MODERN WORLD HISTORY AND GEOGRAPHY LD

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The philosophy of the Language and/or Learning Disabilities Program Modern World History and Geography curriculum is to provide each student with fundamental knowledge and skills necessary to understand the historical impact of individuals and events on the contemporary world. Students are given the tools and support that enables them to reach their potential in a positive learning environment.

Course Description

The Language and/or Learning Disabilities Modern World History and Geography course focuses on students acquiring knowledge of major themes in world history, so that they may understand how world cultures and civilizations have interacted and impacted one another, beginning with the Renaissance and continuing through contemporary events. Students will have an understanding of how technologies contributed to cultural sharing and separation and come away with an understanding of the cultural characteristics that make different regions distinctive. Reinforcement of essential skills, including map interpretation, critical thinking, problem solving, communication and collaboration will be emphasized.

The Learning and/or Language Disability Program Modern World History and Geography curriculum follows the New Jersey Core Curriculum Content Standards, with allowances being made for differentiated instruction. The units and topics covered in the Learning and/or Language Disability Program Modern World History and Geography curriculum are as follows:

- Unit 1: Geography Skills
- Unit 2: The Elements of Culture and Civilization
- Unit 3: The Rebirth of Old Ideas: The Renaissance
- Unit 4: Forms of Government
- Unit 5: Periods of Reform and Change
- Unit 6: Exploration and Colonization
- Unit 7: Changes in Thought: The Scientific Revolution and Enlightenment
- Unit 8: Political, Social, and Economic Revolutions
- Unit 9: Countries in Conflict
## Modern World History and Geography-LD

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<th>Relevant Standards¹</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
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<tr>
<td>6.1.12.B.1.b</td>
<td>Geography helps us understand our world.</td>
<td>What is geography?</td>
<td>Pretest</td>
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<tr>
<td>6.1.12.B.1.b</td>
<td>Humans depend on and change their environment.</td>
<td>How do we use maps and globes?</td>
<td>Student Survey</td>
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<tr>
<td>6.2.12.B.5.c</td>
<td>Humans depend on and change their environment.</td>
<td>What are some ways humans influence their environment?</td>
<td>Oral Questions/Discussion</td>
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<tr>
<td>6.2.12.D.3.b</td>
<td>Every culture and civilization share the same basic elements.</td>
<td>How are humans influenced by their environment?</td>
<td>Anticipatory Set Questions</td>
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<td>6.2.12.D.3.d</td>
<td>Every culture and civilization share the same basic elements.</td>
<td>What are the elements that make up a culture?</td>
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<tr>
<td>6.2.12.D.1.f</td>
<td>Religion influences how people think and interact.</td>
<td>What is cultural diffusion?</td>
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<tr>
<td>6.2.12.D.2.d</td>
<td>Religion influences how people think and interact.</td>
<td>Why is there conflict between civilizations?</td>
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<tr>
<td>6.2.12.D.1.e</td>
<td>What is religion?</td>
<td>How are religions different from one another?</td>
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<tr>
<td>6.2.12.D.2.d</td>
<td>Why is there conflict between people with different religious beliefs?</td>
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¹ Relevant Standards refer to the specific standards addressed in the curriculum.
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<td>6.2.12.B.2.a</td>
<td>The Renaissance was the rebirth of Western philosophy and thought</td>
<td>What does Renaissance mean?</td>
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<tr>
<td>6.2.12.D.2.a</td>
<td>What contributions did Ancient Greece make to Western Civilization?</td>
<td>Student Survey</td>
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<tr>
<td>6.2.12.A.1.a</td>
<td>There are many different types of government.</td>
<td>How do governments form?</td>
<td>KWL</td>
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<td>6.2.12.A.2.c</td>
<td>How do the values of a society influence the type of government that develops in a country?</td>
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<tr>
<td>6.2.12.A.4.a</td>
<td>What does it mean to be a citizen of a government?</td>
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<td>6.2.12.C.4.a</td>
<td>What can people do if they feel their government is not ruling fairly?</td>
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<td>6.2.12.B.2.b</td>
<td>As societies develop, reform and change become necessary.</td>
<td>What does reform mean?</td>
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<td>6.2.12.D.2.b</td>
<td>Why do societies have to change over time?</td>
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<td>6.2.12.B.1.a</td>
<td>European explorers brought back new ideas and technologies from other cultures.</td>
<td>What impact did contact with China and Japan have on European civilization?</td>
<td>Pretest</td>
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<td>6.2.12.B.1.b</td>
<td>What contributions did the Native Americans give the world?</td>
<td>Student Survey</td>
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<td>6.2.12.C.1.b</td>
<td>Who were some famous explorers?</td>
<td>Oral Questions/Discussion</td>
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<td>6.2.12.C.1.c</td>
<td>How did the explorers and Native peoples interact?</td>
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<td>6.2.12.D.1.c</td>
<td>How did exploration expand trade?</td>
<td>KWL</td>
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<td>6.1.12.D.1.d</td>
<td>Where did Europeans colonize?</td>
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<td>6.1.12.D.1.e</td>
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<td>6.1.12.D.1.f</td>
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<p>| | Diagnostic (before) | Formative (during) | Summative (after) |
| | Pretest | Journals |
| | Student Survey | Quizzes |
| | Oral Questions/Discussion | Chapter Test |
| | Anticipatory Set Questions | Written Assignments |
| | KWL | Oral Presentations |
| | | Observations |
| | | Role Play |
| | | Research |
| | | Current Events |
| | | Exit Ticket |
| | | Portfolios |
| | | Projects |
| | | Mid Terms |
| | | Final Exam |</p>
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<td>6.2.12.A.2.a</td>
<td>Enlightenment philosophies set the stage for the American Revolution.</td>
<td>What scientific advances occurred during this time period?</td>
<td>Exit Ticket</td>
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<td>6.2.12.A.2.c</td>
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<td>Why is the Enlightenment period also called the Age of Reason?</td>
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<td>6.2.12.D.2.d</td>
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<td>How did the ideas of monarchy change during the Enlightenment period?</td>
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<td>6.2.12.D.2.e</td>
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<td>How did the Enlightenment ideas spark the American Revolutionary spirit?</td>
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<td>How did the printing press help spread the ideas of the Enlightenment?</td>
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<td>6.2.12.A.3.a</td>
<td>Revolutions change civilizations politically, economically, and socially</td>
<td>What does revolution mean?</td>
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<td>6.2.12.A.3.c</td>
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<td>What different types of revolutions are there?</td>
<td>Student Survey</td>
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<td>6.2.12.C.3.a</td>
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<td>Why did the success of the American Revolution inspire revolution in other countries?</td>
<td>Anticipatory Set Questions</td>
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<td>How did these revolutions affect the future of Europe?</td>
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<td>6.2.12.B.4.d</td>
<td>Conflict between nations occurs for many reasons.</td>
<td>What does it mean to say that countries are in conflict with one another?</td>
<td>Journals</td>
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<td>What is a “good” reason to go to war?</td>
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<td>6.2.12.D.4.a</td>
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<td>What are the political results of war?</td>
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<td>6.2.12.D.4.d</td>
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<td>6.2.12.B.5.e</td>
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| Unit #1: Geography Skills                     | Geography helps us understand our world. Humans depend on and change their environments.  
1. Students will be able to explain how geography impacts the development of human society.  
2. Students will be able to identify the parts of a map and interpret map data.                                                                                     | 4 weeks              |
| Unit #2: The Elements of Culture and Civilization | Every culture and civilization share the same basic elements. When civilizations meet they influence one another. Religion influences how people think and interact.  
1. Students will be able to list and describe the elements of culture.  
2. Students will be able to define “cultural diffusion” and explain how contact between cultures and civilizations promotes the sharing of ideas and technologies.  
3. Students will be able to describe the major world religions, their beliefs, and how they impact daily life.                                                                 | 6 weeks              |
| Unit #3: The Rebirth of Old Ideas: The Renaissance | The Renaissance was the rebirth of Western philosophy and thought.  
1. Students will be able to define the term “Renaissance” and explain how the rediscovery of the cultural contributions of past civilizations changed Europe.                                                                                       | 3 weeks              |
| Unit #4: Forms of Government                  | There are many different types of government.  
1. Students will be able to compare and contrast different forms of government including: monarchy, democracy, and dictatorship.  
2. Students will be able to describe the term “citizenship” and explain what it means to be a good citizen.  
3. Students will be able to describe the different responsibilities a government has on a local, state, and national level.                                                                                     | 3 weeks              |
| Unit #5: Periods of Reform and Change         | As societies develop, reform and change become necessary.  
1. Students will be able to describe major reform movements, their principles, methods, and effects.  
2. Students will be able to explain why a society must change to survive.                                                                                           | 3 weeks              |
| Unit #6: Exploration and Colonization         | European explorers brought back new ideas and technologies from other cultures.  
1. Students will be able to trace the voyages of the explorers on a map and describe the geography and Native Peoples they encountered.  
2. Students will be able to explain how exploration relates to cultural diffusion and the development of new technologies  
3. Students will be able to describe the process of colonization, the challenges the colonists faced, and the effect colonization had on native cultures.                                                                 | 3 weeks              |
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<th>Unit Understandings and Goals</th>
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</table>
| **Unit #7: Changes in Thought: The Scientific Revolution and Enlightenment** | Enlightenment philosophies set the stage for the American Revolution.  
1. Students will be able to explain how the Enlightenment changed how people thought about human rights, government, and personal freedom.  
2. Students will be able to describe how these changes in thought inspired the American Revolution.  
3. Students will be able to explain how the technological and medical advances during the Scientific Revolution improved the lives of people. | 3 weeks |
| **Unit #8: Political, Social, and Economic Revolutions** | Revolutions change civilizations politically, economically, and socially.  
1. Students will be able to explain what the term revolution means and explain how a revolution can be political, social, and/or economic.  
2. Students will be able to give examples of revolutions, both historical and contemporary.  
3. Students will explain how the success of the American Revolution inspired revolutions in other countries. | 4 weeks |
| **Unit #9: Countries in Conflict** | Conflict between nations occurs for many reasons.  
1. Students will be able to explain how imperialism, nationalism, religion, and divergent ideologies can contribute to conflict between nations.  
2. Students will be able to describe how war affects the people of a nation, as well as changes national boundaries.  
3. Students will be able to analyze the historical roots of current conflicts and explain how these conflicts affect international relations. | 5 weeks |
Enduring Understandings: Geography helps us understand our world. Humans depend on and change their environment.

Essential Questions: What is geography? How do we use maps and globes? What are some ways humans influence their environment? How are humans influenced by their environment? What are natural resources? Where do civilizations develop?

Unit Goals: Students will be able to explain how geography impacts the development of human society. Students will be able to identify the parts of a map and interpret map data.

Duration of Unit: 4 Weeks
NJCCCS: 6.1.12.B.1.b; 6.2.12.B.5.c

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<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
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<tr>
<td>What are the five themes of geography?</td>
<td>Key Terms/Concepts&lt;br&gt;• location&lt;br&gt;• place&lt;br&gt;• human-environment interaction&lt;br&gt;• movement&lt;br&gt;• region&lt;br&gt;&lt;br&gt;Skills&lt;br&gt;• Map Interpretation&lt;br&gt;• Reading Comprehension&lt;br&gt;• Critical Thinking&lt;br&gt;• Computer Skills&lt;br&gt;• Communication Skills</td>
<td>Current textbook and resource binders&lt;br&gt;Internet&lt;br&gt;Videos and DVD's&lt;br&gt;Maps, Atlases, and Globes&lt;br&gt;Posters depicting the Five Themes</td>
<td>Brainstorm the meaning of the word geography&lt;br&gt;Research the term geography and compare student definitions&lt;br&gt;Identify and describe the Five Themes of Geography&lt;br&gt;Apply the Five Themes of Geography to various cultural groups</td>
<td>Worksheets&lt;br&gt;Responses to discussion questions&lt;br&gt;Evaluation of cooperative learning group participation&lt;br&gt;Written assignments&lt;br&gt;Poster Completion</td>
</tr>
<tr>
<td>Why do we use maps and globes to understand the world in spatial terms?</td>
<td>Key Terms/Concepts&lt;br&gt;• Map&lt;br&gt;• Globe&lt;br&gt;• Absolute location&lt;br&gt;• Relative location&lt;br&gt;• Latitude&lt;br&gt;• Longitude&lt;br&gt;• Continent&lt;br&gt;• Ocean&lt;br&gt;• Cardinal Directions&lt;br&gt;&lt;br&gt;Skills&lt;br&gt;• Map Interpretation&lt;br&gt;• Reading Comprehension&lt;br&gt;• Critical Thinking&lt;br&gt;• Computer Skills&lt;br&gt;• Communication Skills</td>
<td>Current textbook and resource binders&lt;br&gt;Internet&lt;br&gt;Videos and DVD's&lt;br&gt;Maps, Atlases, and Globes&lt;br&gt;Practice Worksheets</td>
<td>Identify and describe absolute versus relative location&lt;br&gt;Rehearse concepts using worksheets and additional examples.&lt;br&gt;Identify and describe the parts of a map&lt;br&gt;Interpret data from a given map&lt;br&gt;Explain why we use lines of latitude and longitude.</td>
<td>Written tests and quizzes&lt;br&gt;Worksheets that apply map skills&lt;br&gt;Project assessments&lt;br&gt;Responses to discussion questions&lt;br&gt;In-class demonstration of concepts&lt;br&gt;Evaluation of cooperative learning group participation</td>
</tr>
</tbody>
</table>
### How does geography determine where civilizations will develop?

**Key Terms/Concepts**
- natural resource
- fertile land
- hunting and gathering
- farming
- culture
- civilization

**Skills**
- Map Interpretation
- Reading Comprehension
- Critical Thinking
- Computer Skills
- Communication Skills

**Instructional Resources and Materials**
- Current textbook and resource binders
- Internet
- Videos and DVD’s
- Maps, Atlases, and Globes

**Teaching Strategies**
- Describe the importance of natural resources for the development of civilizations.
- Create a map depicting the locations of early civilizations.
- Explain why early civilizations began near water sources.

**Assessment Strategies**
- Written tests and quizzes
- Worksheets that apply map skills
- Project assessments
- Responses to discussion questions
- In-class demonstration of concepts
- Evaluation of cooperative learning group participation

### How and why do human beings alter their environment?

**Key Terms/Concepts**
- Irrigation
- Farming
- City
- Road
- global warming
- pollution
- Green Movement

**Skills**
- Map Interpretation
- Reading Comprehension
- Critical Thinking
- Computer Skills
- Communication Skills

**Instructional Resources and Materials**
- Current textbook and resource binders
- Internet
- Videos and DVD’s
- Maps, Atlases, and Globes
- Newspapers/newsmagazines
- Photographs

**Teaching Strategies**
- Explain how irrigation and farming change the natural landscape.
- Explain how advances in technology cause changes in the natural environment.
- Describe the damage human beings have done to the environment.
- Explain how the “Green Movement” seeks to repair environmental damage.
- Research a current environmental issue and describe what people are doing to correct it.

**Assessment Strategies**
- Written tests and quizzes
- Project assessments
- Responses to discussion questions
- In-class demonstration of concepts
- Evaluation of cooperative learning group participation
- Multimedia presentations
- Current events articles

### Suggestions on how to differentiate in this unit:
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understandings: Every culture and civilization share the same basic elements.
When civilizations meet they influence one another.
Religion influences how people think and interact.

Essential Questions: What are the elements that make up a culture? How does technology change civilization? What is cultural diffusion?
Why is there conflict between civilizations? What is religion? How are religions different from one another?
Why is there conflict between people with different religious beliefs?

Unit Goal: Students will be able to list and describe the elements of culture.
Students will be able to define “cultural diffusion” and explain how contact between cultures and civilizations promotes the sharing of ideas and technologies.
Students will be able to describe the major world religions, their beliefs, and how they impact daily life.

Duration of Unit: 6 Weeks

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<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>What are the Seven Elements of Culture?</td>
<td>Key Terms/Concepts  • culture  • social organization  • customs and traditions  • arts and literature  • government  • economic systems  • language  • religion  • Map Interpretation  • Reading Comprehension  • Critical Thinking  • Computer Skills  • Communication Skills</td>
<td>Current textbook and resource binders  Internet  Videos and DVD's  Maps, Atlases, and Globes</td>
<td>Brainstorm the meaning of “culture.”  Give examples of different cultures.  Explain how geographic boundaries cause different cultures to emerge.  Define the elements of culture and give examples.  Research and identify characteristics of different world cultures.  Compare and contrast different cultures.  Reinforce how geography affects the development of cultures and civilizations</td>
<td>Written tests and quizzes  Worksheets  Project assessments  Responses to discussion questions  Multimedia presentations  In-class demonstration of concepts  Evaluation of cooperative learning group participation</td>
</tr>
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| **How does the interaction of different cultures and civilizations cause change?** | Key Term/Concepts  
• cultural diffusion  
• interaction  
• technology  
• technological advances  
• trade  
Skills  
• Map Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes  
Newspapers/Newsmagazines | Define the term “cultural diffusion”  
List and describe the ways in which different cultures can interact.  
Explain how trade encourages cultural diffusion.  
Explain how advances in technology cause cultures and civilizations to change  
Explain how advances in technology increase cultural diffusion.  
Discuss how current advances in technology, such as computers and cell phones, have changed American culture. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| **What is the difference between monotheism and polytheism?** | Key Term/Concepts  
• Monotheism  
• Polytheism  
• Religion  
Skills  
• Graph Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s | Brainstorm the meanings of monotheism and polytheism  
List and describe monotheistic and polytheistic religions.  
Compare and contrast monotheistic religions and polytheistic religions. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| **What are the major religions of the world** | Key Term/Concepts  
• Religion  
• Christianity  
• Islam  
• Judaism  
• Buddhism  
• Hinduism, Taoism  
Skills  
• Map Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes | Explain the core beliefs of Christianity, Islam, Judaism, Hinduism, Buddhism, and Taoism.  
Compare how religion influenced daily life in the past to how it influences people today  
Locate major centers of religion on a map | Written tests and quizzes  
Charts and worksheets comparing and contrasting religious beliefs  
Responses to discussion questions  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
### Guiding / Topical Questions

**How can differences in religious beliefs lead to conflict among people?**

### Content, Themes, Concepts, and Skills

- **Key Terms/Concepts**
  - Religious belief
  - Religious extremism
  - Christianity
  - Islam
  - Judaism
  - Crusades
  - Persecution
  - Pope
  - Middle East
  - Terrorism

- **Skills**
  - Map Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

### Instructional Resources and Materials

- Current textbook and resource binders
- Internet
- Videos and DVD’s
- Maps, Atlases, and Globes
- Newspapers/news magazines

### Teaching Strategies

- Create a timeline of historical religious conflict.
- Brainstorm a definition for religious extremism.
- Discuss why religious extremism can lead to violence.
- Look up current events relating to religious conflict and present to the class.
- Give examples of religious persecution.

### Assessment Strategies

- Written tests and quizzes
- Worksheets
- Project assessments
- Responses to discussion questions
- Multimedia presentations
- In-class demonstration of concepts
- Presentation of current events
- Evaluation of cooperative learning group participation

### Suggestions on how to differentiate in this unit:

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: The Renaissance was the rebirth of Western philosophy and thought.

Essential Questions: What does Renaissance mean? What contributions did Ancient Greece make to Western Civilization? What contributions did Rome make to Western Civilization? How did the Renaissance change Europe?

Unit Goal: Students will be able to define the term “Renaissance” and explain how the rediscovery of the cultural contributions of past civilizations changed Europe.

Duration of Unit: 3 weeks


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</thead>
</table>
| How did the rebirth of old ideas change European society? | Key Terms/Concepts  
- Renaissance  
- Philosophy  
- Scholar  
- Humanism  
- Patron  
- Sculptor  
- Astronomy  
- Theory.  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes  
Photographs  
Museum resources | Describe living conditions in Europe before the Renaissance  
Brainstorm the meaning of the word Renaissance.  
Brainstorm the meaning of philosophy  
Research and describe a famous work of art from ancient Greece or Rome  
Discuss how changes in thinking lead to changes in government and society  
Locate and label the European countries  
Research and describe the work of a philosopher such as Socrates, Plato, or Aristotle | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How did the government of Athens differ from that of Sparta? | Key Terms/Concepts  
- democracy  
- oligarchy  
- government  
- citizen  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Locate Athens and Sparta on a map  
Compare and contrast the types of government in Athens to the type of government in Sparta. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
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</table>
| How did the Roman Empire spread civilization across Europe? | Key Terms/Concepts  
- cultural diffusion  
- peninsula  
- republic  
- senate  
- emperor  
- military conquest  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD’s  
- Maps, Atlases, and Globes | Research and identify the characteristics of famous Greek and Roman art pieces.  
Trace the path of Roman expansion across Europe.  
Describe the structure of a planned Roman city.  
Discuss reasons why planning cities is important  
Compare and contrast Roman cities with contemporary cities | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In- class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How was Europe changed after the Renaissance occurred? | Key Terms/Concepts  
- Progress  
- Invention  
- Science  
- Reform  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD’s  
- Maps, Atlases, and Globes | Compare and contrast European life before and after the Renaissance.  
List and describe scientific advances and inventions that occurred as the result of the Renaissance | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
Evaluation of cooperative learning group participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: There are many different types of government

Essential Questions: How do governments form? How do the values of a society influence the type of government that develops in a country?
What does it mean to be a citizen of a government? What can people do if they feel their government is not ruling fairly?

Unit Goals: Students will be able to compare and contrast different forms of government including: monarchy, democracy, and dictatorship.
Students will be able to describe the term “citizenship” and explain what it means to be a good citizen.
Students will be able to describe the different responsibilities a government has on a local, state, and national level.

Duration of Unit: 3 Weeks


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</table>
| What are the different types of government? | Key Terms/Concepts  
- Government  
- Democracy  
- Monarchy  
- Dictatorship | Current textbook and resource binders  
Internet  
Videos and DVD's  
Posters | Brainstorm the meaning of government.  
Compare and contrast democracy, aristocracy, and dictatorship. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
Evaluation of cooperative learning group participation |
| What are the responsibilities of a government? | Key Terms/Concepts  
- Responsibility  
- Protection  
- Taxes  
- Law  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills |
| Current textbook and resource binders  
Internet  
Videos and DVD's  
Newspapers/News magazines | List and describe the responsibilities of a government to the people.  
Explain how law and government are related to each other  
Explain the consequences of someone failing to follow the laws of a government. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
Evaluation of cooperative learning group participation |
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| What are the responsibilities of a good citizen? | Key terms/Concepts  
- Citizen  
- Citizenship  
- Voting  
- democracy  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s | Brainstorm and define the meaning of citizenship.  
Explain what it means to be a good citizen of a government.  
Research the voting process and describe how it relates to democracy.  
Role play the voting experience  
List and describe how someone can be a good “citizen” of your class | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation  
Role Play |
| How do people change government? | Key terms/Concepts  
- Voting  
- Revolution  
- Referendum  
- Election  
- Protest  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Newspapers/ Newsmagazines | Compare and contrast peaceful methods of changing government with violent means of changing government.  
List and describe historical changes in government  
Research and describe contemporary changes in government | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| What kind of government do we have in the United States? | Key terms/Concepts  
- Democracy  
- Republic  
- Representative government  
- President  
- Senate  
- House of Representatives  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Posters/Charts describing branches of government | Research the structure of democracy in the United States.  
Compare and contrast the democracy of Athens with American democracy.  
Research other democracies found around the world.  
Compare and contrast American democracy with other democracies around the world | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: As societies develop, reform and change become necessary.

Essential Questions: What does reform mean? Why do societies have to change over time? Why did the Reformation occur?

Unit Goals: Students will be able to describe major reform movements, their principles, methods, and effects.

Students will be able to explain why a society must change to survive.

Duration of Unit: 3 Weeks


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</table>
| Why did the corruption within the Catholic Church cause people to seek reform? | Key terms/Concepts  
  - reform  
  - movable type  
  - corruption  
  - Catholic Church  
  - Literacy  
Skills  
  - Graph Interpretation  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's | Brainstorm the meaning of reform.  
  Describe the corruption that developed within the Catholic Church and how it impacted people.  
  Explain how the religious power of the Pope could affect the governing decisions of a monarch  
  Explain how education can lead to people challenging and changing their beliefs and behaviors. | Written tests and quizzes  
  Worksheets  
  Project assessments  
  Responses to discussion questions  
  Multimedia presentations  
  In-class demonstration of concepts  
  Evaluation of cooperative learning group participation |

| Why is Martin Luther important to the Protestant Reformation? | Key terms/Concepts  
  - Martin Luther  
  - Protestant  
  - Reformation  
Skills  
  - Graph Interpretation  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's | Research Martin Luther and describe why he is a key figure in the Reformation.  
  Brainstorm the meaning of the word Protestant.  
  Research and create a letter of protest about a current social issue. | Written tests and quizzes  
  Worksheets  
  Project assessments  
  Responses to discussion questions  
  Multimedia presentations  
  In-class demonstration of concepts  
  Evaluation of cooperative learning group participation |
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| How did the Catholic Church respond to people breaking away from the church? | Key terms/Concepts  
  - Heretic  
  - Inquisition  
  - Counter Reformation  
  - St. Ignatius Loyola  
 Skills  
  - Map Interpretation  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's  
  Maps, Atlases, and Globes | Explain how the Catholic church began the Counter Reformation to attempt to keep people within the Church.  
 Locate the countries that were predominantly Catholic on a map | Written tests and quizzes  
 Worksheets  
 Project assessments  
 Responses to discussion questions  
 Multimedia presentations  
 In- class demonstration of concepts  
 Evaluation of cooperative learning group participation |
| How were the Reformation and the Counter Reformation similar and yet different? | Key terms/Concepts  
  - Reformation  
  - Counter Reformation  
 Skills  
  - Chart Interpretation  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's | Compare and contrast the principles of the Reformation and the Counter Reformation.  
 Compare and contrast the writings of Protestant and Catholic leaders | Written tests and quizzes  
 Worksheets  
 Project assessments  
 Responses to discussion questions  
 Multimedia presentations  
 In- class demonstration of concepts  
 Evaluation of cooperative learning group participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: European explorers brought back new ideas and technologies from other cultures.

Essential Questions:
- What impact did contact with China and Japan have on European civilization?
- What contributions did the Native Americans give the world? Who were some famous explorers?
- How did the explorers and Native peoples interact? How did exploration expand trade? Where did Europeans colonize?

Unit Goals:
- Students will be able to trace the voyages of the explorers on a map and describe the geography and Native Peoples they encountered.
- Students will be able to explain how exploration relates to cultural diffusion and the development of new technologies.
- Students will be able to describe the process of colonization, the challenges the colonists faced, and the effect colonization had on native cultures.

Duration of Unit: 3 weeks


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</thead>
</table>
| What were the reasons for and consequences of Europeans seeking trade with China and Japan? | Key terms/Concepts  
- Monarch  
- Explorer  
- Trade  
- Barter  
- Missionary  
- Voyage  
- Cultural diffusion  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Explain the reasons that European countries were interested in finding a sea route to China and Japan.  
Describe the voyage of Marco Polo.  
List and describe the technological advances of the Chinese including paper, gunpowder, and printing. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How did the arrival of Europeans in the Americas affect native peoples? | Key terms/Concepts  
- Native American  
- Anasazi  
- Aztec  
- Incas  
- Disease  
- Prejudice  
- Conquistador  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Research and describe the civilizations of the mound builders, cliff dwellers, Inuit, Aztecs, and Incas.  
Compare and contrast Native American civilizations with traditional European civilizations.  
Research and describe the routes of the explorers and the Native American groups they came in contact with.  
Evaluate the attitude of the European explorers towards the Native American peoples.  
Explain how the Native Americans viewed the arrival of the explorers. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
### Guiding / Topical Questions

**Why did Europeans colonize the new lands they had discovered?**

- **Key terms/Concepts**
  - Colony
  - Trading companies
  - Settler
  - Puritan
  - Stock
  - Shareholder
  - Investment

- **Skills**
  - Map Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

- **Current textbook and resource binders**
  - Internet
  - Videos and DVD's
  - Maps, Atlases, and Globes

- **Teaching Strategies**
  - Describe the reasons for colonization by country.
  - Locate the areas of colonization on a map.
  - Explain the motivations of the colonists in coming to the New World.

- **Assessment Strategies**
  - Written tests and quizzes
  - Worksheets
  - Project assessments
  - Responses to discussion questions
  - Multimedia presentations
  - In-class demonstration of concepts
  - Evaluation of cooperative learning group participation

**How did the geography of the colonies have a significant impact on the development of the colonies?**

- **Key Terms/Concepts**
  - Original 13 colonies
  - Natural resources
  - Mountain ranges

- **Skills**
  - Map Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

- **Current textbook and resource binders**
  - Internet
  - Videos and DVD's
  - Maps, Atlases, and Globes

- **Teaching Strategies**
  - Locate the early colonies on a map.
  - Describe the climate and geography of each colony.
  - Explain how the climate and natural resources available to each colony affected the daily life of the colonists.
  - Research and describe the different occupations found in the early colonies.

- **Assessment Strategies**
  - Written tests and quizzes
  - Worksheets
  - Project assessments
  - Responses to discussion questions
  - Multimedia presentations
  - In-class demonstration of concepts
  - Evaluation of cooperative learning group participation

### Suggestions on how to differentiate in this unit:

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Unit #7: Changes in Thought: The Scientific Revolution and Enlightenment

**Enduring Understanding:** Enlightenment philosophies set the stage for the American Revolution

**Essential Questions:**
- What scientific advances occurred during this time period? Why is the Enlightenment period also called the Age of Reason?
- How did the ideas of monarchy change during the Enlightenment period? How did the Enlightenment ideas spark the American Revolutionary spirit?
- How did the printing press help spread the ideas of the Enlightenment?

**Unit Goals:**
- Students will be able to explain how the Enlightenment changed how people thought about human rights, government, and personal freedom.
- Students will be able to describe how these changes in thought inspired the American Revolution.
- Students will be able to explain how the technological and medical advances during the Scientific Revolution improved the lives of people.

**Duration of Unit:** 3 weeks


### Guiding / Topical Questions

#### What was the Scientific Revolution?

- **Key Terms/Concepts**
  - Scientific Revolution
  - Technology
  - Technological Advancements

- **Skills**
  - Graph Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

- **Instructional Resources and Materials**
  - Current textbook and resource binders
  - Internet
  - Videos and DVD's
  - Maps, Atlases, and Globes

- **Teaching Strategies**
  - Brainstorm the term “revolution”
  - Explain how science can spur a revolution
  - List and describe some of the advances of the Scientific Revolution
  - Research and describe some of the key figures in the Scientific Revolution

- **Assessment Strategies**
  - Written tests and quizzes
  - Worksheets
  - Project assessments
  - Responses to discussion questions
  - Multimedia presentations
  - In-class demonstration of concepts
  - Evaluation of cooperative learning group participation

#### How did the Scientific Revolution change the way in which people thought and lived?

- **Key Terms/Concepts**
  - Reason
  - Scientific revolution
  - Rationalism

- **Skills**
  - Graph Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

- **Instructional Resources and Materials**
  - Current textbook and resource binders
  - Internet
  - Videos and DVD's
  - Maps, Atlases, and Globes

- **Teaching Strategies**
  - Describe how the Scientific Revolution changed the way people thought in Europe
  - Explain how scientific knowledge challenged the power of the Church.
  - Compare and contrast European life before and after the Scientific Revolution

- **Assessment Strategies**
  - Written tests and quizzes
  - Worksheets
  - Project assessments
  - Responses to discussion questions
  - Multimedia presentations
  - In-class demonstration of concepts
  - Evaluation of cooperative learning group participation
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</table>
| How did the Enlightenment change the way people felt about government, society, and religion? | Key Terms/Concepts  
- Enlightenment  
- Age of Reason  
- Absolute monarchy  
- John Locke  
- Equality  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes  
Posters | Brainstorm what the term Enlightenment means.  
Explain why the Enlightenment is also called the “Age of Reason”.  
Describe how Enlightenment ideas led people to question the absolute power of monarchs. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| What is the difference between an absolute monarchy and a limited monarchy? | Key Terms/Concepts  
- Glorious Revolution  
- Absolute monarchy  
- Limited monarchy  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's | Compare and contrast the principles of an absolute monarchy with a limited monarchy.  
Describe what happened during the Glorious Revolution  
Explain why it is important for the ruling power of a monarch/government to be limited  
Explain how all ruling power being concentrated in one person can lead to abuses of authority  
Explain the quote: “Absolute power corrupts absolutely.” | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How did the principle of “natural rights” contribute to the American Revolution? | Key Terms/Concepts  
- Natural rights  
- George III  
- John Locke  
- Voltaire  
- Rousseau  
- Revolution  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Research and describe the major Enlightenment philosophers such as Locke, Voltaire, and Rousseau.  
Explain the origin and definition of the term “natural rights”.  
Explain whether Locke believed that the term “natural rights” should be applied to everyone.  
Explain how the questions raised by the idea of natural rights helped to contribute to the American Revolution. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
### Guiding / Topical Questions

How do technological advances, such as the printing press, help people spread knowledge and ideas?

### Content, Themes, Concepts, and Skills

- **Key Terms/Concepts**
  - Pamphlet
  - Printing press
  - Newspaper

- **Skills**
  - Graph Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

### Instructional Resources and Materials

- Current textbook and resource binders
- Internet
- Videos and DVD’s
- Maps, Atlases, and Globes

### Teaching Strategies

- Research and describe the printing press and its affect on the spread of Enlightenment ideals and revolutionary values.
- Describe how Enlightenment ideals influenced the founding fathers.
- Explain how books, newspapers, and magazines help spread knowledge and ideas.
- Compare and contrast the internet to print resources in the spread of knowledge and ideas.

### Assessment Strategies

- Written tests and quizzes
- Worksheets
- Project assessments
- Responses to discussion questions
- Multimedia presentations
- In-class demonstration of concepts
- Evaluation of cooperative learning group participation

### Suggestions on how to differentiate in this unit:

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understanding:** Revolutions change civilizations politically, economically, and socially.

**Essential Questions:** What does revolution mean? What different types of revolutions are there? Why do people revolt against their governments? Why did the success of the American Revolution inspire revolution in other countries? How did these revolutions affect the future of Europe?

**Unit Goals:** Students will be able to explain what the term revolution means and explain how a revolution can be political, social, and/or economic. Students will be able to give examples of different revolutions, both historical and contemporary. Students will explain how the success of the American Revolution inspired revolutions in other countries.

**Duration of Unit:** 4 weeks


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<tbody>
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<td>What is a revolution?</td>
<td>Key Term/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Brainstorm the meaning of the term “revolution”</td>
<td>Written tests and quizzes</td>
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<tr>
<td></td>
<td>Revolution</td>
<td>Internet</td>
<td>Compare and contrast the different types of revolutions</td>
<td>Worksheets</td>
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<tr>
<td></td>
<td>Political revolution</td>
<td>Videos and DVD’s</td>
<td>Response to discussion questions</td>
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<td>Economic Revolution</td>
<td>Maps, Atlases, and Globes</td>
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<td>Social Revolution</td>
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<td>In-class demonstration of concepts</td>
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<td>Evaluation of cooperative learning group participation</td>
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<td>Graph Interpretation</td>
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<td>Communication Skills</td>
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</tbody>
</table>

<p>| For what reasons and in what ways do people revolt against their governments? | Key Term/Concepts | Current textbook and resource binders | List and describe the reasons people revolt against their governments | Written tests and quizzes |
|---|-----------------------------------|-------------------|----------------------------------------|----------------------------------|----------------------------|
|   | Revolution                        | Internet          | Evaluate the validity of the reasons for revolution. | Worksheets |
|   | Fairness                          | Videos and DVD’s  | Explain the difference between a revolution in thought and a physical revolution. | Project assessments |
|   | Taxation                          | Maps, Atlases, and Globes | | Responses to discussion questions |
|   | Abuses                            |                   | | Multimedia presentations |
|   | Skills                            |                   | | In-class demonstration of concepts |
|   | Graph Interpretation              |                   | | Evaluation of cooperative learning group participation |
|   | Reading Comprehension             |                   | | |</p>
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<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Brainstorm the definition of a “right”</td>
<td>Written tests and quizzes</td>
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<td></td>
<td>• Bill of Rights</td>
<td>Internet</td>
<td>Explain what happened during the Glorious Revolution</td>
<td>Worksheets</td>
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<td></td>
<td>• Natural Rights</td>
<td>Videos and DVD’s</td>
<td>Compare and contrast the American Bill of Rights with the Bill of Rights signed by William and Mary in 1689.</td>
<td>Project assessments</td>
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<td>• Human Rights</td>
<td>Maps, Atlases, and Globes</td>
<td>Explain how a Bill of Rights helps protect people from their government</td>
<td>Responses to discussion questions</td>
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<td>• Protection of Rights</td>
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<td>• Communication Skills</td>
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<tr>
<td>How did the American Revolution change the relationship between America and Great Britain?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Locate Great Britain and America on a map</td>
<td>Written tests and quizzes</td>
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<tr>
<td></td>
<td>• Declaration of Independence</td>
<td>Internet</td>
<td>Compare and contrast Great Britain's political and economic relationship with America before and after the American Revolution.</td>
<td>Worksheets</td>
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<td>• Patriots</td>
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<td>• Freedom from foreign rule</td>
<td>Maps, Atlases, and Globes</td>
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<td>Responses to discussion questions</td>
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<td>• Trade</td>
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<td>Multimedia presentations</td>
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<td>• Communication Skills</td>
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<tr>
<td>How was the French Revolution inspired by the American Revolution?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Locate France on a map</td>
<td>Written tests and quizzes</td>
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<td></td>
<td>• Oath</td>
<td>Internet</td>
<td>Explain how the success of the American Revolution inspired the French Revolution.</td>
<td>Worksheets</td>
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<td></td>
<td>• Motto</td>
<td>Videos and DVD’s</td>
<td>Explain the reasons the French people gave for revolting against their monarchy</td>
<td>Project assessments</td>
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<td></td>
<td>• Monarchy</td>
<td>Maps, Atlases, and Globes</td>
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<td>Responses to discussion questions</td>
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<td>• Estates</td>
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</tbody>
</table>
| How did the results of the French Revolution differ from the American Revolution? | Key Terms/Concepts  
- Terror  
- Guillotine  
- Napoleon  
- dictator  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes | Describe the Terror and its impact on the French people.  
Research and describe how Napoleon restored order and structure in France. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How did the Industrial Revolution change Europe and America? | Key Terms/Concepts  
- Natural resource  
- Industry  
- Transportation  
- Investor  
- Raw material  
- Factory  
- Import  
- Labor Union  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes | Compare and contrast methods of production before and after the Industrial Revolution.  
Explain how the increased availability of good changed daily life in Europe and America.  
Explain how the development of factories is linked to urban growth, and development  
Explain how factory pollution has affected the environment | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| Which countries in Latin America also had revolutions? | Key Terms/Concepts  
- Colonization  
- Discrimination  
- Viceroy  
- Toussaint L’Ouverture  
- Simon Bolivar  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes | Locate the Latin American countries on map  
Research and describe the Latin American revolutions: causes, key figures, and consequences. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
### Guiding / Topical Questions
What were the main principles behind the Russian Revolution?

### Content, Themes, Concepts, and Skills
- **Key Terms/Concepts**
  - Communism
  - Karl Marx
  - Tsar
  - Equality
- **Skills**
  - Map Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills

### Instructional Resources and Materials
- Current textbook and resource binders
- Internet
- Videos and DVD's
- Maps, Atlases, and Globes

### Teaching Strategies
- Locate Russia on a Map
- Label the countries that became part of the Soviet Union
- Explain how Communist ideology led to the Russian Revolution.

### Assessment Strategies
- Written tests and quizzes
- Worksheets
- Project assessments
- Responses to discussion questions
- Multimedia presentations
- In-class demonstration of concepts
- Evaluation of cooperative learning group participation

### Suggestions on how to differentiate in this unit:
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understanding:** Conflict between nations occurs for many reasons.

**Essential Questions:** What does it mean to say that countries are in conflict with one another? What is a “good” reason to go to war? What are the political results of war? What are the economic costs of war? How does war affect common people?

**Unit Goals:** Students will be able to explain how imperialism, nationalism, religion, and divergent ideologies can contribute to conflict between nations. Students will be able to describe how war affects the people of a nation, as well as changes national boundaries. Students will be able to analyze the historical roots of current conflicts and explain how these conflicts affect international relations.

**Duration of Unit:** 5 weeks


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</thead>
</table>
| What are the reasons countries would conflict with one another? | Key Terms/Concepts  
- Limited resources  
- Democracy vs. Communism  
- Cold War  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Brainstorm the definition of the term “conflict”.  
Describe how competition for land and resources can lead to conflict between nations.  
Explain how ideological differences can lead to conflict between nations.  
Evaluate the statement “War is an inevitable consequence of conflict.” | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |

| What effects does imperialism have on conquered peoples? | Key Terms/Concepts  
- Imperialism  
- Discrimination  
- Open-Door Policy  
- Trade  
- British East India Company  
- Rebellion  
- Ghandi  
- Civil disobedience  
- Exploitation  
- Slavery  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Brainstorm the definition of “imperialism.”  
Research and describe how imperialism affected the native people of China, India, and Africa.  
Explain how imperialist philosophy was used to justify the enslavement of African peoples.  
Describe how Imperialism benefits the controlling country | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
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</table>
| How does imperialism contribute to conflict between countries? | Key Terms/Concepts  
- Limited resources  
- Trade interests  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Explain why imperialism fosters competition and conflict between nations. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| How can nationalism lead to conflict? | Key Terms/Concepts  
- Nationalism  
- National pride  
- Ethnocentrism  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Brainstorm the meaning of “nationalism.”  
Explain how national pride can lead to conflict between peoples and nations. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| What were the causes and effects of World War I? | Key Terms/Concepts  
- Nationalism  
- Balance of power  
- Alliance  
- Armistice  
- Archduke Ferdinand and Sophie  
- Lusitania  
- League of Nations  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | List the causes of World War I.  
Locate Europe on a map  
Locate and Label the European countries  
Compare a before and after map of World War I.  
Describe the political, economic, and social consequences of World War I. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
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</table>
| What were the causes and effects of World War II? | Key Terms/Concepts  
- Nationalism  
- Fascism  
- Dictator  
- Mussolini  
- Hitler  
- Hideki Tojo  
- Axis Powers  
- Allied Powers  
- Atomic bomb  
- United Nations  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes | Develop a timeline of Hitler’s rise to power.  
Locate the Axis countries on a map  
Locate the Allied countries on a map  
Compare and contrast a map of Europe before and after World War II.  
Describe the political, economic, and social consequences of World War II. | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| What happened during the Holocaust? | Key Terms/Concepts  
- Anti-Semitism  
- Scapegoat  
- Concentration Camp  
- Genocide  
- Holocaust  
- Prejudice  
- Discrimination  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Photographs | Analyze the beliefs of the Nazis, including the “Final Solution” and explain how they led to genocide.  
Compare and contrast population graphs before and after WW II  
Locate the concentration camps and death camps on a map | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |
| What conflicts exist in the world today? | Key Terms/Concepts  
- Middle East  
- Terrorism  
- Current Events  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps, Atlases, and Globes  
Newspapers/News Magazines | Research and describe other conflicts between nations such as current issues in the Middle East.  
Create a news broadcast of a current conflict in the world today  
Present a current event about a current world conflict | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to discussion questions  
Multimedia presentations  
In-class demonstration of concepts  
Evaluation of cooperative learning group participation |

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