

2024-2025 Social Studies Framework World History: 1300-Present

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| Unit 1 Effects of Trade | | | | |
|--|--|--|--|---|
| KAS Standards | Learning Intentions (skills) | Success Criteria (content) | Essential Vocabulary | Classroom Resource Links |
| <p>Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p> <p>Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p> | We are learning how to apply the characteristics of SPICE to study history for the year. | I can describe and compare the basic ideas of the SPICE characteristics. | <p>Enduring Vocab:</p> <p>Social Political Intellectual Cultural Economic</p> | <p>SPICE Google Slides SPICE Chart for the year SPICE Practice SPICE Word Sort</p> |
| <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p> <p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750.</p> | We are learning to evaluate map data and primary sources to determine continuities and changes in world trade routes from 1300-1750. | I can explain the effects of increased human interaction because of trade along the Silk Roads, Trans-Saharan Network, Indian Ocean Trade Network, and Atlantic Trade Network. | <p>Content Vocab:</p> <p>Silk Roads Trans-Saharan Indian Ocean Trade Mediterranean Sea</p> <p>Enduring Vocab:</p> <p>Trade</p> | <p>Day 1 Silk Road Reading Silk Road Questions & SPICE</p> <p>Day 2 Trans-Saharan Trade Slides Trans-Saharan Trade Notes Map and Reading Activity</p> <p>Day 3 Trade routes Jigsaw Jigsaw Student Page</p> |

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| <p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p> | <p>We are learning to evaluate secondary sources to determine causes and impacts of changes due to Trade.</p> | <p>I can identify and explain the impacts of changes created in AfroEurasia because of increased trade in the late middle ages.</p> | <p>Content Vocab: Black Death</p> | <p>Watch ManKind the Story of US: Plague on the History Channel. It starts part way through the episode following how it started in China. Black Plague Video Questions Black Plague SPICE Reading</p> |
| <p>Summative Assessment</p> | | | | |
| <p>Review Test</p> | | | | |

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Unit 2: Exploration

| KAS Standards | Learning Intentions (skills) | Success Criteria (content) | Essential Vocabulary | Classroom Resource Links |
|---|---|--|---|---|
| HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750. | We are learning how European society and political structures were shaped by the Renaissance and Reformation. | I can analyze the effects of the Renaissance and Reformation in Europe | Renaissance Humanism Reformation Secularism Gutenberg Printing Press | Renaissance and Reformation Student Questions |
| HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300- 1500. HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750. | We are learning to explain the changes and continuities between the ideologies, science and arts of the Americas. | I can compare and contrast the religion, ideology, science and arts of the Aztec, Incan and Mayan Empires. | Aztec Inca Francisco Pizzaro Hernan Cortes Terrace farming Quipus | Aztec and Inca Reading Aztec & Inca Student Questions |
| HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750. | We are learning to evaluate primary sources to determine the economic and social effects of exploration and colonization. | I can analyze the effects of European exploration and colonization. | Columbian exchange Encomienda Small Pox Conquistador Colony Mercantilism | Day 1 Introduction to Exploration Exploration Notes Motives for Exploration Identification Day 2 Columbian Exchange Google Site Columbian Exchange Webquest Day 3 Conquistadors Reading Video follows from Mankind the |

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| | | | | Story of Use |
|---|---|---|--|---|
| HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888. | We are learning to evaluate primary sources to determine the impacts of forced labor systems on human rights and social demographics. | I can describe the cause and effects of new labor systems and forced migration. | Triangle Trade African Slave Trade Chattel Slavery Middle Passage | Slave Trade Google Slide Slave Trade Notes Slave Trade Statistics Google Slide Activity Questions for Activity |
| Summative Assessment | | | | |
| Review Test | | | | |

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| Unit 3: Revolutions | | | | |
|---|---|--|--|--|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | |
| <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present</p> | We are learning to describe and apply the characteristics of absolute monarchs. | <p>I can apply the characteristics of an absolute monarch to a historical example.</p> <p><i>(Divine Right of Kings, Centralizing Power, Taxes, National Armies)</i></p> | <p>Vocab:</p> <p>Absolutism</p> <p>Divine Right</p> | <p>Absolutism Google Slides</p> <p>Absolutism Student Notes</p> <p>Absolutism Examples Matching</p> |
| <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</p> <p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p> | We are learning to explain the ideas that changed views on government power. | I can explain the continuities and changes in views on government following the Enlightenment. | <p>Vocab:</p> <p>Enlightenment</p> <p>Philosophy</p> <p>Natural Rights</p> <p>Scientific Revolution</p> <p>Catholic Church</p> | <p>Day 1</p> <p>English Revolution Google Slides</p> <p>English Revolution Notes</p> <p>Day 2</p> <p>Enlightenment Google Site</p> <p>Cloze Reading Notes</p> <p>Book Cover Activity</p> |
| <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p> <p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the</p> | We are learning to evaluate the causes and effects of revolutions in England and America. | I can evaluate the effectiveness of the English political reforms in addressing the concerns of the English | <p>Vocab:</p> <p>English Bill of Rights</p> <p>Parliament</p> <p>Mercantilism</p> <p>Independence</p> <p>Declaration of Independence</p> <p>Taxation</p> <p>Lafayette</p> | <p>American Revolution Reading</p> |

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| <p>development of empires and cultures in multiple global regions between 1300-1750.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present</p> <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750- present.</p> | | | | |
| Summative Assessment | | | | |
| Review Test | | | | |

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Unit 4: Revolutions in the Americas

| KAS | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
|---|--|---|--|--|
| <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p> <p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present</p> <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750- present.</p> | <p>We are learning to evaluate the causes and effects of French Revolutions.</p> <p>We are learning to compare primary sources to help describe the expansion of human rights during the Haitian Revolution.</p> <p>We are learning to evaluate the causes and effects of revolution in Latin America.</p> | <p>I can evaluate the effectiveness of the French political reforms in addressing the concerns of the French people at that time. (<i>Estates General, three estates, taxes, influence of American Revolution Ideas, Storming the Bastille, Women's March, Reign of Terror, Napoleon, Directory, Congress of Vienna</i>)</p> <p>I can evaluate the effectiveness of the Haitian political reforms in addressing the concerns of the Haitian people at that time. (<i>Causes-Slavery, influence of French Revolution, Sugar, plantations, racial differences, Toussaint L'Ouverture</i>)</p> <p>I can evaluate the effectiveness of the Latin American political reforms</p> | <p>Three Estates Guillotine <i>Declaration of Rights of Man & Woman</i> Napoleon Toussaint L'Ouverture Racial/Social Hierarchy Simon Bolivar</p> | <p>Day 1 Causes of the French Revolution</p> <p>Day 2 Progression of the French Revolution Google Slides Progression of the French Revolution Notes</p> <p>Day 3 Haitian Revolution Google Slides Haitian Revolution Notes</p> <p>Day 4 Revolutions in Latin America Chart using SAVVAS book</p> <p>Comparing the Revolutions and Review</p> |



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| | | in addressing the concerns of the Latin American people at that time. <i>(Creole, Mestizo, Mulatto, letter from Jamaica, Simon Bolivar, Gran Colombia, Tupac Amaru II Peruvian Rebellion, Jose de San Martin , Fr. Miguel Hidalgo Mercantilism)</i> | | |
| Summative | | | | |
| Review Test | | | | |

END OF SEMESTER 1

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| uNIT 5: Industrialization | | | | |
|---|--|--|--|---|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
| HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850. | <p>We are learning to evaluate the impacts of the Industrial Revolution on the growth of cities.</p> <p>We are learning how the environment in Europe shaped and was also shaped by the Industrial Revolution.</p> | <p>I can describe the reasons for the growth of urban centers and evaluate the social impacts of urbanization. <i>(agricultural technology, crop rotation, enclosure movement)</i></p> <p>I can explain how the environment in Europe shaped and was also shaped by the Industrial Revolution. <i>(Pollution, canals, railroad, coal, roads)</i></p> | Vocab: Cottage Industry (Domestic System) Enclosure Movement Industrialization Coal Iron Rivers Raw Materials/Manufactured Goods Cash Crops Colonies | <p>Causes of the Industrial Revolution Google Slides Causes of the Industrial Revolution Student Notes</p> <p>Industrial Revolution Video with Questions ***Excellent visuals and overview but play on a slower speed</p> |
| | <p>We are learning how the new technologies of the Industrial Revolution both created new problems and solved existing problems.</p> | <p>I can identify new technologies created by Industrialization.</p> <p>I can describe how the new technologies created new problems for Industrial society.</p> <p>I can describe how new technologies solved existing problems in Industrial society.</p> | Vocab: Spinning jenny Steam engines Locomotives Steamboats Cotton gin Urbanization Migration | <p>New Technology Google Slides New Technology Notes New Invention Speaking</p> |

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| <p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p> <p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p> | <p>We are learning how society changed due to industrialization</p> | <p>I can explain how society and the economy changed due to industrialization. <i>(Women in the workplace, education, science, sanitation, medicine, breakdown of the family structure, capitalism, communism, socialism)</i></p> | <p>Content: Capitalism Marxism Socialism Suffrage Land, Labor, and Capital Factory Pollution Gender Roles Patriarchy Child labor</p> | <p>Day 1 Economic Google Slides New Economics Graphic Organizer</p> <p>Day 2 New Society Stations New Society Questions ***Works well as a group activity</p> |
| <p>Summative Assessment</p> | | | | |
| <p>Review Test</p> | | | | |

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| Imperialism (1750-1900) | | | | |
|--|--|--|---|--|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
| <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p> <p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> | We are identifying and explaining the causes of imperialism. | <p>I can analyze two or more primary sources to explain the motives for imperialism.</p> <p><i>(White Man's Burden, Social Darwinism, Berlin Conference, raw materials)</i></p> | <p>Content:</p> <p>Cottage Industry (Domestic System)</p> <p>Enclosure Movement</p> <p>Industrialization</p> <p>Urbanization</p> | <p>Introduction Google Slide</p> <p>Introduction Notes and Student Activity to identify motives for imperialism</p> |
| <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> | <p>We are describing the events of Imperialism in Africa.</p> <p>We are describing characteristics of African Resistance</p> | <p>I can describe the social, political and economic methods of imperialization in Africa.</p> <p><i>(weapons like the Maxim gun + quinine medicine allow european King Leopold and the Congo/ borders drawn for countries by Europeans/Stipulations for Colonization)</i></p> <p>I can describe examples of African Resistance</p> <p><i>(open rebellion vs. subtle resistance)</i></p> | <p>Content:</p> <p>Coal</p> <p>Iron</p> <p>Rivers</p> <p>Ethiopia (Battle of Adowa)</p> <p>Zulu</p> <p>Ashanti rebellion</p> | <p>Imperialism of Africa Notes</p> <p>Use the second half of the google slide from Day 1 for students to complete notes</p> <p>Africa Map to Color</p> |
| HS.G.HI.2 Analyze how | We can describe the | I can describe the social, | Content Vocab: | Imperialism of Asia Google |

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| <p>cultural and economic decisions influence the characteristics of various places</p> <p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p> <p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources</p> | <p>events of Imperialism in Asia</p> <p>We can analyze the effects of imperialism in Asia.</p> | <p>political and economic methods of imperialization in Asia.</p> <p>I can describe how trying to maintain a favorable balance of trade leads to exploitation and compare how various nations responded to Western Imperialism. <i>(British dominance in China and India, European industrial influence on Ottoman Empire and other Middle Eastern countries)</i></p> <p>Extension - Hawaii and Philippines, Latin America (Monroe Doctrine, Roosevelt Corollary, Spanish-American War), Egypt</p> | <p>Sphere of Influence</p> <p>Opium Wars</p> <p>British East India Company</p> <p>Raj</p> <p>Taiping Rebellion</p> <p>Boxer Rebellion</p> <p>Meiji Restoration</p> <p>Sepoy Rebellion</p> | <p>Slides</p> <p>Student Notes</p> <p>Imperialism in Japan</p> <p>Student Activity</p> <p>Struggles Against Imperialism</p> |
| Summative Assessment | | | | |
| Review Test | | | | |

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| World War I | | | | |
|--|--|---|--|--|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
| HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. | We can evaluate the causes of WWI. | I can evaluate the significance of the causes of WWI. <i>(MANIA Causes: Militarism, Alliances, Nationalism, Imperialism and the Assassination of Archduke Franz Ferdinand- kids debate- most choose Militarism or Alliances as the most significant cause)</i> | Vocab: Militarism Alliances Imperialism Nationalism (MAIN) | Intro Google Slides Student Notes (includes optional propaganda activity) Student Map Activity |
| HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950. | We can evaluate how new technologies impacted WWI. | I can analyze changes and continuities in technology used in global interactions during WWI. <i>(focus on Change as as a result of Industrialization Continuities: People are still trying to kill each other, Changes: mass production of weapons and food supplies, new technology/ mechanization of warfare increasing over time (gas + planes + first subs)= ,</i> | Vocab: Trench warfare Chemical Warfare Total War Mechanization of Weapons Propaganda | Trench Warfare Slides Student Notes US Entry Video and Questions |



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| | | <i>increase mortality (machine guns + barbed wire) + responses to this (tanks)</i> | | |
| HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present. | We can evaluate the fairness of the terms of the Treaty of Versailles and understand the possible impacts | I can create a claim with evidence to argue if the Treaty of Versailles was just. | Vocab: 14 Points Treaty of Versailles League of Nations Reparations Mandate system | End WWI Student Pages |
| Summative Assessment | | | | |
| Review Test | | | | |

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| World War II | | | | |
|--|--|---|--|---|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | |
| HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. | <p>We are learning to explain the global causes and effects of the Great Depression.</p> <p>We are learning about the conditions that led to the rise of the Totalitarian Regimes?</p> | <p>I can explain the causes and global impacts of the Great Depression. <i>(WWI, war guilt clause, stock market crash, inflation- consequences rise of fascism)</i></p> <p>I can compare Totalitarian Regimes. <i>(Characteristics of Fascism- Hitler, Mussolini; Communism - Stalin)</i></p> | <p>Vocab: Appeasement Isolationism Totalitarianism Fascism Communist Economy Propaganda Imperialism</p> | <p>Characteristics of a Dictator Google Slides Student Notes</p> <p>Dictators in Europe Student Chart Dictators in Europe Reading</p> <p>Day 2 Rise of Hitler Google Slides Rise of Hitler Notes Political Cartoon and Appeasement Analysis</p> |
| HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present. | We are learning about the European and Pacific Theaters. | <p>I can describe how events created turning points in the war. <i>(two front war, island hopping, Axis not gaining oil fields in Russia, Allies getting access to mainland Europe)</i></p> | <p>Island Hopping Kamikaze Normandy Stalingrad Midway Iwo Jima Fronts</p> | <p>Major Battles Reading Major Battles Chart</p> |
| HS.WH.CH.4 Analyze the connections between industrialization and the development of total war | We are learning to evaluate the human cost of World Wars by | I can analyze sources to answer the question, "What was | <p>Holocaust Atomic Bomb Genocide</p> | <p>Holocaust Google Slides Holocaust Student Page</p> |

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| between 1900- 1950. | examining the casualties (both military and civilian) throughout the entire period of the wars | the human cost of War?" | Judaism | |
| HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945 | We are learning the lasting economic, political, and social impacts of WWII | I can explain the intended and unintended consequences of WWII. <i>(intended: end of fascism, spread of democracy, unintended: power divide between US and USSR-</i> | Nuremberg Trials United Nations Nuclear Capabilities Potsdam Conference Diplomacy Balance of Power | End of World War II book work using SAVVAS |
| Summative Assessment | | | | |
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| Communist Revolutions & Cold War | | | | |
|--|--|--|--|--|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
| HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950- present. | We are learning to evaluate the conditions in Russia that led to Revolution. | <p>I can describe changes and continuities of government power in Russia.</p> <p>I can explain how Communism and Capitalism address the political and economic issues of the 20th century differently.</p> | <p>Communism</p> <p>Capitalism</p> <p>Marxism</p> <p>Socialism</p> <p>Labor Movements</p> | <p>Student Reading and timeline activity</p> <p>I do this during the WWI unit and it is included in the WWI test.</p> |
| HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945- present. | We are learning to describe how communism impacted China in the post World War period. | <p>I can describe changes and continuities in China's communist system.</p> <p><i>(Continuities: powerful state, people do what they are told)</i></p> | <p>Cultural Revolution</p> <p>Great Leap Forward</p> <p>Nationalist Party</p> <p>People's Republic of China</p> <p>Tiananmen Square</p> <p>Confucianism</p> <p>Communism</p> <p>Collectivization</p> | <p>Beginning and Progress of Cold War Google Site</p> <p>Intro Cold War (First page of Google Site)</p> <p>Student Questions</p> <p>OR</p> <p>Student Worksheet for the entire Google Site (preferred)</p> |
| HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to | We are learning to analyze the impact of proxy wars during the | I can analyze the causes of the spread of Communism and | <p>Proxy War</p> <p>Korea</p> <p>Cuba</p> | <p>Progression of the Cold War Google Slides</p> <p>OR continue with the</p> |

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| <p>proxy wars and resulted in the rise of international organizations from 1950- present.</p> <p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945- present.</p> | <p>Cold War.</p> | <p>the impacts of Proxy Wars in these locations.</p> | <p>Vietnam Cambodia Guerilla warfare Containment</p> | <p>previous google site</p> <p>Student Questions</p> |
| <p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945- present.</p> | <p>We are describing why the Cold War ended.</p> | <p>I can explain the causes of the end of the Cold War.</p> | <p>Mutually Assured Destruction (MAD) Arms race / Nuclear power Space race Detente Perestroika Glasnost Berlin Wall Capitalism Free Market Economics</p> | <p>End of the Cold War Google Slides End of the Cold War Student Notes</p> |
| <p>Summative Assessment</p> | | | | |
| <p>Review Test (does not include the Russian Revolution)</p> | | | | |

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| Decolonization | | | | |
|---|---|---|--|----------------------|
| KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary | Class Resource Links |
| HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present. | <p>We are learning to explain how colonies fought for sovereignty from 1945 to the present.</p> <p>We are learning to assess how effectively international institutions fostered agreements which lead to decolonization.</p> | <p>I can describe what motivated the global fight for sovereignty. <i>(Fall out from WWI/Ending European Imperialism in Europe/defeating Hitler, Europeans Out of Money and People, Colonies promised independence for fighting but no follow through/respect, rise of mass media to allow changed messaging/new ideas)</i></p> <p>I can assess the effectiveness of international institutions.</p> <p><i>(UN, World Bank, IMF= Good in theory, lots of good ideas,helped speed up decolonization, Bad= Spread of Cold war, no muscle to actually prevent/stop violence)</i></p> | <p>Civil Disobedience / Non-Violent resistance Sovereignty Colonization Imperialism United Nations NATO Warsaw Pact Colonization Imperialism</p> | |

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| <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.</p> | <p>We are learning to analyze the problems that arose during and after decolonization.</p> <p>We are learning how decolonization impacted human rights locally, nationally and internationally.</p> | <p>I can assess the effectiveness of peaceful decolonization efforts. <i>(look at parentheses in content vocab for guidance)</i></p> <p>I can analyze two or more primary sources to describe the problems that former colonies face during the decolonization process.</p> <p><i>(Rwanda, Congo, Israel/Palestine, India/Pakistan, Afghanistan, Sudan/South Sudan, South Africa)</i></p> | <p>India (Passive) Israel (Kids decide!!) Ghana (Negotiated) Algeria (Violent) South Africa (Violent & Peaceful) Colonization Imperialism Violent vs Non-Violent Protest Ethnic cleansing Apartheid Arab-Israeli Conflict Mandate System Zionism Genocide Universal Declaration of Human Rights Decolonization Human Rights</p> | |
| <p>Summative Assessment</p> | | | | |
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| <p>Globalization</p> | <p>Estimated Time Frame:</p> |
| <p>Inquiry Standards and Interdisciplinary Literacy Practices</p> | |

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Big Idea

The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this modern world/globalization unit, students will learn the modern implications of globalization through the connections of technology, culture, governments & economics. Students will learn to respectfully discuss the impacts of globalization in our world today by examining recent events such as Brexit, pop culture, terrorism and continued inequalities around the world.

Prerequisite skills and knowledge

As the summative unit for the year, students should have the historical thinking skills ready to apply the themes of World History within the unit to review major continuities and changes in World History as they prepare to go to US History as juniors.

Compelling Question

What are the challenges and opportunities created by globalization?

| Supporting Questions | KAS Standards | Learning Intentions | Success Criteria | Essential Vocabulary |
|---|--|--|---|---|
| What are the economic results of globalization? | HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations. | We are learning to analyze how economic trends and policies affect international relations. | I can assess how new forms of technology change the way nations interact. <i>(Internet + Phones= faster ordering, Container Shipping and Planes= Cheaper movement)</i> | Globalization Developed country Developing country Underdeveloped country Internet Smartphones Container Shipping Industrial Revolution Technological Development |
| What are the social results of globalization? | HS.WH.CO.5 Analyze how advancements in communication, technology and | We are learning to describe how globalization impacts human dignity and rights. We are learning to evaluate | I can create a claim and support about how human dignity is impacted by globalization. <i>(Developing nations mass</i> | Human dignity Inequality Natural Rights Terrorism Islamophobia |

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| | trade impact global interactions from 1900-present. | how society has adapted to increasingly radical beliefs and ideologies. | <p><i>produce items at low cost with threats to human safety and the environment while Developed nations benefit)</i></p> <p>I can use two or more primary sources to analyze how societies have adapted and responded to increasingly radical beliefs and ideology. <i>(The rise of terrorism + populism + radicalization in many areas + protectionism in response to loss of opportunity caused by Imperialism/ Globalism)</i></p> | Anti-Semitism |
| What are the political results of globalization? | HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from | We are learning to analyze how economic trends and policies affect international relations. | <p>I can analyze how globalization impacted international relations. <i>(Smaller countries joining together to create free-trade blocs that smooth/regulate trade for all→ ex MF+ MultiNational Trade Agreements + EU + World Trade Organization)</i></p> | <p>European Union Asian Tigers Multinational Corporations NATO Treaties Free Market Economics</p> |

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|---|----------------------|--|---|--|
| | 1850-present. | | | |
| Summative Assessment | | | | |
| Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>) | | | | |
| Anchor Materials (bolded mandatory by state) | | | Resources | |
| Savvas World History DBQ Project | | | Maines Causes of Globalization Lesson Guide Global Markets and International Agreements Slides Maines Lesson Guide on Globalization Impact on Human Rights Maines Lesson Guide on Increasingly Radical Beliefs/Terrorism | |