



**Curriculum Map
World History II
College
Saugus High School
Saugus, MA 01906**

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER 1 WORLD HISTORY II (132)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHII.1</u> Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs</p> <p>A. French Monarchy B. Thirty Years War</p>		<p><u>WHII.1</u> Continued</p> <p>C. Power of Russia D. Rise of Prussia E. Poland and Sweden</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 13: The Growth of Nations Sections 1 - 3</p> <ul style="list-style-type: none"> - Nation Building - England and France - War Grippped Europe <p>Pg. 308-317</p>		<p>Chapter 13 Section 4</p> <ul style="list-style-type: none"> -Nations Formed <p>Summary Chapters 14, 15, 16 Pg. 318-325 Pg. 425-427</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <ul style="list-style-type: none"> -List the characteristics a nation must have to survive. -Describe how geography influenced England’s development. -Define and discuss Magna Carta. 	<p style="text-align: center;">Essential Question</p> <p>How did consolidation of political power in Europe (1500-1800) manifest a nation ruled by monarchs?</p>	<p style="text-align: center;">Objectives (Students will...)</p> <ul style="list-style-type: none"> -Identify the rulers of Spain in the Middle Ages. -Explain why Italy did not become a nation. 	<p style="text-align: center;">Essential Question</p> <p>In what way(s) did the development and rise of nations lead to a modern Europe?</p>
<p style="text-align: center;">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;">Media Resources</p> <p>Overhead Powerpoint Presentation</p>	<p style="text-align: center;">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;">Media Resources</p> <p>Overhead Powerpoint Presentation</p>
<p style="text-align: center;">Evaluation/Activities</p> <p>Timeline Homework/Classwork Vocabulary Quiz Map(s): Focus on Geography Section Quizzes</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p style="text-align: center;">Evaluation/Activities</p> <p>Homework/Classwork Section Quiz Effective Writing Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 3		Week 4	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHII.2</u> Explain why England was the main exception to the growth of absolutism in royal power in Europe A. English Civil War B. Glorious Revolution</p>		<p><u>WHII.1 and 2</u> Continued</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 17: Age of Absolutism Sections 1 – 3</p> <p>Chapter 18: A Revolution in Government and Thought Sections 1 – 4 Pg. 390-406 Pg. 432-445</p>		<p>Primary Documents: 1. John Locke, <i>Second Treatise of Civil Government</i> (1690) 2. Charles de Montesquieu, <i>The Spirit Of the Laws</i> (1748) 3. Jean-Jacques Rousseau <i>Discourse on the Origins and Foundations of Inequality</i> (1755)</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Explain the growth of Absolutism in Europe. -Explain the advancements in science, math, philosophy in the Age of Reason	How did the rise of Absolutism lead to the Age of Reason?	Continue with Day 11-15	How did the documents of Locke, Montesquieu, and Rousseau influence modern democracy?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation Computer Research	The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Research Making Detailed Outlines Drawing Conclusions Section Quizzes Chapter Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Essay Debate/Discussion UNIT TEST	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>WHII.3 Summarize the important <u>causes</u> and events of the French Revolution</p> <p>A. Enlightenment B. Influence of American Revolution C. Rise of middle class D. Corruption/Incompetence</p>		<p align="center">Performance Standards:</p> <p>WHII.3 Summarize the causes and <u>events</u> of the French Revolution</p> <p>A. Estates General E. Reign of Terror B. Bastille F. Napoleon C. Declaration of Rights D. Execution of Louis XVI</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT SIX</p> <p>Chapter 19: The French Revolution and Napoleon Sections 1 and 2 - Old Regime Abuses French - Revolutionaries Pg. 452-456</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT SIX</p> <p>Chapter 19 Sections 3 and 4 Primary Documents: 1. National Assembly of France, “The Declaration Of the Rights of Man and Citizen” (1789) 2. US Bill of Rights Pg. 462-466</p>	
<p>Objectives (Students will...)</p> <p>-Describe the old regime in France and the Enlightenment. -Describe how the National Assembly was formed. -Describe the Reign of Terror. -Examine the rule of Napoleon Bonaparte.</p>	<p>Essential Question</p> <p>How did the American Revolution influence the French Revolution?</p>	<p>Objectives (Students will...)</p> <p>-Describe what France was like under the Old Regime. -Explain new ideas from Enlightenment. -Describe the cause and effect of the French Revolution. -Explain and describe Napoleon as a leader.</p>	<p>Essential Question</p> <p>How did The Declaration of the Rights of Man and Citizen influence the development of the United States Constitution?</p>
<p>Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Powerpoint Presentation Computer Research</p>	<p>Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><i>Media/Technology</i></p> <p>Powerpoint Presentation Computer Research</p>
<p>Evaluation/Activities</p> <p>Homework/Classwork Cooperative Research -Source Check Vocabulary Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Homework/Classwork Vocabulary Quiz Debate/Discussion/Research Section Quizzes Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
Performance Standards		Performance Standards	
<p><u>WHII.3</u> Continued G. Congress of Vienna</p> <p><u>WHII.16</u> Identify major developments of Latin America to the early 20th century.</p>		<p><u>WHII.4</u> Summarize the major <u>effects</u> of the French Revolution</p> <p><u>WHII.10</u> Summarize the causes, courses, and consequences of the unification of Germany and Italy</p> <p><u>WHII.11</u> European Imperialism</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SEVEN	
<p>Chapter 20: The Congress Of Vienna and Its Aftermath Sections 1 -3 Primary Document: Thomas Paine, <i>Rights Of Man</i> (1791) Pg. 474-486</p>		<p>Chapter 21: Nationalism Sections 1 – 3 Primary Document: Mary Wollstonecraft, <i>Vindication of the</i> <i>Rights of Women (1792)</i> Pg. 496-506</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Identify the important leaders of Congress of Vienna and describe their goals and actions. -Explain Latin America’s fight for independence. -Explain the Metternich system of the Old Regime. 	How did the Congress of Vienna influence a modern Europe?	<ul style="list-style-type: none"> -Explain the process of Italy, Germany, Austria as they become nations. -Describe the conflicts between European nations in the 1800s and 1900s. 	How did the idea of the “nation” become a category in European life?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead Powerpoint Presentation</p>	<p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead Powerpoint Presentation Computer Research</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Map(s): Make Comparisons Section Quizzes Essay Chapter Test UNIT TEST</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Essay Section Quizzes Biography: Bismarck, Cavour Chapter Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><u>WHII.5</u> Identify the causes of the Industrial Revolution A. Rise of agricultural Productivity B. Transportation</p>		<p align="center">Performance Standards</p> <p><u>WHII.5</u> Continued C. Adam Smith D. New sources of energy</p> <p><u>WHII.7</u> Describe the rise of unions and socialism, including the ideas and influence of Robert Owens and Karl Marx</p>	
<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 22: People, Money and Machines Section 1 - Revolutions in Industry and Agriculture Pg. 513</p>		<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 22 Section 2 - Society Faced Complex Problems Pg. 518-524</p>	
<p align="center">Objectives (Students will...)</p> <p>-Explain how the Industrial and Agricultural Revolutions occurred. -Describe the major inventions that were made during this time.</p>	<p align="center">Essential Question</p> <p>How has the Industrial and Agricultural Revolutions affected people's life styles today?</p>	<p align="center">Objectives (Students will...)</p> <p>-Describe problems that arose as a result of the Industrial and Agricultural Revolutions. -Explain solutions proposed by <i>social reformers</i>.</p>	<p align="center">Essential Question</p> <p>Who is Karl Marx and what was his relationship to the communism state?</p>
<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation</p>	<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation</p>
<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Analyzing Statistics Section Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Section Quiz Critical Thinking</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHII.6</u> Summarize the social and economic impact of the Industrial Revolution</p> <p>A. Productivity/Wealth B. Population Growth C. Growth of Middle Class D. Problems</p>		<p><u>WHII.8</u> Describe the rise, role and significance of various anti-slavery societies in the British empire in 1833.</p> <p><u>WHII.9</u> Explain the impact of various social and political reforms and reform movements in Europe.</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN	
<p>Chapter 22 Section 3 -Culture Reflected the Spirit of the Times Pg. 527-531</p>		<p>Chapter 23: The Age of Democratic Reform Section 1-3 -Gr. Britain Reforms its Government -France Becomes a Republic -Science and Ed Improve Society Pg. 534-547</p>	
<p>Objectives (Students will...) -Explain how scientific discoveries create new possibilities. -Identify the leading figures of Darwinism and Social Darwinism</p>	<p>Essential Question Why were Darwin's ideas so important? How did the move toward realism in 19th C literature point out problems in society?</p>	<p>Objectives (Students will...) -Examine some reforms that made Great Britain more democratic. -Explain how Napoleon destroyed democracy in France -Identify improvements in living conditions in 19th C</p>	<p>Essential Question Why was the Reform Bill of 1832 important to the advance of British democracy? What war ended the reign of Napoleon III?</p>
<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation</p>	<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation</p>
<p>Evaluation/Activities Homework/Classwork Section Quiz Chapter Test</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Homework/Classwork Vocabulary Quizzes Supporting Opinions with Facts Chapter Test</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 13		Week 14	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHIL.12-WHIL.15</u> Identify major developments in Indian, Chinese, Japanese, and African history in the 19th and early 20th centuries</p>		<p><u>WHIL.17</u> Describe the importance of economic and imperial competition, Balkan nationalism, German militarism, and the power vacuum due to declining powers in causing World War I</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 24: Imperialism In Africa and Asia Sections 1-3 -Division in Africa -British Imperialism dominated India and extends to Asia Pg. 550-567</p>		<p>Chapter 25: World War I And Its Aftermath Section 1 -Tensions and Crises Led To War in Europe Pg. 574-578</p>	
<p>Objectives (Students will...) -Understand the effects of imperialism in Africa and India -Examine why imperialism spread to China and other Asian countries</p>	<p>Essential Question Why was Africa and India so necessary to European interests?</p>	<p>Objectives (Students will...) -Describe the alliance system in Europe -Explain why Germany's prosperity was a key factor in starting WW I -Explain how nationalism in Serbia triggered WWI</p>	<p>Essential Question What could cause a world war and why would nations, so far removed from the conflict, find it necessary to get involved?</p>
<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation</p>	<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation</p>
<p>Evaluation/Activities Timeline Section Quizzes Map: Major World Empires Recognizing Bias Chapter Test UNIT TEST</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Homework/Classwork Section Quiz Map: World Before 1914</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 15		Week 16	
Performance Standards		Performance Standards	
<u>WHII.18</u> Summarize the major events and consequences of World War I		<u>WHII.19</u> Identify major develops in Middle East and central Asia before World War II	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
Chapter 25 Sections 2 -WW I Was Set on Land And Sea Pg. 579-585		Chapter 25 Section 3 -War Brought an End to Mighty Empires Pg. 586-589	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Describe the differences between WWI and earlier wars -Identify the Western and Eastern fronts -Explain why the US became involved in WW I -Discuss the results of WWI	How did WWI differ from previous wars in terms of people and resources?	-Identify the leader of India's movement for independence -Explain how China became a republic -List the nations that were established in the Middle East after WWI	How did the issue of self-government for national groups in Europe, Asia, and the Middle East bring about the formation of new independent governments?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation	The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Map: WW I 1914-18 Map: Europe 1918 Section Quiz	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Homework/Classwork Research: Ottoman Empire, Balfour Declaration, Mustafa Kemal Ataturk Kingdom of Transjordan Section Quiz	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 17		Week 18	
<i>Performance Standards</i>		<i>Performance Standards</i>	
WHII.19 Continued		WHII.20 Describe various causes and consequences of the global depression of the 1930's	
Unit/Topic/Lesson UNIT EIGHT Chapter 25 Section 4 -Postwar World Pg. 590-592		Unit/Topic/Lesson UNIT EIGHT Research Project Subjects to Consider <ol style="list-style-type: none"> 1. Restrictive Monetary Policies 2. Unemployment and Inflation 3. Political Instability 4. Influence and Ideas 	
Objectives (Students will...) -Describe the peace efforts made around 1900 -Discuss the ways in which the League of Nations was a success and a failure	Essential Question How old is the idea of having an international organization to keep peace?	Objectives (Students will...) -Understand how inflated stock prices, overproduction, high tariffs, and mistakes by the Federal Reserve all led to the Great Depression	Essential Question Could a "Great Depression" ever happen again?
Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead Powerpoint Presentation	Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Computer Research
Evaluation/Activities Homework/Classwork Identify Propoganda Section Quiz Chapter Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Preparation and Presentation of Research Project	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i>		<i>Performance Standards</i>	
REVIEW FOR MID YEAR EXAM		MID YEAR EXAM WEEK	
Unit/Topic/Lesson		Unit/Topic/Lesson	
UNITS Review Unit Five: Journey Into Modern Times, Chap 13-17 Review Unit Six: An Age of Revolution, Chap 18-20 Review Unit Seven: The Dominance of Europe, Chap 21-24 Review Unit Eight: The World in Crisis, Chap 25			
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	What do students know and are able to do?		
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Study Guides and Preview Materials			
Evaluation/Activities	Completion date:	Evaluation	Completion date:
MID YEAR STANDARDIZED EXAM FOR WORLD HISTORY II (132)	Completed by:	MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY II (132)	Completed by:
	Comments		Comments

SEMESTER 2 WORLD HISTORY II (132)

Week 21		Week 22	
<p align="center">Performance Standards</p> <p><u>WHII.21</u> Describe the goals of totalitarianism in Italy, Germany, Soviet Union</p>		<p align="center">Performance Standards</p> <p><u>WHII.22</u> Consequences of Soviet Communism</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 26: The Rise Of Dictatorships Sections 1-3 -Russia -Italy and Germany -Other Countries Pg. 596-610</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 26 Section 1-3 Continued Pg. 596-610</p>	
<p align="center">Objectives (Students will...)</p> <p>-List the groups of Russians who were unhappy with the czar's rule -Identify reforms promised by the Communist government after the Revolution -Identify Lenin and Stalin</p>	<p align="center">Essential Question</p> <p>What were the changes czarist Russia experienced as it became a Communist dictatorship?</p>	<p align="center">Objectives (Students will...)</p> <p>-Identify Mussolini and Hitler -Explain how the Fascists gained support in Italy after WWI -Discuss Hitler's goals -Described what happened to the Jewish people in Europe under Hitler's rule</p>	<p align="center">Essential Question</p> <p>How was it possible for Mussolini and Hitler to gain control in Italy and Germany?</p>
<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Computer Research</p>	<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation</p>
<p align="center">Evaluation/Activities</p> <p>Research: Mussolini, Hitler, Lenin, Stalin</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comment: Alternative Evaluation: Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Analyzing Pol. Cartoons Section Quizzes</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 23		Week 24	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>WHII.23</u> German, Italian, Japanese drive for empires		<u>WHII.24</u> Summarize key battles and events in WWII A. German Conquest B. Battle of Britain C. Pearl Harbor D. Bataan Death March E. El Alamein F. Midway	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
Chapter 26 Section 1-3 Continued Pg. 596-610		Chapter 27: World War II Section 1-3 -Unchecked Aggression -Germany and Its Allies -Allies Triumph Pg. 614-628	
Objectives (Students will...) -Examine why some European countries could not resist the appeal of fascism, nazism, and communism	Essential Question What are democratic ideals that societies ruled by totalitarian governments must sacrifice?	Objectives (Students will...) -Examine how WWII began, how the war ended, and what measures were taken by the world community to prevent future wars	Essential Question How did WWII impact more lives than just those of the people directly involved?
Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead Powerpoint Presentation Computer Research	Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead Powerpoint Presentation
Evaluation/Activities Homework/Classwork Section Quizzes Research Presentation Chapter Test	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Homework/Classwork Map: WW II in the Pacific Map: WW II in Europe Section Quiz	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 25		Week 26	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>WHII.24</u> Continued G. Stalingrad H. D-Day I. Battle of the Bulge J. Iwo Jima K. Okinawa		<u>WHII.26</u> Background and consequences of Holocaust	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
Chapter 27 Sections 1-3 Continued Pg. 614-628		Chapter 27 Section 1-3 Continued Pg.614-628	
Objectives (Students will...) -Explain how Hitler took over most of Europe -Describe how Germany and the Soviet Union became enemies -Explain what brought the US into WWII	Essential Question At what point should the US become involved in foreign affairs?	Objectives (Students will...) -Understand Hitler's plans for people who he did not think were part of the "master race" -Described what happened to the Jewish people in Europe	Essential Question Why is not easy to understand why so many Jews were unable to escape the Nazis?
Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead Powerpoint Presentation Videos and Film	Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead Computer Research
Evaluation/Activities Homework/Classwork Section Quiz	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Biography: Anne Frank Videos and Fillms Vocabulary Quiz Section Quiz	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 27		Week 28	
<p align="center">Performance Standards</p> <p><u>WHII.25</u> Goals, leadership and post war plans</p> <p><u>WHII.27</u> Reasons for dropping the atomic bomb on Japan</p>		<p align="center">Performance Standards</p> <p><u>WHII.29</u> Describe the reasons for the United Nations</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 27 Section 1-3 Continued Primary Document: W. Churchill's "The Iron Curtain" (1941) Pg. 614-628</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 27 Section 4 -World Nations Unite to Prevent Future Wars Primary Document: United Nations—"International Declaration of Human Rights" (1948) Pg. 628-630</p>	
<p align="center">Objectives (Students will...)</p> <p>-Explain how war began in the Far East -Identify the events that marked the turning point -List the events that brought about an end to the war with Japan</p>	<p align="center">Essential Question</p> <p>What is meant by D-Day?</p>	<p align="center">Objectives (Students will...)</p> <p>-Explain the aim of the United Nations -List the powers of the UN General Assembly</p>	<p align="center">Essential Question</p> <p>How can one nation's veto stop United Nation actions?</p>
<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation Computer Research</p>	<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation Computer Research</p>
<p align="center">Evaluation/Activities</p> <p>Research: Churchill, Roosevelt, Stalin Writing Persuasive Paragraphs Section Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Discussion and Debate Homework/Classwork Research Presentation Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 29		Week 30	
Performance Standards		Performance Standards	
<p><u>WHII.28</u> Explain the consequences of World War II <u>WHII.36</u> Explain post-war economic growth <u>WHII.31</u> Describe the Truman Doctrine, Marshall Plan, NATO <u>WHII.37</u> Work of Scientists in 20th Century</p>		<p><u>WHII.30</u> Summarize factors contributing to the Cold War <u>WHII.32</u> Describe developments of the arms race and events leading to the Cold Wars <u>WHII.35</u> Economic productivity during the Cold War</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 28: Aftermath of World War II Sections 1-2 -Two World Powers -Europe Recovers Pg. 634-644</p>		<p>Chapter 28 Section 3 -Nations Formed in Asia, Middle East, Europe, Africa Pg. 645-650</p>	
<p style="text-align: center;">Objectives (Students will...)</p> <p>-List the goals of the Truman Plan and Marshall Plan -Describe the response of the Soviet satellites to Russian domination -Describe how European nations moved toward postwar recovery</p>	<p style="text-align: center;">Essential Question</p> <p>Who emerged as the “superpowers” at the end of WWII?</p> <p>Who are the “superpowers” in the world today?</p>	<p style="text-align: center;">Objectives (Students will...)</p> <p>-Explain what led to the cold war. -Discuss economic and political changes in Europe after WWII -Explain the Common Market</p>	<p style="text-align: center;">Essential Question</p> <p>What are the changes a country must undergo after a war, especially with regard to postwar life in a country where fighting actually occurred?</p>
<p style="text-align: center;">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;">Media Resources</p> <p>Overhead Powerpoint Presentation Computer Research</p>	<p style="text-align: center;">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;">Media Resources</p> <p>Overhead Powerpoint Presentation Computer Research</p>
<p style="text-align: center;">Evaluation/Activities</p> <p>Timeline Research: Einstein, Femi Oppenheimer, Salk, DNA Watson, Crick Vocabulary Quiz Map: Postwar Europe Section Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p style="text-align: center;">Evaluation/Activities</p> <p>Research: Korean War, People’s Republic China. Middle East, Cuba and Berlin, Vietnam War, “Prague Spring, ABM And SALT treaties, Afghanistan</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><u>WHII.38</u> Development and goals of nationalist movements in Africa, Asia, Latin America, Middle East</p>		<p><u>WHII.33</u> Describe the Chinese Civil War</p> <p><u>WHII.34</u> Political and economic upheavals after the Chinese Revolution</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 28 Section 3 Continued Pg. 645-650</p>		<p>Chapter 28 Section 3 Continued Pg. 645-650</p>	
<p>Objectives (Students will...) -Explain why Indian independence led to Hindu and Muslim states</p>	<p>Essential Question Why were the lingering problems between Muslims and Hindus in India the last stumbling blocks to complete independence?</p>	<p>Objectives (Students will...) -Discuss how the United States and UN became involved in Korea</p>	<p>Essential Question Why was the UN intervention in Korea a unique historic event?</p>
<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation Computer Research</p>	<p>Teacher Resources The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead Powerpoint Presentation Computer Research</p>
<p>Evaluation/Activities Research: Castro, Lumumba, Ho Chi Minh, Nassar, Nehru, Peron</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Homework/Classwork Section Quizzes Research Presentation</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 33		Week 34	
Performance Standards		Performance Standards:	
<p><u>WHII.39</u> Explain the background for the establishment of the modern state of Israel in 1948, and conflicts between Israel and Arab World</p>		<p><u>WHII.40</u> Identify causes for the collapse of the Soviet Union</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT NINE	
<p>Chapter 28 Section 3 Continue</p> <p>Current Events Geography in History Pg. 645-650</p>		<p>Chapter 29: The World Today Section 1-3 -Western Europe -Soviet Union Made Reforms -Changes Swept Eastern Europe Pg. 658-672</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Describe how Israel became a nation	<p>Why did the Arabs and Israelis fight each other in 1948?</p> <p>Has peace finally come to that area?</p>	<p>-Examine how nations of Western Europe have changed since the 1960's</p> <p>-Explain how Gorbachev was different from previous Soviet leaders</p>	<p>What were the goals that the European Community hoped to achieve by 1992?</p> <p>Does money change everything?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>The Pageant of WH, Leinwand (PrenticeHall SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead Powerpoint Presentation</p>	<p>The Pageant of WH, Leinwand (PrenticeHall SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead Powerpoint Presentation</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Map: Palestine, 1919, 1923 Map: Palestine, 1945 Section Quiz Chapter Test UNIT TEST</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Timeline Vocabulary Quiz Map: Europe Today Analyzing Cartoons Section Quizzes</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 35		Week 36	
<p align="center">Performance Standards</p> <p><u>WHII.41</u> Explain the various leaders of the Soviet Union and Eastern Europe</p> <p><u>WHII.42</u> Analyze the consequences of the Soviet Union breakup</p>		<p align="center">Performance Standards</p> <p><u>WHII.43</u> Ethnic and religious conflicts</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT NINE</p> <p>Chapter 29 Section 1-3 Continued Pg. 658-674</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT NINE</p> <p>Chapter 30: Western Hemisphere Sections 1-3 -USA Faces a Changing World -Canada Sought Independence -Latin America Pg. 676-692</p>	
<p align="center">Objectives (Students will...)</p> <p>-Define <i>glasnost</i> and <i>perestroika</i> -Describe how Poland gained a democratic government -Identify the changes that have occurred in the Balkans</p>	<p align="center">Essential Question</p> <p>How did Gorbachev's practice of <i>glasnost</i> and <i>perestroika</i> lead to independence for the former satellite nations?</p>	<p align="center">Objectives (Students will...)</p> <p>-Examine how the people and the leaders of the US met the challenges of 1960-1990's -Examine the course that Canada has taken since WWI -Identify the challenges faced by Latin American countries since the 1960's</p>	<p align="center">Essential Question</p> <p>As well as sharing a border, how is the US and Canada linked economically and defensively? To what extent should the US be involved in Latin America?</p>
<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation Computer Research</p>	<p align="center">Teacher Resources</p> <p>The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead Powerpoint Presentation</p>
<p align="center">Evaluation/Activities</p> <p>Research: Gorbachev, Havel, Sakharov, Solzhenitsyn, Walesa Homework/Classwork Section Quizzes Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Timeline Vocabulary Quiz Section Quiz Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 37		Week 38	
Performance Standards		Performance Standards	
<u>WHII.44</u> Explain apartheid in South Africa <u>WH.45</u> Explain social and economic effects of the spread of AIDS		<u>WHII.47</u> Explain Islamic Fundamentalism <u>WHII.46</u> Explain the computer revolution <u>WHII.47</u> America's response to Sept. 11, 2001	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Chapter 31: Middle East And Africa Sections 1-4 -Middle East -Conflicts in Africa -Sub-Saharan Africa -S. Africa's Political Change Pg. 694-712		Chapter 32: Asia in Today's World Sections 1-3 -Japan and Korea -China -Southeast Asia Challenges -South Asia Chapter 33: Contemporary Global Issues	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Explain why the Middle East has experienced conflict since 1960 -Determine how the nations of northern Africa faced their problems after WWII -Discuss the changes taking place in sub-Saharan Africa and Southern Africa today	What limits did apartheid put on the freedom of black South Africa?	-Describe the post-WWII economic renaissance of Japan and South Korea, the major challenges of Southeast Asia, and progress of South Asia -Examine what happened in China under Communist rule -Discuss contemporary global issues	Does prosperity usually come soon after a nation overthrows its dictator? What are some of the major environmental issues facing the world today?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation	The Pageant of WH, Leinwand (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Powerpoint Presentation
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Reading Newspaper Articles Graphs, Charts Map: Africa Today Section Quiz Chapter Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Homework/Classwork Section Quiz Predicting Consequences Current Events UNIT TEST	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster:

Week 39		Week 40	
<p align="center"><i>Performance Standards</i></p> <p>REVIEW FOR FINAL EXAM</p>		<p align="center"><i>Performance Standards</i></p> <p align="center">FINAL EXAM WEEK</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNITS</p> <p>Review Unit Eight: The World in Crisis, Chap 26-28 Review Unit Nine: The World Today, Chap 29-32</p>		<p align="center">Unit/Topic/Lesson</p>	
<p>Objectives (Students will...)</p> <p>-Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents</p>	<p>Essential Question</p> <p>What do students know and are able to do?</p>	<p>Objectives (Students will...)</p>	<p>Essential Question</p>
<p>Teacher Resources</p> <p>Study Guides and Preview Materials</p>	<p>Media Resources</p>	<p>Teacher Resources</p>	<p>Media Resources</p>
<p>Evaluation/Activities</p> <p>STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (132)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p>Evaluation</p> <p>STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (132)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>