

WORLD HISTORY/GEOGRAPHY

HSCE	Activities	Resources/Materials	Assessment
<p>Text: World History:Patterns of Interaction-McDougalLittel TCI: Teachers Curriculum Institute WHFUA: World History for Us All MCCC: Michigan Citizenship Collaborative Curriculum</p>			
<p>FOUNDATIONS 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT These foundational expectations are included to set the stage of World History and Geography in High School and to help bridge the transition from Middle School Social Studies</p>			<p>Write a reasoned and evidentiary-based argument using global, interregional, and regional examples to support the position that the Agricultural Revolution made subsequent growth in culture possible.</p>
F.1	WORLD HISTORICAL AND GEOGRAPHICAL “HABITS AND MIND” AND CENTRAL CONCEPTS	<p>Key concepts: Afro-Eurasia, Agricultural Revolution, civilization, classical civilization, empire, geography, hunter-gatherers, interregion, pastoral nomads, periodization, spatial frames, world history (MCCC)</p>	
	<p>Explain and use key conceptual devises world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Timelines • Using text to teach periodization • Using maps and/or video to demonstrate large to small perspective. • Read "Human Origins in Africa" (ch. 1), define terms, names and questions • Write a persuasive essay about the skill most necessary for early humans to control their environment • Create a newscast about the discovery of an early hominid or group. Compare an art piece from a modern society and ancient one • WHFUA: Era 1 PL1 • MCCC Unit 1 Topic 1 Lesson 1 	<ul style="list-style-type: none"> • Journey of Mankind (Interactive Computer Site) from Bradshaw Foundation.com) • Textbook: World History and Geography Themes • World History Maps for classroom • <i>Lost Civilizations</i> videos • <i>Dynasties of Power</i> videos • <i>Digging for the Truth</i> • <i>History of the World in 7 Minutes</i> from WHFUA • <i>History of the World in 4 Minutes</i> from <i>Why Man Creates</i>
F.2	SYSTEMS OF HUMAN ORGANIZATIONS	<p>Key concepts: Afro-Eurasia, Agricultural Revolution, civilization, classical civilization,</p>	<p>TCI: Early Humans, “Creating a Collage of</p>

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	empire, geography, hunter-gatherers, interregion, pastoral nomads, periodization, spatial frames, world history (MCCC)		Early Human Achievements”
, 2.1	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment (National Geography Standard 14, p. 212)	<ul style="list-style-type: none"> • www.learner.org by C. Goucher (article) • Various videos about ancient civilizations • World History Atlases • www.classzone.com • Fordham.edu 	
	<ul style="list-style-type: none"> • Changes brought on by the Agricultural Revolution, including the environmental impact of settlements. 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch1.2, define terms, names and questions • Impact of farming (ex: Turkey) • WHFUA: Era 3 LL3.1,3.2 • TCI: Early Humans Lesson 3.1,3.2 	<ul style="list-style-type: none"> • Video: <i>Black Sea Mystery</i>
	<ul style="list-style-type: none"> • TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 2.1 and 2.2. Define terms, names and answer questions. • Sumer and environmental destruction • Climate change and the fall of the Old Kingdom in Egypt • Venn diagram or chart to compare two civilizations (with respect to political, economic and social systems, and their changing interactions with the environment.) • WHFUA: Era 3 LL3.3 • MCCC Unit 1 Topic 1 Lesson 3 • TCI, Ancient India: 1.1, 1.2, 3.1, 3.2 	<ul style="list-style-type: none"> • Video: <i>Legacy: Origins of Civilization</i> <p>Project: Compare how ancient civilizations were alike and different.</p>

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	<ul style="list-style-type: none"> • TCI, Ancient China 1.1, 2.1, 3.1 • TCI: Early Humans Lesson 4.1, 4.2, 4.3 • TCI: Ancient Egypt and the Near East, Lessons 1.1, 1.2, 2.1,2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1 			
	<ul style="list-style-type: none"> • Classical China or India (Han China or Gupta empires) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch1.3 and 1.4. Define terms, names and answer questions. • Apply definition of civilization to large scale empire • Student discussion on Imperial expansion, trade, political systems, cultural beliefs, and challenges to the empire. • WHFUA: Era 4 PL p.slides; LL 4.2 • TCI, Ancient India, 3.3 • TCI, Ancient China, 3.2, 3.3 	<p><i>The Silk Road</i> video <i>Dyansties of Power</i> video</p>	
	<ul style="list-style-type: none"> • Classical Mediterranean (Greece and Rome) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 5 and 6. Define terms, names and answer questions. • Student discussion on Imperial expansion, trade, political systems, cultural beliefs and challenges to the empire. • MCCC Unit 1 Topic 1Lesson 4 • WHFUA: Era 4 LL 4.4 • TCI: Ancient Rome Lesson 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 4.1, 4.2 • TCI: Ancient Greece Lesson 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1,4.2 	<p><i>In the Footsteps of Alexander the Great</i> video <i>Pompeii</i> video <i>Lost Civ: Ancient Greece/Ancient Rome</i></p>	
F.3	GROWTH AND DEVELOPMENT OF WORLD RELIGIONS	Key concepts: Christianity, Confucianism, Hinduism, Islam, Judaism, monotheism, polytheism, religious toleration, world religion (MCCC)		
	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, and Christianity, and Islam grew, including:	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 3.2, 3.4, 6.3, 10.1 and section “World Religions and Ethical Systems” 	<ul style="list-style-type: none"> • Textbook • “World History for us All” • www.classzone.com • TCI materials 	

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	<ul style="list-style-type: none"> • Use textbook, primary and secondary sources to review the origins of world religions or belief systems • Create presentations (like powerpoint) to analyze and compare religions • MCCC Unit 1 Topic 2 Lesson 1 • MCCC Unit 1 Topic 2 Lesson 2 • TCI, Rise of Islam, 1.2, 1.3, 2.1, 2.2 • TCI: Ancient Rome Lesson 3.1, 3.2 • TCI: Ancient Egypt and Near East Lesson 5.2 	<ul style="list-style-type: none"> • www.fordham.edu • Atlases showing the spread of world religions • Regional Studies Series • Various videos on world religions and belief systems • <i>Kingdom of David</i> video 	
	<ul style="list-style-type: none"> • spatial representations of that growth 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Students create maps to show the origin and spread of religions • MCCC Unit 1 Topic 2 Lesson 3 	
	<ul style="list-style-type: none"> • interactions with culturally diverse peoples 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • A student discussion on cultural diffusions. (ex. Islam) • TCI, Ancient China 3.3 (Silk Road and Foreign Influences) 	
	<ul style="list-style-type: none"> • responses to the challenges offered by contact with different faiths 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Class discussion identifying conflicts • Creation of news reports on various conflicts including a map 	
	<ul style="list-style-type: none"> • ways they influenced people's perceptions of the world. (National Geography Standard 6, p. 195) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Engage in comparisons of belief systems (ex: Muslim vs. Christian perspectives) • Identify characteristics of world religions that made them enduring or appealing. 	
F.4	REGIONAL INTERACTIONS	<p>Key concepts: Afro-Eurasia, Agricultural Revolution, civilization, classical civilization, empire, geography, hunter-gatherers, interregion, pastoral nomads, periodization, spatial frames, world history (MCCC)</p>	
	<p>Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 4.2, 4.3, 5.2, 5.4, 5.5 6, 7. Define 	<ul style="list-style-type: none"> • World History Atlases • <i>Guns, Germs and Steel</i> video

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	<p>Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)</p>	<p>terms, names and answer questions.</p> <ul style="list-style-type: none"> • Mapwork and discussion on Roman expansion, the fall of the Shang dynasty and the rise of the Zhou, the Assyrians and Alexander the Great. • Groups compare and contrast the various groups that were expanding and report out. • MCCC Unit 1 Topic 1 Lesson 3 • WHFUA: Era 4, LL 4.5 • WHFUA: Era 5, LL 5.1 • WHFUA: Era 5 Power Point 		
	<p><u>ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.</u></p>	<p>Key Concepts: Afro-Eurasia, Buddhism, caliphate, centralization, Christianity, Confucianism, city-state, Dar al Islam, dynasty, empire, Hinduism, Islam, inflation, feudalism, Judaism, manorialism, monarchy, Orthodox Christianity, pastoral nomads, Pax Mongolica, plague, Silk Road, trade network, trans-Saharan trade routes, and world religion. (MCCC)</p>		
4.1	<p>CROSS-TEMPORAL OR GLOBAL EXPECTATIONS</p>			<p>How and to What Effect did Networks of exchange transform Human Societies?</p>
	<p>Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read "India and China Establish Empires" (ch. 7). Review terms, names and questions. • Create encyclopedia entries that reflect their trade networks, religion and culture, and the decline of their empires. • Read "The Muslim World" (ch.10): Review primary sources, the spread of Islam, and spread of Muslim Empire. • Create a map of Islam from 600 - 1200 CE. • Compare the Abbasid to the Umayyad Dynasties. 	<ul style="list-style-type: none"> • Interactive powerpoints from World History materials • World History atlases • Various videos • TCI materials • Supplementary readings 	

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4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse (see 4.3.3;4.3.4;4.3.5)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read "Ancient Rome and Early Christianity."(ch.6 sec.4) "Societies and Empires of Africa" (ch. 15, sec 2), Review names, terms and questions. • Compare the conditions present during the decline of Rome (or other classical civilization) to conditions in present society (like U.S.). 		
4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including:	<p>Suggested Lessons:</p> <ul style="list-style-type: none"> • Read "World Religions and Ethical Systems" (Section from Textbook) • Create a five-column chart stating the characteristics of the five major world religions or belief systems. • Map five major world religions or belief systems and compare their locations to today. • MCCC Unit 2 Topic 3 Lesson 1 • MCCC Unit 2 Topic 3 Lesson 2 • WHFUA: Era 5 PL 4, LL 5.2 	<p>http://www.mapsofwar.com/in/d/history-of-religion.html</p>	

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	<ul style="list-style-type: none"> • Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read "Byzantines, Russians, and Turks Interact" (ch. 11) and "The Formation of Western Europe" (ch. 14), and review the names, terms, and questions. • Create a newspaper that covers the causes, stories from, and effects of the Crusades on Europe. • Create a newspaper that covers the conversion of the people of Aksum to Christianity. • WHFUA: LL 6.7 	
	<ul style="list-style-type: none"> • Islam and Hinduism in South Asia (See 5.3.3) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read "India and China establish Empires" (ch. 7) and review the names, terms, and question. • Look at maps of trade routes and compare them to the spread of religious and beliefs systems. • WHFUA: LL 6.7, lessons 4 & 5 • TCI, The Rise of Islam, 4.1, 4.2, 4.3 	
	<ul style="list-style-type: none"> • continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p.203) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Chapter 11.1 Review terms, names and questions. • Create a project or powerpoint to explain the differences between Roman Catholicism and Orthodox, and the reasons for the schism. • Analysis of Cathedral and Gregorian Chant as reflections of the power and depth of the Medieval Church. • WHFUA: Era 6, LL 6.7, lessons 1 & 2 	
4.1.3	Trade Networks and Contracts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including:	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Create a trade journey and travelogue of a Silk Road caravan • MCCC Unit 1 Topic 1 Lesson 3 	

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		<ul style="list-style-type: none"> • WHFUA: Era 5, LL 5.3 	
	<ul style="list-style-type: none"> • land-based routes across the Sahara, Eurasia and Europe 	Suggested lessons: <ul style="list-style-type: none"> • Create maps that show this interaction • Powerpoint from “World History for us All” about cultural exchange 	
	<ul style="list-style-type: none"> • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p.206) 	Suggested lessons: <ul style="list-style-type: none"> • Create maps that show this interaction • Powerpoint from “World History for us All” about cultural exchange 	
4.2	INTERREGIONAL OR COMPARATIVE EXPECTATIONS		
	Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.	Suggested lessons: <ul style="list-style-type: none"> • Students develop a time travel vacation package to various sites. • Students create trade maps. • WHFUA: LL 5.6 	
4.2.1	Growth of Islam and Dar al-Islam (A country, territory, land, or abode where Muslim sovereignty prevails) – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including:	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 10.1 and 10.2. Review terms, names and questions. • WHFUA: LL 5.2 	
	<ul style="list-style-type: none"> • the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 10.3. Review terms, names and questions. • TCI, The Rise of Islam, 2.1, 2.2, 3.1, 3.2 	
	<ul style="list-style-type: none"> • diverse religions traditions of Islam – Sunni, Shi’a/Shi’ite, Sufi (National Geography Standard 10,p.203) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity. 	Suggested lessons: see above	Murray, M. <i>Slavery in the Arab World.</i>
4.2.2	UNIFICATION OF EURASIA UNDER THE MONGOLS- Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-	Suggested lessons: <ul style="list-style-type: none"> • Read text Ch 12.2, 12.3. Review terms, names and questions. • WHFUA: Era 5, LL 5.4 	

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	distance trading networks between China and the Mediterranean world). (National Geography Standard 10, p.203)		
4.2.3	THE PLAGUE- Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (see 4.3.5) (National Geography Standard 15, 215)	<ul style="list-style-type: none"> •Read text Ch 14.4. Review terms, names and questions. •MCCC Unit 2 Topic 3 Lesson 3 •WHFUA: Era 5, LL 5.4, 5,5 	
4.3	REGIONAL EXPECTATIONS		
	Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China	•MCCC Unit 2 Topic 2 Lesson 1	
4.3.1	AFRICA TO 1500- Describe the diverse characteristics of early African societies and the significant changes in African society by:	<ul style="list-style-type: none"> • Read text: Ch 15. Review terms, names and questions. • Students study the Hunting/Gathering Stateless societies, the Muslim states and the Empires of Ghana, Mali, Songhai • MCCC Unit 2 Topic 2 Lesson 2 • MCCC Unit 2 Topic 3 Lesson 2 	
	<ul style="list-style-type: none"> • comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religions, political, and social structures (National Geography Standard 12, p. 208) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p.201) 	Suggested lessons: • Students create maps of the Bantu migration patterns.	
	<ul style="list-style-type: none"> • analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 9, p. 201) 	Suggested lessons: • Students create trade maps. • Students study the Ghana empire and its trade patterns.	
	<ul style="list-style-type: none"> • analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p.190) 	Suggested lessons: • Students look at the Islamic influences of the slave trade and then chart the Atlantic	

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		slave trade.	
	<ul style="list-style-type: none"> analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p 203) 	Suggested lessons: see above	
4.3.2	<p>THE AMERICAS TO 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography standard 10, p.203)</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> Read text: Ch 16. Review terms, names and questions. MCCC Unit 2 Topic 2 Lesson 3 WHFUA: Era 4, LL 4.6 WHFUA: Era 5, LL 5.6 	
4.3.3	<p>CHINA TO 1500- Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> Read text: Ch 12.1, 12.2, 12.3. Review terms, names and questions. Students research the Han Empire, Tang and Song China, Mongal Conquest and Empire and report back to the group. TCI, Imperial China, 1.2, 1.4 WHFUA: Era 5, LL 5.4 	
4.3.4	<p>THE EASTERN EUROPEAN SYSTEM AND THE BYZANTINE EMPIRE TO 1500- Analyze restructuring of the Eastern European system including:</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> Read text: Ch 11.1. Review terms, names and questions. MCCC Unit 2 Topic 2 Lesson 4 TCI: Europe After the Fall of the Roman Empire, Lesson 2.1, 2.2, 2.3, 	
	<ul style="list-style-type: none"> the rise and decline of the Byzantine Empire 	Suggested lessons: see above	
	<ul style="list-style-type: none"> the region’s unique spatial location 	Suggested lessons: see above	
	<ul style="list-style-type: none"> the region’s political, economic, and religious transformations 	Suggested lessons: see above	
	<ul style="list-style-type: none"> emerging tensions between East and West (National Geography Standard 3, p. 188) 	Suggested lessons: see above	

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4.3.5	WESTERN EUROPE TO 1500- Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including:		
	<ul style="list-style-type: none"> • the role and political impact of the Roman Catholic Church in European medieval society 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch13,14. Review terms, names and questions. • MCCC Unit 2 Topic 2 Lesson 5 • TCI: Europe After the Fall of the Roman Empire, Lesson 3.1, 3.2, 3.3, 3.4, 3.5 • TCI: Europe’s Transition to the Modern World Lesson 1.1 	
	<ul style="list-style-type: none"> • how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 14.2 • Students learn of the development of horsepower and the Three-field system. 	
	<ul style="list-style-type: none"> • the role of he Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 14.1, 14,3, 14.4. 	
	<ul style="list-style-type: none"> • the cultural and social impact of the Renaissance on Western and Northern Europe. 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 17.1, 17.2. Review terms, names and questions. • TCI: Europe’s Transition to the Modern World Lesson 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 	
	<u>ERA 5- THE EMERGENCE OF THE FIRST GLOBALAGE, 15TH TO 18TH CENTURIES</u>	<p>Key Concepts: absolutism, divine right, Enlightenment, “European miracle”, nation-state, Protestant Reformation, Counter or Catholic Reformation, Renaissance, revolution, science, empire, “gunpowder” empires, capitalism, coerced labor, Columbian Exchange, global interdependence, and mercantilism. (MCCC)</p>	
5.1	Cross-temporal or Global Expectations	Suggested lessons:	

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	Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18 th century.	<ul style="list-style-type: none"> • WHFUA: Era 6, LL 6.1 • WHFUA: Era 6, Panorama Power Point 	
5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (see 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 28.1, 28.2. Review terms, names and questions. • MCCC Unit 3 Topic 3 Lesson 1 • MCCC Unit 3 Topic 3 Lesson 2 • MCCC Unit 3 Topic 3 Lesson 3 • MCCC Unit 3 Topic 3 Lesson 4 • MCCC Unit 3 Topic 3 Lesson 5 • WHFUA: Era 6, Panorama Unit, LL 6.4 	
5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, pg. 202)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: “World Religions and Ethical Systems.” • MCCC Unit 3 Topic1 Lesson 1 • MCCC Unit 3 Topic1 Lesson 3 • WHFUA: Era 5, LL 5.2 • WHFUA: Era 5 Panorama Unit, lesson 4 • TCI: Europe’s Transition to the Modern World Lesson 3.1, 3.2, 3.3 	
5.2	INTERRREGIONAL OR COMPARATIVE EXPECTATIONS Analyze the impact of oceanic travel on interregional interactions.	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text Ch 20. Review terms, names and questions. • TCI: Europe’s Transition to the Modern World Lesson 4.1, 4.2, 4.3 	
5.2.1	European Exploration/Conquest and Colombian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15 th and the 16 th centuries by:	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 20.4. • MCCC Unit 3 Topic 3 Lesson 3 • WHFUA: Era 6 LL 6.2 (incomplete) 	
	<ul style="list-style-type: none"> • describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and 16th centuries 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 20.4 • MCCC Unit 3 Topic 3 Lesson 4 	

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	<ul style="list-style-type: none"> explaining how forces and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (see 5.3.5) (National Geography Standard 14d, p.212) 	Suggested lessons: <ul style="list-style-type: none"> Students will determine the impact of European conquests. 	
5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by:	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 20.3, 20.4 Students will determine the impact of slave trade: politically, economically, and culturally. WHFUA: Era 6, LL 6.5, Lessons 1 & 2 	
	using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage	Suggested lessons: <ul style="list-style-type: none"> Students will map slave routes throughout the world. 	
	<ul style="list-style-type: none"> comparing and contrasting the trans-Atlantic slave system with the American slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (see 4.3.1) 	Suggested lessons: see above	
5.3	REGIONAL CONTENT EXPECTATIONS Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.	Suggested lessons: see above	
5.3.1	Ottoman Empire through the 18 th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by:	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 18.1. Review terms, names and questions. MCCC Unit 3 Topic1 Lesson 1 MCCC Unit 3 Topic1 Lesson 2 MCCC Unit 3 Topic1 Lesson 3 	
	<ul style="list-style-type: none"> using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National 	Suggested lessons: <ul style="list-style-type: none"> Students study Osman and the establishment of a Turkish state and the 	

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HSCE	Activities	Resources/Materials	Assessment
	Geography)Standard 13, p.210)	expansion of the empire.	
	<ul style="list-style-type: none"> analyzing the impact of the Ottoman rule 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 18.2. Students study the sultans, including Mehmed, Selim, and Suleyman. 	
5.3.2	East Asia through the 18 th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by:	Suggested lessons: <ul style="list-style-type: none"> Read text Ch 19.1. Review terms, names and questions. MCCC Unit 3 Topic1 Lesson 1 MCCC Unit 3 Topic1 Lesson 2 MCCC Unit 3 Topic1 Lesson 3 MCCC Unit 3 Topic 1 Lesson 4 TCI, Imperial China & Feudal Japan, 1.4, 3.1, 3.2 	
	<ul style="list-style-type: none"> analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (see 4.3.3) (National Geography Standard 5, p. 192) 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 19.2. . Review terms, names and questions. 	
	<ul style="list-style-type: none"> analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190) 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 12.4, 19.3. Review terms, names and questions. MCCC Unit 3 Topic1 Lesson 4 TCI, Communist China & Modern Japan, 2.2 	
5.3.3	South Asia/India through the 18 th Century- Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4,p. 190)	Suggested lessons: <ul style="list-style-type: none"> Read Ch 18.3. . Review terms, names and questions. MCCC Unit 3 Topic1 Lesson 1 MCCC Unit 3 Topic1 Lesson 2 MCCC Unit 3 Topic1 Lesson 3 	
5.3.4	Russia through the 18 th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including:	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 21.4. Review terms, names and questions. MCCC Unit 3 Topic 1 Lesson 1 MCCC Unit 3 Topic 1 Lesson 2 	

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HSCE	Activities	Resources/Materials	Assessment
		<ul style="list-style-type: none"> • MCCC Unit 3 Topic 1 Lesson 3 • TCI: The Rise and Fall of the Soviet Union Lesson 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 	
	<ul style="list-style-type: none"> • Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p.210) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188) 	Suggested lessons: <ul style="list-style-type: none"> • TCI: The Rise and Fall of the Soviet Union Lesson 1.1 	
	<ul style="list-style-type: none"> • the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (National Geography Standard 10, p. 203) 	Suggested lessons: see above	
5.3.5	Europe through the 18 th Century – Analyze the major political, religious, cultural and economic transformations in Europe by:	Suggested lessons: <ul style="list-style-type: none"> •MCCC Unit 3 Topic 2 Lesson 1 •WHFUA: Era 6 LL 6.6 	
	<ul style="list-style-type: none"> • explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p.210) 	Suggested lessons: <ul style="list-style-type: none"> •Read Ch 20.1,20.2. . Review terms, names and questions. •MCCC Unit 3 Topic 3 Lesson 2 •MCCC Unit 3 Topic 3 Lesson 3 	
	<ul style="list-style-type: none"> • analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European state including absolutism 	Suggested lessons: <ul style="list-style-type: none"> • Read Ch 21.1, 21.2, 21.3. . Review terms, names and questions. 	
	<ul style="list-style-type: none"> • analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society 	Suggested lessons: <ul style="list-style-type: none"> • Read Ch 17, 22.1, 22.2, 22.3, . Review terms, names and questions. •MCCC Unit 3 Topic 2 Lesson 2 •MCCC Unit 3 Topic 2 Lesson 3 •MCCC Unit 3 Topic 2 Lesson 4 •MCCC Unit 3 Topic 2 Lesson 5 •TCI Europe’s Transition to the Modern World Lesson 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1 	
	<ul style="list-style-type: none"> • analyzing the transformation of the European economies including merchantilism, capitalism, and 	Suggested lessons: <ul style="list-style-type: none"> •MCCC Unit 3 Topic 3 Lesson 4 	

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HSCE	Activities	Resources/Materials	Assessment
	wage labor (see 5.3.3)		
5.3.6	Latin American through the 18 th Century- Analyze colonial transformations in Latin America, including:	Suggested lessons: •Read Ch 20.1, 20.2, 24.1. . Review terms, names and questions. •MCCC Unit 3 Topic 3 Lesson 2 •MCCC Unit 3 Topic 3 Lesson 3 •MCCC Unit 3 Topic 3 Lesson 4	
	• the near-elimination of American Indian civilizations and peoples	Suggested lessons: see above	
	• social stratifications of the population (e.g. peninsulares, creoles, mestizos)	Suggested lessons: see above	
	• the regional and global role of silver and sugar	Suggested lessons: see above	
	• resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208)	Suggested lessons: see above	
	ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914	Key Concepts: absolutism, constitutionalism, democracy, inalienable rights, liberalism, nationalism, popular sovereignty, republicanism, rule of law, secularism, social contract, socialism, capitalism, communism, divine right, Enlightenment, “European miracle”, nation-state, revolution, science, industrialization, labor union, urbanization, racism and working class. (MCCC)	How did global networks of exchange and revolutions lead to worldwide crises and achievements?
6.1	GLOBAL OR CROSS-TEMPORAL EXPECTATIONS Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.		
6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1) (National	Suggested lessons: • Read Ch 22.4, 23.1, 24.2. . Review terms, names and questions. •MCCC Unit 4 Topic 1 Lesson 1 •MCCC Unit 4 Topic 1 Lesson 2	

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HSCE	Activities	Resources/Materials	Assessment
	Geography Standard 13, p.210)	<ul style="list-style-type: none"> •MCCC Unit 4 Topic 1 Lesson 3 •MCCC Unit 4 Topic 2 Lesson 1 •MCCC Unit 4 Topic 2 Lesson 2 •MCCC Unit 4 Topic 2 Lesson 3 •MCCC Unit 4 Topic 2 Lesson 5 •MCCC Unit 4 Topic 3 Lesson 1 •WHFUA Era 7, Panorama Unit, LL 7.1, 7.2, 7.6 • TCI Western Europe in the Modern World Lesson 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 	
6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends (National Geography Standard 9, p. 201)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 25, 27. . Review terms, names and questions. • Create maps showing migration and population shifts • MCCC Unit 4 Topic 2 Lesson 1 • MCCC Unit 4 Topic 2 Lesson 5 • MCCC Unit 4 Topic 3 Lesson 1 • WHFUA: Era 7, LL 7.4 	
6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including:	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • MCCC Unit 4 Topic 1 Lesson 3 • MCCC Unit 4 Topic 2 Lesson 1 • MCCC Unit 4 Topic 2 Lesson 2 • MCCC Unit 4 Topic 2 Lesson 4 • MCCC Unit 4 Topic 2 Lesson 5 	
	<ul style="list-style-type: none"> • constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p.203) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 20.4, 22.4, 24.2, 25.4, pg 872 and the Declaration of Human Rights pg. 1084. Review terms, names and questions. 	
	<ul style="list-style-type: none"> • the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206) 	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 25.3. Comparing/Contrasting pg 830. . Review terms, names and questions. • WHFUA: Era 7 Power Point 	
6.1.4	Changes in Economic and Political Systems – Compare	Suggested lessons:	

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HSCE	Activities	Resources/Materials	Assessment
	the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	<ul style="list-style-type: none"> • Read Ch 25, 26. See Comparing/Contrasting pg830-835. Review terms, names and questions. • MCCC Unit 4 Topic 2 Lesson • TCI Europe in the Modern World Lesson 1.1, 1.2,, 2.1, 2.2, 2.3 	
6.1.5	Interpreting Europe’s Increasing Global Power: Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; i6.3.2; 5.3.2) (National Geography Standard 13, p. 210)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 26, 27, 28. Review terms, names and questions. • MCCC Unit 3 Topic 2 Lesson 1 • MCCC Unit 3 Topic 2 Lesson 5 • MCCC Unit 4 Topic 3 Lesson 1 • MCCC Unit 4 Topic 3 Lesson 2 • MCCC Unit 4 Topic 3 Lesson 3 • MCCC Unit 4 Topic 3 Lesson 4 • MCCC Unit 4 Topic 3 Lesson 5 • WHFUA: Big Era 7 Power Point, slides 65 & 67 	
6.2	INTERREGIONAL OR COMPARATIVE EXPECTATIONS Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 27. Review terms, names and questions. 	
6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 22.4, 23.1, 24.1, 28.4, 30.3. Review terms, names and questions. • MCCC Unit 4 Topic 1 Lesson 1 • MCCC Unit 4 Topic 1 Lesson 2 • MCCC Unit 4 Topic 1 Lesson 3 • WHFUA: Era 7 LL 7.2 	
6.2.2	Growth of Nationalism and Nation-states- Compare and contrast the rise of the nation-states in a western context (e.g. Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read 24.2, 24.3 28.3, 30.3, 30.4. Review terms, names and questions. • MCCC Unit 4 Topic 1 Lesson 3 • WHFUA: Era 7 LL 7.6 	
6.2.3	Industrialization- Analyze the origins, characteristics and consequences of industrialization across the world	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read Ch 25. Review terms, names 	

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HSCE	Activities	Resources/Materials	Assessment
	by:	and questions. •MCCC Unit 4 Topic 2 Lesson 2 •MCCC Unit 4 Topic 2 Lesson 3 •MCCC Unit 4 Topic 2 Lesson 5	
	<ul style="list-style-type: none"> comparing and contrasting the process and impact of industrialization in Russian, Japan, and of the following: Britain, Germany, United States, or France 	Suggested lessons: <ul style="list-style-type: none"> Read 25, 28.2. . Review terms, names and questions. WHFUA: Era 7 LL 7.1 	
	<ul style="list-style-type: none"> describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206) 	Suggested lessons: <ul style="list-style-type: none"> Read 26.1, 26.4. . Review terms, names and questions. TCI Western Europe in the Modern World Lesson 2.1, .2.2, 2.3 	
	<ul style="list-style-type: none"> describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212) 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 25. . Review terms, names and questions. TCI Western Europe in the Modern World Lesson 2.1, .2.2, 2.3 	
6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by:	Suggested lessons: <ul style="list-style-type: none"> Read Ch 27. Review terms, names and questions. MCCC Unit 4 Topic 3 Lesson 1 MCCC Unit 4 Topic 3 Lesson 2 MCCC Unit 4 Topic 3 Lesson 3 MCCC Unit 4 Topic 3 Lesson 4 MCCC Unit 4 Topic 3 Lesson 5 TCI Western Europe in the Modern World Lesson 3.1, 3.2 	
	<ul style="list-style-type: none"> using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 28.1, 28.2, 28.3. . Review terms, names and questions. 	

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HSCE	Activities	Resources/Materials	Assessment
	Standard 16, p. 216)		
	<ul style="list-style-type: none"> describing the connection between imperialism and racism, including the social construction of race 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 27.1. . Review terms, names and questions. 	
	<ul style="list-style-type: none"> comparing British policies in South Africa and India. French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212) 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 27. Review terms, names and questions. 	
	<ul style="list-style-type: none"> analyze the responses to imperialism by African and Asian peoples (See 6.6.3) Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectations 6.2.1)	Suggested lessons: <ul style="list-style-type: none"> Read Ch 30.4, 34. . Review terms, names and questions. 	
6.3	REGIONAL CONTENT EXPECTATIONS Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.	Suggested lessons: <ul style="list-style-type: none"> Read Ch 28. . Review terms, names and questions. 	
6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by:	Suggested lessons: <ul style="list-style-type: none"> MCCC Unit 4 Topic 1 Lesson 3 MCCC Unit 4 Topic 2 Lesson 2 MCCC Unit 4 Topic 2 Lesson 4 MCCC Unit 4 Topic 2 Lesson 5 	
	<ul style="list-style-type: none"> analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p.206) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women 	Suggested lessons: see above	
	<ul style="list-style-type: none"> using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 	Suggested lessons: <ul style="list-style-type: none"> Read Ch 23. Review terms, names and questions. 	

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HSCE	Activities	Resources/Materials	Assessment
	13, p. 210)		
6.3.2	East Asia- Analyze the political, economic, and social transformations in East Asia by	Suggested lessons: •MCCC Unit 4 Topic 2 Lesson 2 •MCCC Unit 4 Topic 3 Lesson 4 •MCCC Unit 4 Topic 3 Lesson 5	
	• explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210)	Suggested lessons: • Read Ch 28.2. Review terms, names and questions.	
	• describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions.	Suggested lessons: • Read Ch 28.1. Review terms, names and questions.	
6.3.3	Africa –Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p.216)	Suggested lessons: • Read Ch 27.1. Review terms, names and questions. • MCCC Unit 4 Topic 3 Lesson 2 • MCCC Unit 4 Topic 3 Lesson 3 • MCCC Unit 4 Topic 3 Lesson 5	
	ERA 7- GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945	Key Concepts: alliances, balance of power, capitalism, colonialism, communism, democracy, economic depression, fascism, free trade, genocide/Holocaust, human rights, imperialism, liberal ideology, limited government, militarism, modern warfare (total war), monarchy, revolution and totalitarianism. (MCCC)	
7.1	Global or Cross-temporal Expectations Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20 th century.	Suggested lessons: • TCI Western Europe in the Modern World Lesson 4.1,4.2, 4.3, 4.4	
7.1.1	Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)	Suggested lessons: • Read Ch28.2, 28.3, 30.1, 30.2, 31.1,31.3. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 6	
7.1.2	Comparative Global Power- Use historical and modern maps and other sources to analyze and explain the	Suggested lessons: • Text: maps pgs 803, 808, 839, 843 and	

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HSCE	Activities	Resources/Materials	Assessment
	changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)	860. • Read Ch 28. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 9	
7.1.3	Twentieth Century Genocide – Use various sources including works of journalism, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	Suggested lessons: • MCCC Unit 5 Topic 1 Lesson 5 • Text: Read Armenian Massacre pg 844, Jewish Genocide pg 913, Holocaust Ch 38.3, Pogroms pg 750, 867, Ukrainian Kulaks pg 879 and Nambia Genocide 1904. • WHFUA, Era 8, LL 8.1 lesson 4	
7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)	Suggested lessons: • Read Ch 28.3, 29.2. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 8	
7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)	Suggested lessons: • Read Ch 29, 32, 33.2, 33.3. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 1 • MCCC Unit 5 Topic 1 Lesson 4 • MCCC Unit 5 Topic 1 Lesson 8	
7.2	INTERREGIONAL OR COMPARATIVE EXPECTATIONS Access the interregional causes and consequences of the global wars and revolutionary movements during this era.	Suggested lessons:	
7.2.1	World War I –Analyze the causes, characteristics, and long-term consequences of World War I by:	Suggested lessons: •MCCC Unit 5 Topic 1 Lesson 1 •MCCC Unit 5 Topic 1 Lesson 3 • WHFUA: Era 8, LL 8.1 • TCI Western Europe in the Modern World Lesson 4.1	
	• analyzing the causes of the war including	Suggested lessons:	

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HSCE	Activities	Resources/Materials	Assessment
	nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism	<ul style="list-style-type: none"> • Read text: Ch24.3, 25.2, 27.2, 28.3. Cf pg 688, 727, 737, and 780. 	
	<ul style="list-style-type: none"> • Analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5) 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 29.3, 29.4, Ch 31.1 and pg 857. 	
	<ul style="list-style-type: none"> • explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210) 	Suggested lessons: <ul style="list-style-type: none"> • Read text: 29.4. Review terms, names and questions. • TCI Western Europe in the Modern World Lesson 4.2 	
7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by:	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 31. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 2 • MCCC Unit 5 Topic 1 Lesson 3 • MCCC Unit 5 Topic 1 Lesson 7 • WHFUA: Era 8, LL 8.3 	
	<ul style="list-style-type: none"> • examining the causes and consequences of the economic depression on different regions, nations, and the globe. 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 31.1, 31.2. Review terms, names and questions. 	
	<ul style="list-style-type: none"> • describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2) 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 31.3, 31.4. Review terms, names and questions. 	
	<ul style="list-style-type: none"> • comparing and contrasting the rise of nationalism in China, Turkey and India (National Geography Standard 10, p. 203) 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 30.2, 30.3, 30.4. Review terms, names and questions. 	
7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by:	Suggested lessons: <ul style="list-style-type: none"> •MCCC Unit 5 Topic 1 Lesson 3 •MCCC Unit 5 Topic 1 Lesson 4 •MCCC Unit 5 Topic 1 Lesson 5 •MCCC Unit 5 Topic 1 Lesson 6 •WHFUA: Era 8 Power Point 	
	<ul style="list-style-type: none"> • explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil 	Suggested lessons: <ul style="list-style-type: none"> • Read text: Ch 30.3, 31. Review terms, names and questions. 	

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HSCE	Activities	Resources/Materials	Assessment
	War, rape of Nanjing, annexation of Austria & Sudetenland)		
	<ul style="list-style-type: none"> explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 31.3, 31.4. Review terms, names and questions. 	
	<ul style="list-style-type: none"> analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 32. Review terms, names and questions. 	
	<ul style="list-style-type: none"> explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 33. Review terms, names and questions. 	
	<ul style="list-style-type: none"> analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (see 7.1.5; 8.1) (National Geography Standard 6, p. 154) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 32.5, 33.1. Review terms, names and questions. 	
	<ul style="list-style-type: none"> describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 33.1. Review terms, names and questions. 	
7.2.4	REVOLUTIONARY AND/OR INDEPENDENCE MOVEMENTS – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (National Geography Standard 13,p.210)	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 28, 33. Review terms, names and questions. MCCC Unit 5 Topic 1 Lesson 7 	
7.3	REGIONAL CONTENT EXPECTATIONS Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa	Suggested lessons:	
7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 30.1, 30.2. Review terms, names and questions. TCI The Rise and Fall of the Soviet Union Lesson 1.4 	
7.3.2	Europe and Rise of Fascism and Totalitarian States – compare the ideologies, policies, and governing methods of at least two 20 th –century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union)	Suggested lessons: <ul style="list-style-type: none"> Read Ch 31.3. Review terms, names and questions. MCCC Unit 5 Topic 1 Lesson 5 	

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	with those absolutist states in earlier eras. (See 5.3.5: 7.2.3)	• TCI The Rise and Fall of the Soviet Union Lesson 2.1, 2.2, 2.3,	
7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including: (National Geography Standard 13, p. 210)	Suggested lessons: •MCCC Unit 5 Topic 1 Lesson 3 •MCCC Unit 5 Topic 1 Lesson 7	
	• Japanese imperialism	Suggested lessons: see above	
	• Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)	Suggested lessons: see above • TCI, Communist China & Modern Japan, 1.3, 1.4	
	• Indian independence struggle	Suggested lessons: • Read text: Ch 30.4, 34.1. Review terms, names and questions.	
7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including:	Suggested lessons: • Read text: Ch 28.3, 28.4. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 9	
	• economic imperialism (e.g., dollar diplomacy)	Suggested lessons: • Read text: Ch 28.3. Review terms, names and questions.	
	• foreign military intervention and political revolutions in Central and South America	Suggested lessons: see above	
	• nationalization of foreign investments	Suggested lessons: see above	
7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including:	Suggested lessons: • Read text: Ch 34.4. Review terms, names and questions. • MCCC Unit 5 Topic 1 Lesson 7 • MCCC Unit 5 Topic 1 Lesson 9	
	• the decline of the Ottoman Empire	Suggested lessons: see above	
	• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic and religious) of Arab peoples	Suggested lessons: see above	
	• the role of the Mandate system	Suggested lessons: see above	

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	<ul style="list-style-type: none"> the discovery of petroleum resources 	Suggested lessons: see above	
	ERA 8- THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945	Key Concepts: capitalism, Cold War, communism, containment, decolonization, democracy, détente, deterrence, hegemony, human rights, nationalism, self-determination, sovereignty, superpower and underdeveloped nations.	
8.1	Global and Cross-temporal Expectations Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.	Suggested lessons: • Read text: Ch 33. Review terms, names and questions.	
8.1.1	Origins of the Cold War – Describe the factors that contributed the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)	Suggested lessons: • Read text: Ch 33.1. Review terms, names and questions. • MCCC Unit 6 Topic 1 Lesson 1 • TCI The Rise and Fall of the Soviet Union Lesson 3.1, 3.2	
8.1.2	Cold War Conflicts – Describe the major arenas of conflict, including:	Suggested lessons: •MCCC Unit 6 Topic 1 Lesson 2	
	<ul style="list-style-type: none"> the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam 	Suggested lessons: • Read text: Ch 33.3. Review terms, names and questions.	
	<ul style="list-style-type: none"> Ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin 	Suggested lessons: see above	
	<ul style="list-style-type: none"> the arms and space race (National Geography Standard 13, p.210) 	Suggested lessons: see above	
8.1.3	End of the cold War – Develop an argument to explain the cold War and its significance as a 20 th -century event, and the subsequent transition from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)	Suggested lessons: •MCCC Unit 6 Topic 1 Lesson 3	
8.1.4	Mapping the 20 th Century – Using post WWI, post-WWII, height of Cold War, and current world political	Suggested lessons: •MCCC Unit 6 Topic 2 Lesson 2	

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	maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).	•MCCC Unit 6 Topic 2 Lesson 3	
8.2	INTERREGIONAL OR COMPARATIVE EXPECTATIONS Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.	Suggested lessons: • Read text: Ch 35. Review terms, names and questions.	
8.2.1	The Legend of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)	Suggested lessons: •MCCC Unit 6 Topic 2 Lesson 1	
8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standards 13 and 17, pp. 210 and 219)	Suggested lessons: • Read text: Ch 35. Review terms, names and questions. • MCCC Unit 6 Topic 2 Lesson 1	
8.2.3	Middle East- Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)	Suggested lessons: • Read text: Ch 34.4. Review terms, names and questions. • MCCC Unit 6 Topic 2 Lesson 2 • TCI, The Modern Middle East, 3.1, 3.2, 3.3	
	CONTEMPORARY GLOBAL ISSUES Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.	Key concepts: globalization, ethnic cleansing/genocide/fossil fuels, global warming, migration, nationalism, natural resource, and terrorism.	
CG1	Population Explain the causes and consequences of population changes over the past 50 years by analyzing the:	Suggested lessons: •MCCC Unit 7 Lesson 1 •MCCC Unit 7 Lesson 2	

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		<ul style="list-style-type: none"> •MCCC Unit 7 Lesson 3 •MCCC Unit 7 Lesson 4 •MCCC Unit 7 Lesson 5 	
	<ul style="list-style-type: none"> • population change (including birth rate, death rate, life expectancy, growth rate,, doubling time, aging population, changes in science and technology) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • distributions of population (including relative changes in urban-rural population, gender, age,, patterns of migrations, and population density. 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • relationships of the population changes to global interactions, and their impact on three regions of the world (National Geography Standards 9 and 17, pp. 201 and 219) 	Suggested lessons: see above	
CG2	<p>RESOURCES</p> <p>Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow (resources) on human life, settlement, and interactions by describing and evaluating:</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> •MCCC Unit 7 Lesson 1 •MCCC Unit 7 Lesson 2 •MCCC Unit 7 Lesson 3 •MCCC Unit 7 Lesson 4 •MCCC Unit 7 Lesson 5 	
	<ul style="list-style-type: none"> • change in spatial distribution and use of natural resources 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • the differences in ways societies have been using and distributing natural resources 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • social, political, economic, and environmental consequences of the development, distribution, and use of natural resources 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent) 	Suggested lessons: see above	
	<ul style="list-style-type: none"> • the impact of human on the global environment (National Geography Standard 16, p. 216) 	Suggested lessons: see above	
CG3	<p>Patterns of Global Interactions</p> <p>Define the process of globalization and evaluate the</p>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> • Read text: Ch 36. Review terms, names 	<p><http://www.globalization101.org/What is</p>

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	merit of this concept to describe the contemporary world by analyzing:	and questions. • MCCC Unit 7 Lesson 1 • MCCC Unit 7 Lesson 2 • MCCC Unit 7 Lesson 3 • MCCC Unit 7 Lesson 4 • MCCC Unit 7 Lesson 5	Globalization.html>
	• economic interdependence of the world's countries and world trade patterns	Suggested lessons: • Read text: Ch 36.2. Review terms, names and questions.	
	• the exchanges of scientific, technological, and medical innovations	Suggested lessons: • Read text: Ch 36.1. Review terms, names and questions.	
	• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns	Suggested lessons: • Read text: Ch 36.5. Review terms, names and questions.	
	• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition	Suggested lessons: see above	
	• Distribution of wealth and resources and efforts to narrow the inequitable distribution of resources (National Geography Standards 6 and 11, pp. 195 and 206)	Suggested lessons: see above	
CG4	CONFLICT, COOPERATION, AND SECURITY Analyze the causes and challenges of continuing and new conflicts by describing:	Suggested lessons: • Students participate in a mock UN conference • MCCC Unit 7 Lesson 1 • MCCC Unit 7 Lesson 2 • MCCC Unit 7 Lesson 3 • MCCC Unit 7 Lesson 4 • MCCC Unit 7 Lesson 5	
	• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)	Suggested lessons: see above	
	• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)	Suggested lessons: see above	

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<ul style="list-style-type: none"> local and global attempts at peacekeeping, security democratization, and administering international justice and human rights 	Suggested lessons: see above		
<ul style="list-style-type: none"> the type of warfare used in these conflicts, including terrorism, private militias, and new technologies (National Geography Standards 10 and 13, pp. 203 and 210) 	Suggested lessons: <ul style="list-style-type: none"> Read text: Ch 36.4. Review terms, names and questions. 		

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