup>st</sup> Century

**NVACS-SS (Content Theme Standards)**

**Essential Standards**

(H) SS.9-12.WH.14. Examine occurrences of and reactions to oppression, human rights violations, and genocide across world history.

(C) SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.

**Supporting Standards**

(H) SS.9-12.WH.15, SS.9-12.WH.18, SS.9-12.WH.21

(MC) SS.9-12.WH.25, SS.9-12.WH.26, SS.9-12.WH.28

(C) SS.9-12.WH.29, SS.9-12.WH.31, SS.9-12.WH.32

(G) SS.9-12.WH.33, SS.9-12.WH.34

**Disciplinary Skill Standard Learning Focus:**

Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level (SS.9-12.WH.11).

**Content Learning Intention:**

Examine modern global issues and develop real world solutions.

**Required Content:**

- Arab Spring
- Global Economy/Impacts of Globalization
- Terrorism & Terrorist Groups (eg. Taliban, Al Qaeda, Boko Haram, Hizballah.)
- Modern Genocides (eg. Rwanda, Sudan, etc.)
- Energy and Climate Change
- Nuclear buildup/disarmament
- Human rights violations (varied)

**Supporting Content:**

- UN Sustainable Goals
- Modern International Agreements
- Brexit
- Great Recession
- Fast Fashion
- Pollution
- Food Security
- European Union
- Population Growth
- Urbanization
- Global Health
- Gender Rights

**Connections to the Past:**

- Fall of Communism
- Colonialism and Imperialism
- Early 20<sup>th</sup> Century Genocides

**Essential Primary and Secondary Sources:**

- a. Document Analysis: Income Inequality by Country (p. 890-891 in *World History: Voyages of Exploration*)
- b. Malala Yousafzai *Speech to the United Nations* on July 12, 2013 (“*Education First*”)

**Unit Task:** TBD