

High School World History Pacing Guide

Glencoe World History 2010

Week	Quarter 1	Week	Quarter 3
1	Introduction to Historical Inquiry, What constitutes evidence? Primary & Secondary Sources	1	Enlightenment Chapter 17
2	Review Ancient Civs./Intro Ancient Greece Chapters 2&4	2	Enlightenment/Absolutism Chapters 17&14
3	Ancient Greece Chapter 4	3	English Civil/War Glorious Revolution Chapter 14
4	Ancient Greece/Intro Ancient Rome Chapter 4/Chapter 5	4	French Revolution Chapter 18
5	Ancient Rome Chapter 5	5	Industrial Revolution Chapter 19
6			
7	Judaism: Chapter 2 & pp.226- 227/Christianity: Chapter 5 & pp.218-219. Middle Ages/ Feudalism Chapters 9- 10	7	Imperialism Chapter 21 Change in Asia Chapter 22/World War I Chapter 23
8			
9	Middle Ages Chapters 9-10	9	World War I Chapter 23
Week	Quarter 2	Week	Quarter 4
1	Middle Ages Chapters 9-10 Islam: Chapter 6 & pp.224-225	1	Russian Revolution /Between the Wars Chapters 23&24
2	/Crusades: Chapter 9	2	World War II Chapter 26 HSGQE
3	Review Early China/Confucianism: /Daoism Chapter 3 & pp. 220- 221/Feudal Asia/Buddhism/Chapters 3&8 and pp.216-217	3	
4	Muslim Empires Chapter 15	4	
5	Exploration Chapter 13 Renaissance Chapter 12	5	Cold War Chapter 27
6	Renaissance Chapter 12 Reformation Chapter 12	6	Cold War/Chinese Revolution Chapter 27 & 31 section 1
7		7	End of Cold War/Democratic Movement Chapter 28
8		8	Middle East Conflict/Globalism Chapters 30&32
9	Reformation: Chapter 12/FINALS	9	Information Age: Chapter 32 FINALs

Core Curriculum Map – World History

REVIEW OF ANCIENT CIVILIZATION

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
Why Study History?	<p>WH.RAC.1 – Identify, evaluate, and use the methods and tools valued by historians. State Content Standard – H. A1-5, 8,9, B3-5, C1-4, D1-6</p> <p><i>Bloom’s Taxonomy: Knowledge and Evaluation</i></p>	Cause, Effect, Time, Continuity, Perspective, Primary Source, Secondary Source		Vocabulary Building Activities Free/Open Response Writing	
What were the achievements of early river civilizations?	<p>WH.RAC.2 – Review the development of early civilizations in Africa, Asia, and Europe. State Content Standard – GC. A1-4, E2, F1-5, G2, 5-7 H. A1, B1 G. A1, 5, B1-4, 7,8, D1-5, E1-5, F1,2</p> <p><i>Bloom’s Taxonomy: Comprehension</i></p>	Mesopotamia pp. 26-45, Fertile Crescent p. 26, Sumer, cuneiform p. 30, Indus Valley p. 66, Huang He p. 84, Nile p. 34	Chapter 2 & 3, pp. 24-99	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

ANCIENT GREEK & ROMAN CIVILIZATION

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
What are the foundations of Classical Greece democracy and analyze its legacy?	<p>WH.AGRC.1 - Analyze Athenian Democracy. State Content Standard – GC. A 1-4, E 1&4 H. A1,6,8, B1a,c,2,4 <i>Bloom’s Taxonomy: Analysis</i></p>	Democracy p. 114, Citizen, Peloponnesian War p. 123, Athens p. 117, Sparta p. 115, militarism	Chapter 4, pp. 114-123	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

ANCIENT GREEK & ROMAN CIVILIZATION

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
	<p>WH.AGRC.2 – Summarize the conflicts between Greece and the Persians. State Content Standard – G.F1 GC. A1-4, C1-2, D3, E4,5,7 H. A1,4,7, B1a,b,d,2,4 <i>Bloom's Taxonomy: Comprehension</i></p>	<p>Thermopylae, Marathon, Xerxes, Themistocles, phalanx p. 113, hoplites p. 113.</p>	<p>Chapter 4, pp. 110-113</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
	<p>WH.AGRC.3 – Determine the value of the Classical Greek drama, literature, and philosophy. State Content Standard – G. D1&5 GC. A2-4 H. A1,6,8, B1a,c,2 <i>Bloom's Taxonomy: Evaluation</i></p>	<p>Homer p. 109, Epic p. 110, Tragedy p. 126, Comedy, Socrates p. 129, Plato p. 129, Aristotle p. 113.</p>	<p>Chapter 4, pp. 109-129</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
<p>What were impacts of the spread of Hellenistic Greek culture?</p>	<p>WH.AGRC.4 –Analyze the establishment, expansion, and evolution of the Hellenistic empire. (e.g. military, science, philosophy) State Content Standard – G.B1 GC. A1-4, C6-8, E1-5 H. A1,7, B1a,d,2,4 <i>Bloom's Taxonomy: Analysis</i></p>	<p>Hellenistic p. 137, Archimedes p. 139, Stoics p. 139, Euclid p. 138, Eratosthenes p. 138, Epicureans p. 139, Philip II p. 134, Alexander p. 135.</p>	<p>Chapter 4, pp. 134-140</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
<p>What were the foundations of Roman governments? (Republic vs. Empire)</p>	<p>WH.AGRC.5 - Retell the myth of the founding of Rome. State Content Standard – G.A5? GC. A1-4, C7 H. A1,2,3,5,6, B1a,c <i>Bloom's Taxonomy: Comprehension</i></p>	<p>Romulus and Remus</p>	<p>Chapter 5</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

ANCIENT GREEK & ROMAN CIVILIZATION

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
	<p>WH.AGRC.6 - Examine the characteristics of the Roman Republic vs. the Roman Empire. State Content Standard – G.A1-5 GC. A1-4, B2&5, C7&8, E1, G2 H. A1,5,6,7, B1c,d,2 <i>Bloom's Taxonomy: Analysis</i></p>	Plebeians p. 148, Patricians p. 148, Tribunes, Senate p. 148, Pater-familias	Chapter 5, pp. 146-155	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	<p>WH.AGRC.7 - Assess the importance of the Three Punic Wars. State Content Standard – G. D5 GC. E1&7 H. A1,3,7, B1a,d <i>Bloom's Taxonomy: Evaluation</i></p>	Hannibal p. 151, Hamilcar, Scipio, Carthage p. 150	Chapter 5, pp. 149-155	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
<p>What were the circumstances that led to the growth and collapse of Rome?</p>	<p>WH.AGRC.8 - Identify the 1st and 2nd Triumvirate and analyze their impact on Rome. State Content Standard – G.E3 GC. A2-4, B2 H. B1c, C3 <i>Bloom's Taxonomy: Comprehension</i></p>	Julius Caesar p. 154, Marc Antony p. 155, Octavian p. 155	Chapter 5, pp. 152-156	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	<p>WH.AGRC.9 - Evaluate the legacy of Rome's legal system. State Content Standard – G.D1 & 5 GC. A2-4, B8, C2, C7&8, D3, E1-7 H. D2,7 <i>Bloom's Taxonomy: Evaluation</i></p>	Pax Romana p. 157	Chapter 5, p. 157	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

ANCIENT GREEK & ROMAN CIVILIZATION

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
	<p>WH.AGRC.10 - Identify the causes of the Fall of the Western Roman Empire. State Content Standard – G.D4 GC. E3-5, G2 H. A7, B4 <i>Bloom’s Taxonomy: Comprehension</i></p>	<p>Inflation, Christianity p. 171, Huns p. 176, Germanic Tribes p. 176, Diocletian p. 176, Constantine, Constantinople p. 173, Byzantine Empire p. 175</p>	<p>Chapter 5, pp. 171-179</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

WORLD RELIGIONS

Quarter 1

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
<p>What are the beliefs, customs, and traditions of the five core religions?</p>	<p>WH.WR.1 - Differentiate among the five core religions. (Judaism, Christianity, Islam, Hinduism, and Buddhism) State Content Standard – G. A4, B7 GC. C6 H. A1,5,6,8, B1c,e,2 <i>Bloom’s Taxonomy: Analysis</i></p>	<p>Torah, Bible, Koran, Vedas, and Four Noble Truths, Five Pillars, 10 Commandments, 8 Fold Path, Nirvana, Moshka, Karma, dharma, <i>varna</i>, <i>Mahabharata</i>, <i>Bhagavad Gita</i>, Jihad p. 192</p>	<p>Embedded in Chapters 5 and 6 Independent section: World Religions pp. 214-233</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
	<p>WH.WR.2 - Identify the origin and impact of the world religions. State Content Standard – G.F4 GC. C6 H. A1,5,6,8, B1c,e,2 <i>Bloom’s Taxonomy: Comprehension</i></p>	<p>Jesus, Siddhartha Gautama, Muhammad, Abraham, Moses, Mecca, Jerusalem, Sinai, Rome, Constantinople p. 322, Constantine, Theodosius</p>	<p>Chapter 5, 6 Also see pages 214-233</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

NATION BUILDING					
<i>Quarter 1</i>					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
Compare and contrast the growth and development of states and cultures during and after the Middle Ages?	WH.NB.1 - Analyze the economic, political, and social effects of a feudal society. State Content Standard – G.A5, D5 GC. A1-4, B5, C2,7,8, E 4, 5, F1-5, 7 H. A1,6,8, B1a,c,d, 2 <i>Bloom’s Taxonomy: Analysis</i>	Lord p. 310, vassal p. 310, fief p. 310, chivalry pp. 311/336, serf p. 311/336, papacy, Magna Carta	Chapter 9, pp. 310-315 Chapter 10, pp. 334-338	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
<i>Quarter 2</i>					
	WH.NB.2 - Identify the causes and results of the European Crusades. State Content Standard – G.B1 GC. A1-4, C2, E4,5 H. A1,4,5,6,7, B1a,c,d, 2 <i>Bloom’s Taxonomy: Comprehension</i>	Urban II, Richard, Edward, Saladin p. 326, Islam	Chapter 9, pp. 322-329	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.NB.3 - Identify the differences between feudal Asia and feudal Europe. State Content Standard – G.D4 GC. A1-4, C2,7,8, E4,5 H. A1,5,6,8, B1c, 2 <i>Bloom’s Taxonomy: Comprehension</i>	Daimyo pp. 281/520, Samurai, Emperor, Shogun p. 281, filial piety p. 89, Marco Polo p. 269-272, Genghis Khan p. 270-271 dynasty p. 36, bushido p. 280	Chapter 8, pp. 262-296 Chapter 3, p. 89 (filial piety)	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.NB.4 – Examine the origins and contributions of the Ottoman, Safavid, and Mughal empires and the ways in which these Muslim empires influenced the world. State Content Standard – G.A5, D5 GC. A1-4, B5, C2,7,8, E 4, 5, F1-5, 7 H. A1,6,8, B1a,c,d, 2 <i>Bloom’s Taxonomy: Analysis</i>	Ottoman Turks p. 484, Suleyman p. 486, grand vizier p. 487, “Gunpowder Empire” p. 486 Shah p. 492, Babur, Akbar p. 498 Taj Mahal p. 501	Chapter 15, pp. 484-489	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

AGE OF REASON					
Quarter 2					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
How did the Age of Exploration, Renaissance, Reformation, and Science affect the social and economic perspectives of cultures around the globe?	WH.AR.1 - Analyze the impact of the Age of Discovery and Expansion into the Americas, Africa and Asia. State Content Standard – G. A3,5, B1,7, E4 GC. A1-4, D1, F7, G1-4 H. A1,2,4-9, B1a,b,d,e, 2,4 <i>Bloom’s Taxonomy: Analysis</i>	Mercantilism p. 438, Triangle Trade p. 440, Cortez p. 431, Henry the Navigator p. 432, Pizarro p. 435, Columbus p. 432, Magellan p. 432, Ferdinand and Isabella p. 358, Moors p. 358	Chapter 10, pp. 358-359 Chapter 13, pp. 430-440	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.AR.2 - Assess the key impact of artists, scientists, explorers, writers, philosophers, and political and religious leaders on the Renaissance era. State Content Standard – G. B7 GC. A1-4, E1-7, F7 H. A1,5, 6,7, B1a,c,2,4 <i>Bloom’s Taxonomy: Evaluation</i>	Michelangelo pp. 405/410, Machiavelli pp. 401, Humanists p. 406, Gutenberg p. 402, Da Vinci p. 404/408, Shakespeare 474, Erasmus p. 412, Baroque, Bacon p. 545, Kepler p. 540, Galileo p. 540, Newton p. 539, Scientific Method p. 545	Chapter 12, pp. 398-412 Chapter 14, pp. 472-478 Chapter 17, pp. 536-553	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.AR.3 - Demonstrate knowledge of the Reformation by explaining the effects of the theological, political, and economic differences that emerged, including the views of key figures. State Content Standard – G. B3, B8, D3 GC. A1-4, C2 H. A1,4-8, B1a,c, 2,4 <i>Bloom’s Taxonomy: Application</i>	Henry VIII p. 420, Anabaptists, Mary Tudor p. 421, Thomas More p. 420, Martin Luther p. 412, Indulgences p. 414, Spanish Inquisition p. 346, tortures, Counter-Reformation 423, Indulgences p. 414, heresy p. 346, divorce, John Calvin p. 418-420, Ex-communication	Chapter 10, pp. 346-360 Chapter 12, pp. 412-426	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

Core Curriculum Map – World History

AGE OF REASON					
<i>Quarter 3</i>					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
<p>What were the issues that prompted change by religious reformers and Enlightened thinkers in Western Christianity?</p>	<p>WH.AR.4 - Identify and summarize the ideas of key individuals of the Enlightenment period. State Content Standard – G. D1 & 5 GC. A1-4, B5, C2, E1-7, F7 H. A1,5-9, B1a,c, 2,4 <i>Bloom's Taxonomy: Comprehension</i></p>	<p>John Locke p. 477/546, Thomas Hobbes p. 476, philosophes, Montesquieu p. 548, Adam Smith p. 549, Edward Jenner, Rembrandt, Rousseau p. 551, Mozart 563, Handel p. 563, Beethoven p. 639, Separation of Powers p. 548, Catherine the Great p. 557</p>	<p>Chapter 14, pp. 472-477 Chapter 17, pp. 544-565 Chapter 19, p. 639</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

REVOLUTIONS					
<i>Quarter 3</i>					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
<p>What were the causes and results of the English and French, Industrial, and Chinese and Russian Revolutions?</p>	<p>WH.R.1 - Determine the reasoning for unrest and the outcome of an awareness of civil rights. State Content Standard – G. GC. E1-7, F7 H. A7,9, B1d <i>Bloom's Taxonomy: Evaluation</i></p>	<p>Estates pp. 576-578, Louis XVI pp. 464/578, Marie Antoinette p. 578, guillotine, Declaration of the Rights of Man and Citizen p. 581, Reign of Terror p. 589, Napoleon p. 596, Coup-d' Etat p. 593, Waterloo, Cromwell p. 461, English Bill of Rights p. 463, Cavaliers p. 461, Puritans/Roundheads</p>	<p>Chapter 14, pp. 452-465 Chapter 17, pp. 554-571 Chapter 18, pp. 574-604</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

REVOLUTIONS					
<i>Quarter 3</i>					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
		pp. 460-461, King Charles I p. 461			
	<p>WH.R.2 - Assess the consequences of the Industrial Revolution. State Content Standard – G. D2 GC. B2, C1, F1-4,7, G1-7 H. C3, B4 <i>Bloom’s Taxonomy: Evaluation</i></p>	Cottage Industry p. 615, Entrepreneur p. 614, Laissez-faire, Adam Smith p. 550, Capitalism p. 614, Child Labor p. 620, Textile Industry (Steam/Water) p. 619,	Chapter 17, pp. 549-550 Chapter 19, pp. 612-623	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	<p>WH.R.3 - Identify and summarize the major events that led to revolutions in China and Russia. State Content Standard – G. B3 GC. E1-7, F7 H. A5, B1c, C4 <i>Bloom’s Taxonomy: Comprehension</i></p>	Marxism p. 655, Socialism p. 621, Engels p. 655, Opium War p. 726, Open Door Policy p. 731, Boxer Rebellion p. 731	Chapter 19, pp. 620-637 Chapter 20, pp. 655-657 Chapter 22, pp. 724-731	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

WORLD WARS					
<i>Quarter 3/4</i>					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
What were the origins, course, and consequences of World War I?	WH.WW.1 – Explain imperialism from the perspective of the colonizers and the colonized and the various responses by the people under colonial rule in Africa, China and India. State Content Standard—G. A5, B1-4,7, D 1,2, 4, E 1,4,5, F1-3 GC. A2-4, F1,2,5, G1 H. A1, 5,6,8, B1b-e,4, C3, D3,4 <i>Bloom’s Taxonomy: Comprehension</i>	Gandhi p. 832, civil disobedience p. 832, Salt March p. 832/3, direct/indirect rule p. 690, Boer War p. 697, Militarism, Imperialism	Chapter 21, pp. 692-707 Chapter 25, pp. 828-833	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.2 - Explain the economic and political causes of World War I. State Content Standard – G. GC. A1-4, C1,2, D5, E4,5, F3-5,7, G1-7 H. A4 <i>Bloom’s Taxonomy: Comprehension</i>	Triple Entente p. 758, Balkans p. 760, Franz Ferdinand p. 760, Serbia p. 760, ultimatum, alliances, Black Hand, Nationalism	Chapter 23, pp. 756-761	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.3 - Identify important figures and events of World War I. State Content Standard – G. A4,6, F1 GC. A1-4, E4,5 H. A1, B4, C3 <i>Bloom’s Taxonomy: Comprehension</i>	Lusitania p. 766, War of Attrition p. 765, trench warfare p. 763, propaganda p. 762, Verdun p. 765, Somme, Churchill, Lenin p. 774, Wilson p. 768, Total War p. 770,	Chapter 23, pp. 762-777	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.4 - Explain the outcome and repercussions of World War I . State Content Standard – G. C2, E5 GC. A1-4, C1,2, D5 H. A2, C1, D1 <i>Bloom’s Taxonomy: Comprehension</i>	Armistice p. 780, reparations p. 781, Treaty of Versailles p. 782, 14 Points, League of Nations, <i>Mein Kampf</i> p. 804	Chapter 23, pp. 778-781 Chapter 24, pp. 788-790	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

WORLD WARS					
Quarter 3/4					
CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
Quarter 4					
What were the origins, course, and consequences of World War II?	WH.WW.5 - Explain the economic and political causes of World War II. State Content Standard – G. B1, F1 GC. A1-4, C1,2, D5, G1-7 H. A4, B1b, D1 <i>Bloom's Taxonomy: Comprehension</i>	Fascism p. 797, Militarism, p. 758, Global Depression p. 762/795, Nazism p. 805, Blitzkrieg p. 864, Appeasement p. 857	Chapter 23, pp. 762-784 Chapter 24, pp. 788-816	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.6 - Identify important figures and events of World War II. State Content Standard – G. A2, F1 GC. A1-4, E4,5 H. A6, B4, C3 <i>Bloom's Taxonomy: Comprehension</i>	Mussolini p. 797, Hitler p. 804/856, Stalin p. 800, Churchill p. 870, Rommel, Eisenhower p. 870, Tojo p. 867, Hirohito p. 860-870, MacArthur p. 869-870, D-Day, The Blitz	Chapter 24, pp. 796-816 Chapter 26, pp. 854-872	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.7 - Explain the outcome and repercussions of World War II. State Content Standard – G. B8 GC. A1-4, B5, C1,2, D5 H. A3, B1b, C1 <i>Bloom's Taxonomy: Comprehension</i>	United Nations p. 1048, Nuclear Age p. 885, Jet Age, Cold War p. 886, Nuremburg Trials, Marshall Plan p. 902	Chapter 26, pp. 885-890 Chapter 27, pp. 900-903	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
	WH.WW.8 - Examine the Holocaust and its continuing impact on society. State Content Standard – G. GC. A1-4, B5, D5, E4,5,7 H. A3, B1c, C4, D1,4 <i>Bloom's Taxonomy: Analysis</i>	Concentration Camps, Final Solution p. 804-806	Chapter 24, pp. 804-811 Chapter 26, pp. 874-879	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

CONTEMPORARY ISSUES

Quarter 4

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
What caused the escalation of tension pertaining to the spread of communism and the Cold War and the containment there of?	WH.CI.1 - Analyze the events that led to the expansion and spread of Communism across the globe and the attempts to contain it. State Content Standard – G. A4, D3 GC. A1-4, C1,2, D4,5, F3.5.7 H. A1-7, B1a-e, 2,4,5 <i>Bloom’s Taxonomy: Analysis</i>	Iron Curtain, Puppet State, Berlin Wall p. 902, Embargo, Nuclear Proliferation p. 885, Espionage, Proxy War (Korea and Vietnam) p. 907, Containment p. 902, NATO p. 904, Domino Theory p. 907	Chapter 27, pp. 898-924	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
What are the reasons for the creation of NATO, the UN, and the Warsaw Pact?	WH.CI.2 - Identify the purposes and activities of the organizations formed for global security reasons after World War II. State Content Standard – G. D4,5 GC. A1-4, C1,2, D1-5, E4,7, F7 H. A1,4,5,7,8, B1a-e, 2,4,5 <i>Bloom’s Taxonomy: Comprehension</i>	Khrushchev p. 900, SALT p. 930, Mutually Assured Destruction, Tito p. 912	Chapter 27, pp. 902-912 Chapter 28, pp. 928-934	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
What were the causes and the consequences of the collapse of the Soviet Union?	WH.CI.3 - Assess the economic impact of the competition of the Soviet Union and the United States as it pertains to Democracy and the Free Market System. State Content Standard – G. D5, E5 GC. A1-4, B4-9, D1-5, F1-10, G1-7 H. A1,2,4-8, B1b-e, 2,4 <i>Bloom’s Taxonomy: Evaluation</i>	Socialism vs. Capitalism pp. 932, 940, 988, perestroika p. 932, Gorbachev p. 932-933, Glasnost, SDI, <i>Sputnik</i> p. 946	Chapter 28, pp. 946-954	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	
What events led to the Middle East Conflict and how have they impacted the world?	WH.CI.4 - Recognize the interrelationship among Middle Eastern countries and the Western world. State Content Standard – G. E5, F3,5 GC. A1-4, D1-5, F7, G1-7 H. A1,4-8, B1b-e, 2,4,5 <i>Bloom’s Taxonomy: Comprehension</i>	Gaza p. 999, British Mandates, Theocracy, Iranian Revolution, Shah p. 999, Ayatollah Khomeini p. 1000	Chapter 30, pp. 996-1003	Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing	

CONTEMPORARY ISSUES

Quarter 4

CONCEPT	OBJECTIVE	ESSENTIAL VOCABULARY	INSTRUCTIONAL MATERIAL	ASSESSMENT	TEACHER ACTIVITIES/REFLECTIONS
	<p>WH.CI.5 - Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. State Content Standard – G. D3, F2 GC. A1-4, C2,7, E7 H. A1,4-8, B1b-e, 2,4,5 <i>Bloom’s Taxonomy: Comprehension and Analysis</i></p>	<p>Zionism p. 996, West Bank 998, Pan Arabian p. 997, OPEC p. 999</p>	<p>Chapter 30, pp. 996-1000</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
<p>What are the effects of democratic movements of the modern era?</p>	<p>WH.CI.6 - Analyze how new found political awareness resulted in resistance to government authority. State Content Standard – G. F2 GC. A1-4, D3-5, E4-7, F7 H. <i>Bloom’s Taxonomy: Analysis</i></p>	<p>Apartheid p. 987, Gandhi, Mandela p. 990, Solidarity (Walesa) p. 936, Tiananmen Square 1015, Fall of the Berlin Wall, Czech Independence (Havel) p. 938</p>	<p>Chapter 28, pp. 936-938 Chapter 30, pp. 984-991</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	
<p>What role does the Information Age play in current events?</p>	<p>WH.CI.7 - Identify advancements in warfare, genetics, modern medicine, tele-communications, etc. State Content Standard – G. E5 GC. A1-4, E4,7, F1-3 H. A1-6,8,9, B1b,d,e, 2,4 <i>Bloom’s Taxonomy: Comprehension</i></p>	<p>PC/Internet, Unmanned Weapons, Wireless Communications, Global Economy p. 1043, Human Rights p. 1045</p>	<p>Chapter 32</p>	<p>Exam View Test Bank Section Quizzes Constructivist Activities Document Based Questions Vocabulary Building Activities Map Activities Free/Open Response Writing</p>	

High School World History Vocabulary by Quarter

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Essential: <ul style="list-style-type: none"> ▪ Democracy ▪ Citizen ▪ Peloponnesian War ▪ Athens ▪ Sparta ▪ Militarism ▪ Thermopylae ▪ Marathon ▪ Phalanx ▪ Hoplites ▪ Epic ▪ Tragedy ▪ Comedy ▪ Hellenistic ▪ Stoics ▪ Epicureans ▪ Plebeians ▪ Patricians ▪ Tribunes ▪ Senate ▪ Pater-familias ▪ Carthage ▪ Pax Romana ▪ Lord ▪ Vassal ▪ Fief ▪ Chivalry ▪ Serf ▪ Papacy ▪ Magna Carta ▪ Torah ▪ Bible ▪ Ten Commandments ▪ Sinai ▪ Rome ▪ Jerusalem ▪ Constantinople ▪ Cause ▪ Effect ▪ Time ▪ Continuity ▪ Perspective ▪ Primary Source ▪ Secondary Source ▪ Meopotamia ▪ Fertile Crescent ▪ Indus Valley ▪ Huang He ▪ Nile ▪ Sumer ▪ Cuneiform 	Essential: <ul style="list-style-type: none"> ▪ Quran ▪ Five Pillars ▪ Mecca ▪ Medina ▪ Jihad ▪ Islam ▪ Muslim ▪ Daimyo ▪ Samurai ▪ Emperor ▪ Shogun ▪ Filial Piety ▪ Dynasty ▪ Bushido ▪ Grand Vizier ▪ “Gunpowder Empire” ▪ Shah ▪ Taj Mahal ▪ Four Noble Truths ▪ 8 Fold Path ▪ Nirvana ▪ Karma ▪ Dharma ▪ Mercantilism ▪ Triangle Trade ▪ Moors ▪ Humanists ▪ Baroque ▪ Scientific Method ▪ Indulgences ▪ Heresy ▪ Excommunication ▪ Reformation ▪ Counter Reformation ▪ Anabaptists 	Essential: <ul style="list-style-type: none"> ▪ Philosophes ▪ Separation of Powers ▪ Estates ▪ Absolutism ▪ Guillotine ▪ Declaration of the Rights of Man and Citizen ▪ Reign of Terror ▪ Coup d’etat ▪ Waterloo ▪ English Bill of Rights ▪ Cavaliers ▪ Puritans ▪ Roundheads ▪ Cottage Industry ▪ Entrepreneur ▪ Laissez Faire ▪ Capitalism ▪ Child Labor ▪ Textile Industry ▪ Marxism ▪ Socialism ▪ Opium War ▪ Open Door Policy ▪ Boxer Rebellion ▪ Civil Disobedience ▪ Salt March ▪ Boer War ▪ Direct/Indirect Rule ▪ Lusitania ▪ Balkans ▪ Serbia ▪ Ultimatum ▪ Alliances ▪ Black Hand ▪ War of Attrition ▪ Trench Warfare ▪ Propaganda ▪ Verdun ▪ Somme ▪ Triple Entente ▪ Total War ▪ Armistice ▪ Reparations ▪ Treaty of Versailles ▪ Fourteen Points ▪ League of Nations ▪ Mein Kampf ▪ Nationalism ▪ Imperialism ▪ Militarism 	Essential: <ul style="list-style-type: none"> ▪ Soviet ▪ Bolshevik ▪ Fascism ▪ Nazism ▪ Global Depression ▪ Blitzkrieg ▪ Appeasement ▪ European Theater ▪ Pacific Theater ▪ D-Day ▪ The Blitz ▪ United Nations ▪ Nuclear Age ▪ Jet Age ▪ Cold War ▪ Nuremburg Trials ▪ Marshall Plan ▪ Concentration Camps ▪ Final Solution ▪ Iron Curtain ▪ Puppet State ▪ Berlin Wall ▪ Embargo ▪ Nuclear Proliferation ▪ Espionage ▪ Proxy War ▪ Containment ▪ Domino Theory ▪ NATO ▪ SALT ▪ Perestroika ▪ Glasnost ▪ SDI ▪ <i>Sputnik</i> ▪ Gaza ▪ British Mandates ▪ Theocracy ▪ Iranian Revolution ▪ Zionism ▪ West Bank ▪ Pan Arabian ▪ OPEC ▪ Apartheid ▪ Solidarity ▪ Tiananmen Square ▪ Fall of the Berlin Wall ▪ Czech Independence ▪ PC/Internet ▪ Unmanned Weapons ▪ Wireless Communications ▪ Global Economy ▪ Human Rights

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Supporting: <ul style="list-style-type: none"> ▪ Xerxes ▪ Themistocles ▪ Homer ▪ Socrates ▪ Plato ▪ Aristotle ▪ Archimedes ▪ Euclid ▪ Eratosthenes ▪ Phillip II ▪ Alexander the Great ▪ Romulus ▪ Remus ▪ Hannibal ▪ Hamilcar ▪ Scipio ▪ Julius Caesar ▪ Marc Antony ▪ Octavian ▪ Diocletian ▪ Constantine ▪ Jesus Christ ▪ Abraham ▪ Moses ▪ Theodosius 	Supporting: <ul style="list-style-type: none"> ▪ Muhammad ▪ Siddhartha Gautama ▪ Kung Fu Tsu ▪ Qin Shihuangdi ▪ Suleyman ▪ Akbar, shah of India ▪ Babur, shah of India ▪ Hernan Cortes ▪ Marco Polo ▪ Genghis Khan ▪ Henry the Navigator ▪ Francisco Pizarro ▪ Christopher Columbus ▪ Ferdinand Magellan ▪ Ferdinand & Isabella ▪ Michelangelo ▪ Buonarroti ▪ Niccolo Machiavelli ▪ Johannes Gutenberg ▪ Leonardo Da Vinci ▪ Desiderius Erasmus ▪ Francis Bacon ▪ Johannes Kepler ▪ Galileo Galilei ▪ Isaac Newton ▪ King Henry VIII ▪ Mary Tudor ▪ Thomas Moore ▪ Martin Luther ▪ John Calvin ▪ Mohandas Gandhi 	Supporting: <ul style="list-style-type: none"> ▪ King Louis XIV ▪ John Locke ▪ Thomas Hobbes ▪ Montesquieu ▪ Peter the Great ▪ Adam Smith ▪ Edward Jenner ▪ Rembrandt ▪ Jean-Jacques Rousseau ▪ Wolfgang Amadeus Mozart ▪ George Frideric Handel ▪ Ludwig van Beethoven ▪ Catherine the Great ▪ King Louis XVI ▪ Marie Antoinette ▪ Napoleon Bonaparte ▪ Oliver Cromwell ▪ King Charles I ▪ Karl Marx ▪ Engels ▪ Franz Ferdinand ▪ Vladimir Lenin ▪ Woodrow Wilson 	Supporting: <ul style="list-style-type: none"> ▪ Benito Mussolini ▪ Adolph Hitler ▪ Joseph Stalin ▪ Winston Churchill ▪ General Erwin Rommel ▪ Dwight Eisenhower ▪ Hideki Tojo ▪ Hirohito ▪ General Douglas MacArthur ▪ Nikita Khrushchev ▪ Josip Tito ▪ Mikhail Gorbachev ▪ Ayatollah Khomeini ▪ Mohandas Gandhi ▪ Nelson Mandela