

## World History

Curriculum/Content Area: Social Studies	Course Length: 2 Terms
Course Title: World History	Date last reviewed: September 2016
Prerequisites: None	Board approval date: December 2016

### Course description and purpose

World History provides students with a working knowledge of world history beginning with the European Renaissance and Reformation through the late 20th century. Students will examine and understand the importance of historical, political, economic, and social changes during this period. Examples of topics range across religious change, development of science/technology, imperialism/nationalism, shifts in world power, world wars, revolutions, and the emergence of the Cold War world.

Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none"><li>1. The study of history is a process. While historical events are unique, they often are driven by similar, repeated forces.</li><li>2. All sources, historical and contemporary, require evaluation to be understood and used.</li><li>3. Often in history (revolutionary) change has been achieved through intellectual, technological, or violent means.</li><li>4. History and “truth” is often made by the people and institutions in power.</li><li>5. Throughout history humans have been guided by their religious and ethical beliefs.</li><li>6. Cultural interactions between world regions have led to societal transformations.</li><li>7. Economic connections exist between resources, social classes, and power in history.</li></ol>	<ol style="list-style-type: none"><li>1. How can recurring themes and patterns be identified throughout world history?</li><li>2. How can source material be used to analyze historical cause and effect?</li><li>3. How can the factors that cause revolutionary change be identified?</li><li>4. How is power both defined and obtained, and how has history been shaped by those in power?</li><li>5. How has the transference and evolution of religion and/or culture affected the historical process?</li><li>6. How can the positive and negative effects resulting from cultural interactions be analyzed?</li><li>7. How does a society obtain and distribute its resources and wealth? (Who controls the wealth and resources of a society?)</li><li>8. How have new discoveries and inventions changed the way people</li></ol>

8. The development of science and technology has played a key role in human development.	live?
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<b>Unit Title:</b> Renaissance, Exploration, Reformation
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>A. What was the Renaissance and why did it begin in Italy?</li> <li>B. What impact did the Age of Exploration have on the world?</li> <li>C. What caused the Reformation?</li> </ul>
<b>Standards</b>

**C3 Framework for Social Studies State Standards:**

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.2.9-12.** Analyze change and continuity in historical eras.

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**Disciplinary Literacy Standards:**

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.R1.A** I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R4.A** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.5** Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

**WMAS.SS.A.12.13** Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

**WMAS.SS.B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.4** Assess the validity of different interpretations of significant historical events

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.7** Identify major works of art and literature produced in the United States and elsewhere in the world, and explain how they reflect the era in which they were created

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.10** Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.14** Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

**WMAS.SS.B.12.18** Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.E.12.4** Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

**Learning Targets:****Renaissance**

- I can analyze the factors that contributed to the rise of the Renaissance in Italy/Northern Europe.
- I can... analyze the factors that contributed to the rise of a historical period (Historical Causation)
- I can... evaluate the role technology plays in contributing to a historical period
- I can... Assess the significance of historical figures and their contributions to a time period.

**Exploration**

- I can understand why the voyages of exploration occurred when they did, connect explorers to countries and discoveries made, and analyze the importance of routes and discoveries.

**Reformation**

- I can connect the background and ideas of church reformers to criticisms of the Roman Catholic Church (RCC) existing before/during the Reformation. (Causes)
- I can compare/contrast various Protestant faiths with Catholicism.
- I can evaluate the success of the RCC's response to the Reformation.
- I can analyze the relationship between religion and political power.

**Performance Assessment Options**

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process
- Self and peer reflection/assessing
- Rubrics
- Portfolios
- Demonstrations of new learning, process evaluation.

**Other assessment options**

*May include, but are not limited to the following:*

- Portfolios
- Projects
- Process reflections
- Traditional paper quizzes and tests
- Presentations

**Unit Title:** Government Systems (Constitutional England and Absolutism)

**Guiding Questions:**

- A. How could constitutionalism and absolutism be compared and contrasted?
- B. What are the origins of modern democracy?
- C. How were various social classes affected by governmental change?

**Standards:****C3 Framework for Social Studies State Standards:**

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by

unique circumstances of time and place as well as broader historical contexts

**D3.2.9-12.** Evaluate the credibility of a source by examining how experts value the source.

**D2.His.6.9-12.** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**Disciplinary Literacy Standards:**

**CCSS.R1.A** I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R4.A** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W3.A** I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**WMAS.SS.B.12.4** Assess the validity of different interpretations of significant historical events

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.5** Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region

and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.15** Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.11** Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

**WMAS.SS.D.12.6** Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

#### **Learning Targets:**

- I can explain and evaluate England's transformation to a Constitutional Monarchy.
- I can apply elements of the English Bill of Rights to the US Bill of Rights and other modern day democratic documents.
- I can Compare and Contrast absolutist systems (Louis XIV of France, Peter the Great in Russia for example).

#### **Performance Assessment Options**

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process
- Self and peer reflection/assessing
- Rubrics
- Portfolios
- Demonstrations of new learning,

#### **Other assessment options**

*May include, but are not limited to the following:*

- Portfolios
- Projects
- Process reflections
- Traditional paper quizzes and tests
- Presentations

process evaluation.	
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<b>Unit Title:</b> Science and the Enlightenment
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>A. Why were new scientific views considered so revolutionary?</li> <li>B. How did the Age of Reason/Enlightenment build on the Scientific Revolution?</li> <li>C. How did the Renaissance, Age of Exploration, and the Reformation affect the Scientific Revolution and Age of Enlightenment?</li> </ul>
<b>Standards:</b>
<p><b>C3 Framework for Social Studies State Standards:</b></p> <p><b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p><b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>Disciplinary Literacy Standards:</b></p> <p><b>CCSS.R6.A</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>CCSS.R7.A</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p><b>CCSS.R1.A</b> I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCSS.R2.A</b> I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Wisconsin Model Academic Standards For Social Studies:</b></p> <p><b>WMAS.SS.A.12.10</b> Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development</p> <p><b>WMAS.SS.A.12.11</b> Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture</p> <p><b>WMAS.SS.B.12.2</b> Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information</p>



with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.10** Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

### Learning Targets:

- I can connect past learning as causes of the Scientific Revolution.
- I can explain the replacement of magic/mysticism (alchemy) with science by using examples from revolutionary scientists (Copernicus, Kepler, Galileo, Newton, Descartes for example).
- I can identify principal Enlightenment philosophers, explain their major ideas, and connect them to modern day implications.

### Performance Assessment Options

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process
- Self and peer reflection/assessing
- Rubrics
- Portfolios
- Demonstrations of new learning, process evaluation.

### Other assessment options

*May include, but are not limited to the following:*

- Portfolios
- Projects
- Process reflections
- Traditional paper quizzes and tests
- Presentations

**Unit Title:** French Revolution/Napoleon, Revolutionary Europe

**Guiding Questions:**

- A. What role did ordinary citizens play in the course of the French Revolution?
- B. How would various sources view the French Revolution at different times during its course?
- C. Was Napoleon an enlightened monarch or an absolute monarch?

**Standards:**

**C3 Framework for Social Studies State Standards:**

**D1.1.9-12.** Explain how a question reflects an enduring issue in the field.

**D1.2.9-12.** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**D3.2.9-12.** Evaluate the credibility of a source by examining how experts value the source.

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**Disciplinary Literacy Standards:**

**CCSS.R1.A** I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R4.A** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.R6.A** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.R7.A** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**CCSS.R8.A** I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.R9.A** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W3.A** I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.W5.A** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.SL1.A** I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.13** Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

**WMAS.SS.B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.4** Assess the validity of different interpretations of significant historical events

**WMAS.SS.B.12.5** Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the

relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.15** Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.11** Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

**WMAS.SS.D.12.6** Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

**WMAS.SS.E.12.4** Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

**WMAS.SS.E.12.5** Describe the ways cultural and social groups are defined and how they have changed over time

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

#### **Learning Targets:**

- I can analyze multiple causes of, and multiple viewpoints on, the French Revolution.
- I can assess the extent to which the French Revolution secured political rights for its people.
- I can evaluate the role of Napoleon as the extension of Revolution or return to absolute monarchy.

#### **Performance Assessment Options**

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process

#### **Other assessment options**

*May include, but are not limited to the following:*

- Portfolios
- Projects

<ul style="list-style-type: none"> <li>• Self and peer reflection/assessing</li> <li>• Rubrics</li> <li>• Portfolios</li> <li>• Demonstrations of new learning, process evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Process reflections</li> <li>• Traditional paper quizzes and tests</li> <li>• Presentations</li> </ul>
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<b>Unit Title:</b> Industrial Revolution
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>A. Why did the Industrial Revolution occur in England?</li> <li>B. What were the advantages and disadvantages (for England) of industrializing first?</li> <li>C. What was the economic impact of the industrial revolution on various groups (new economic systems)?</li> </ul>
<b>Standards:</b>
<p><b>C3 Framework for Social Studies State Standards:</b></p> <p><b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>D3.1.9-12.</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</p> <p><b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p><b>D1.5.9-12.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>Disciplinary Literacy Standards:</b></p> <p><b>CCSS.R1.A</b> I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCSS.R2.A</b> I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCSS.R4.A</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

**CCSS.R6.A** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.R7.A** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**CCSS.R8.A** I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.R9.A** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.W3.A** I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.4** Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

**WMAS.SS.A.12.12** Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

**WMAS.SS.A.12.11** Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.9** Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.18** Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.E.12.5** Describe the ways cultural and social groups are defined and how they have changed over time

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

**Learning Targets:**

- I can explain the connection between 18th and 19th century agricultural innovation and the Industrial Revolution.
- I can analyze cause and effect relationships within the Industrial Revolution.
- I can evaluate the impact of technological advancements on society.
- I can compare (and contrast) different economic systems within the framework of the Industrial Revolution.

**Performance Assessment Options**

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process
- Self and peer reflection/assessing
- Rubrics
- Portfolios
- Demonstrations of new learning, process evaluation.

**Other assessment options**

*May include, but are not limited to the following:*

- Portfolios
- Projects
- Process reflections
- Traditional paper quizzes and tests
- Presentations

**Unit Title:** Imperialism

**Guiding Questions:**

- A. What allowed European countries to be world imperial powers?
- B. What were the positive and negative effects of European imperialism?
- C. How does European Imperialism impact the world today?

## **Standards:**

### **C3 Framework for Social Studies State Standards:**

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose

**D2.His.8.9-12.** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

### **Disciplinary Literacy Standards:**

**CCSS.R1.A** I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R.A 4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.R6.A** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.R9.A** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.5** Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

**WMAS.SS.A.12.12** Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world



**WMAS.SS.A.12.10** Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

**WMAS.SS.A.12.11** Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

**WMAS.SS.B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.4** Assess the validity of different interpretations of significant historical events

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.9** Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.11** Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

**WMAS.SS.B.12.17** Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.E.12.5** Describe the ways cultural and social groups are defined and how they have changed over time

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the

world, such as democracy, socialism, and capitalism
<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• I can explain how certain technologies allowed European powers to influence the world in the 1800s/1900s.</li> <li>• I can use examples to explain the process and effects of imperialism.</li> <li>• I can develop connections between economics, racism, and Imperialism.</li> </ul>

<b>Performance Assessment Options</b> <i>May include, but is not limited to the following:</i> <ul style="list-style-type: none"> <li>• Process creation/Formative</li> <li>• Revisions to process</li> <li>• Self and peer reflection/assessing</li> <li>• Rubrics</li> <li>• Portfolios</li> <li>• Demonstrations of new learning, process evaluation.</li> </ul>	<b>Other assessment options</b> <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Projects</li> <li>• Process reflections</li> <li>• Traditional paper quizzes and tests</li> <li>• Presentations</li> </ul>
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<b>Unit Title:</b> WWI
<b>Guiding Questions:</b> <ol style="list-style-type: none"> <li>In what ways was WWI a product of prior history?</li> <li>WWI has been called the most important event in the 20th century...evaluate this statement.</li> <li>What impact did total war have on the participants of WWI?</li> </ol>
<b>Standards:</b>
<b>C3 Framework for Social Studies State Standards:</b> <p><b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.</p> <p><b>Disciplinary Literacy Standards:</b>  <b>CCSS.R1.A</b> I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to</p>

support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R4.A** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.R6.A** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.R8.A** I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.R9.A** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.W5.A** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.13** Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**WMAS.SS.B.12.9** Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the

United States and the world

**WMAS.SS.B.12.15** Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

**WMAS.SS.B.12.13** Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

**WMAS.SS.B.12.11** Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

**WMAS.SS.B.12.16** Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

**WMAS.SS.B.12.17** Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.D.12.6** Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

#### **Learning Targets:**

- I can explain the causes of the First World War.
- I can analyze the impact of new technology on warfare.
- I can explain major outcomes of WWI peace process (the Treaty of Versailles).

#### **Performance Assessment Options**

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process
- Self and peer reflection/assessing
- Rubrics
- Portfolios
- Demonstrations of new learning, process evaluation.

#### **Other assessment options**

*May include, but are not limited to the following:*

- Portfolios
- Projects
- Process reflections
- Traditional paper quizzes and tests
- Presentations

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**Unit Title:** Interwar, and WWII

**Guiding Questions:**

- A. Did the failure of the WWI peace process set up WWII?
- B. How did economic depression lead to the rise of totalitarian dictatorships?
- C. How did WWII set the stage for 50 years of Cold War?

**Standards:**

**C3 Framework for Social Studies State Standards:**

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

**D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.

**D2.His.2.9-12.** Analyze change and continuity in historical eras.

**D1.1.9-12.** Explain how a question reflects an enduring issue in the field.

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**Disciplinary Literacy Standards:**

**CCSS.R1.A** I can read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.R2.A** I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.R4.A** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.R6.A** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.R7.A** Integrate and evaluate content presented in diverse formats and media,

including visually and quantitatively, as well as in words.

**CCSS.R8.A** I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.W1.A** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.W2.A** I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W3.A** I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.W4.A** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.A.12.13** Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

**WMAS.SS.B.12.1** Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

**WMAS.SS.B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**WMAS.SS.B.12.4** Assess the validity of different interpretations of significant historical events

**WMAS.SS.B.12.5** Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

**WMAS.SS.B.12.3** Recall, select, and analyze significant historical periods and the relationships among them

**WMAS.SS.B.12.7** Identify major works of art and literature produced in the United States and elsewhere in the world, and explain how they reflect the era in which they were created

**WMAS.SS.B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United

States, and world history

**WMAS.SS.B.12.15** Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

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**WMAS.SS.B.12.17** Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

**WMAS.SS.D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

**WMAS.SS.D.12.6** Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

**WMAS.SS.E.12.6** Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

**WMAS.SS.E.12.17** Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

### Learning Targets:

- I can connect the interwar years both to WWI and World War II.
- I can explain the causes of WWII.
- I can analyze the impact of total war on civilians.

### Performance Assessment Options

*May include, but is not limited to the following:*

- Process creation/Formative
- Revisions to process

### Other assessment options

*May include, but are not limited to the following:*

- Portfolios
- Projects

<ul style="list-style-type: none"><li>● Self and peer reflection/assessing</li><li>● Rubrics</li><li>● Portfolios</li><li>● Demonstrations of new learning, process evaluation.</li></ul>	<ul style="list-style-type: none"><li>○ Process reflections</li><li>○ Traditional paper quizzes and tests</li><li>○ Presentations</li></ul>
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