



World History Scope and Sequence

Theme	This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.			
Spiraled Standards	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6			
Topics	Quarter 1 Historical Thinking and Skills Age of Enlightenment	Quarter 2 Age of Revolutions Imperialism	Quarter 3 Achievements and Crisis The Cold War	Quarter 4 Globalization
Content Statements	<p>CS 1. The use of primary and secondary sources of information includes an examination of the credibility of each source. <input type="checkbox"/> Expectations for Learning: Analyze the credibility of primary and secondary sources.</p> <p>CS 2. Historians develop theses and use evidence to support or refute positions. <input type="checkbox"/> Expectations for Learning: Develop a thesis and use evidence to support or refute a position.</p> <p>CS 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. <input type="checkbox"/> Expectations for Learning: Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p> <p>TOPIC: Age of Enlightenment</p> <p>CS 4. The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world. <input type="checkbox"/> Expectations for Learning: Recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.</p> <p>CS 5. Enlightenment ideas regarding human and society challenged religious authority, absolute rule and mercantilism. <input type="checkbox"/> Expectations for Learning: Analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.</p> <p>CS 6. Enlightenment ideas on the relationship of the individual and the</p>	<p>CS 6. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence. <input type="checkbox"/> Expectations for Learning: Explain how Enlightenment ideas influenced the American Revolution, French Revolution, and Latin American wars for independence.</p> <p>TOPIC: Age of Revolutions</p> <p>CS 7. The American and French Revolutions influenced Latin American revolutions for independence. Expectations for Learning: Explain how the American Revolution and French Revolution influenced Latin American wars for independence.</p> <p>CS 8. Industrialization had social, political and economic effects on Western Europe and the world. <input type="checkbox"/> Expectations for Learning: Analyze the social, political and economic effects of industrialization on Western Europe and the world.</p> <p>TOPIC: Imperialism</p> <p>CS 9. Imperial expansion had political, economic and social roots. <input type="checkbox"/> Expectations for Learning: Describe the political, economic and social roots of imperial expansion.</p> <p>CS 10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. <input type="checkbox"/> Expectations for Learning: Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values, and maintenance of political control.</p> <p>CS 11. The consequences of imperialism were viewed differently by the colonizers and the colonized.</p>	<p>TOPIC: Achievements and Crisis</p> <p>CS 12. Advances in technology, communication and transportation improved lives, but also had negative consequences. <input type="checkbox"/> Expectations for Learning: Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.</p> <p>CS 13. The causes of World War I included militarism, imperialism, nationalism and alliances. <input type="checkbox"/> Expectations for Learning: Explain how militarism, imperialism, nationalism and alliances were causes of World War I.</p> <p>CS 14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II. <input type="checkbox"/> Expectations for Learning: Explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which, in turn, led to WWII.</p> <p>CS 15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II. <input type="checkbox"/> Expectations for Learning: Explain how and why oppression and</p>	<p>TOPIC: Globalization</p> <p>CS 22. The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world. <input type="checkbox"/> Expectations for Learning: Describe how the breakup of the Soviet Union ended the Cold War and analyze the challenges it created for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p>CS 23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing. <input type="checkbox"/> Expectations for Learning: Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p> <p>CS 24. Political and cultural groups have struggled to achieve self-governance and self-determination. <input type="checkbox"/> Expectations for Learning: Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.</p> <p>CS 25. Emerging economic powers and improvements in technology have created a more interdependent global economy.</p>

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	<p>government influenced the American and French Revolutions.</p> <p><input type="checkbox"/> Expectations for Learning: Explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.</p>	<p><input type="checkbox"/> Expectations for Learning: Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.</p> <p>ELA: RI.9-10.3, RI.9-10.7, RI.9-10.8, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6</p>	<p>discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups during World War II.</p> <p>CS 16.World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</p> <p><input type="checkbox"/> Expectations for Learning: Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.</p> <p>TOPIC: The Cold War</p> <p>CS 17. The United States and the Soviet Union became superpowers and competed for global influence.</p> <p><input type="checkbox"/> Expectations for Learning: Analyze how the United States and the Soviet Union became superpowers and competed for global influence.</p> <p>CS 18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p><input type="checkbox"/> Expectations for Learning: Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p>CS 19. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p><input type="checkbox"/> Expectations for Learning: Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p>CS 20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p><input type="checkbox"/> Expectations for Learning: Explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p>CS 21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p>	<p><input type="checkbox"/> Expectations for Learning: Analyze the factors that have created a more interdependent global economy since 1991.</p> <p>CS 26. Proliferation of nuclear weapons has created a challenge to world peace.</p> <p><input type="checkbox"/> Expectations for Learning: Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.</p> <p>CS 27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p><input type="checkbox"/> Expectations for Learning: Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.</p> <p>CS 28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p><input type="checkbox"/> Expectations for Learning: Describe the reasons for the new environmental consciousness and movement for sustainability.</p> <p>ELA: SL.1, SL.2, SL.3, SL.4, SL.5, SL.6, W.9-10.1 (a-e)</p>
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<p>Resources</p>	<ul style="list-style-type: none"> College Board Website: History Skills: http://apcentral.collegeboard.com/apc/public/repository/WorldHistoryHistoricalThinkingSkills.pdf http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf TeachingHistory.org ODE Model Curriculum www.cast.org George Mason University's Website: <i>Liberty, Equality, Fraternity: Exploring the French Revolution.</i>": http://chnm.gmu.edu/revolution/ ABC-CLIO: Primary Source Readings related to Galileo: http://worldhistory.abcclio.com/Topics/Worksheet/1185106?sid=1185103&cid=83; http://worldhistory.abcclio.com/Analyze/Display/1524107?cid=9&terms=mercantilism Chapter 6 Unit 1 Curriculum Map 	<ul style="list-style-type: none"> Lesson Plan: <i>Rise of the Revolution:</i> (Content Statement 8) http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325b1 Lesson Plan: <i>Fundamental Economic Questions and the Industrial Revolution:</i> (Content Statement 9) http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531cc3 Lesson Plan: <i>Urbanization:</i> (Content Statement 9) http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531c99 ODE Model Curriculum Chapters 7-10 Unit 2 Curriculum Map Unit 3 Curriculum Map www.cast.org Lesson Protocol: <i>Cafe Conversation:</i> www.facinghistory.org Lesson Plan: <i>Analyzing Sources on Imperialism:</i> (Content Statements 2 and 12) http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313e5. 	<ul style="list-style-type: none"> Lesson Plan: <i>Global Turmoil Between the World Wars:</i> (Content Statement 15) http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531882 Lesson Plan: <i>The Consequences of World War I:</i> (Content Statement 17) http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80530f74 ODE Model Curriculum Chapters 13-16 Unit 4 Curriculum Map www.cast.org International Monetary Fund: http://www.imf.org/external/about/history.htm World Bank History: http://www.worldbank.org/ Chapter 17 Unit 5 Curriculum Map 	<ul style="list-style-type: none"> ODE Model Curriculum Chapters 18-20 Unit 6 Curriculum Map www.cast.org <i>Teaching and Learning for a Sustainable Future:</i> http://www.unesco.org/education/tlsf/ Global Learning, Inc.: http://www.globallearningnj.org/