



**Curriculum Map
World History II
Honors
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 (133)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHI WHI.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</p>		<p><u>WHII.1</u> Continued</p> <p>B. Thirty Years' War</p> <p>C. Power of Russia</p> <p>D. Rise of Prussia</p> <p>E. Poland and Sweden</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 21: Absolute Monarchs in Europe (1500-1800) Pg. 510-541</p> <p>Lesson 1: Spain's Empire and European Absolutism</p> <p>Lesson 2: France's Ultimate Monarch</p>		<p>Chapter 21 Continued</p> <p>Lesson 3: Central European Monarchs Clash</p> <p>Lesson 4: Russian Czars Increase Power</p> <p>Lesson 5: Parliament Limits the Monarchy</p>	
<p>Objectives (Students will...)</p> <p>-Understand that during a time of religious and economic instability Philip II ruled Spain with a strong hand</p> <p>-Explain why after a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time</p>	<p>Essential Question</p> <p>When faced with crises, why do many heads of government take on additional economic or political powers?</p> <p>How did Louis use his power to build a great palace and sponsor art that is part of France's cultural legacy?</p>	<p>Objectives (Students will...)</p> <p>-Describe how absolute monarch ruled Austria and the German state of Prussia</p> <p>-Identify Peter the Great</p> <p>-Examine how absolute rulers in England were overthrown.</p>	<p>Essential Question</p> <p>How did Prussia build a strong military tradition in Germany that contributed to world wars in the 20th century?</p> <p>How did Parliament gain power?</p>
<p>Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Powerpoint</p>	<p>Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Powerpoint</p>
<p>Evaluation/Activities</p> <p>Homework/Classwork</p> <p>Maps/Timeline/Vocab</p> <p>Graphic Organizer</p> <p>Lesson Quizzes</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</p> <p>Maps/Timeline</p> <p>Charts/Biographies/News</p> <p>Lesson Quizzes</p> <p>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	
Performance Standards		Performance Standards	
<p><u>WHII.2</u> Explain why England was the main exception to the growth of absolutism in royal power in Europe</p> <p>A. English Civil War</p> <p>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 22: Enlightenment and Revolution (1550 -1789) Pg. 542-569</p> <p>Lesson 1: Scientific Revolution</p> <p>Lesson 2: The Enlightenment in Europe</p>		<p>Primary Documents:</p> <p>1. John Locke, <i>Second Treatise of Civil Government</i> (1690)</p> <p>2. Charles de Montesquieu, <i>The Spirit Of the Laws</i> (1748)</p> <p>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
<p>-Discuss how scientists began to question accepted beliefs</p> <p>-Examine the revolution in intellectual activity</p>	<p>What were the new theories based on experimentation?</p> <p>How did the revolution in intellectual activity change European's view of government and society?</p>	<p>Identify the ideas, thinkers and impact of the major ideas of Enlightenment</p>	<p>What important documents reflect the influence of Enlightenment ideas?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Powerpoint</p>	<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Powerpoint</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework/Classwork</p> <p>Timeline/Scientific Method</p> <p>Lesson Quizzes</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>European Values/Philosophers</p> <p>US Constitution: An Enlightenment Document</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><u>WHII.3</u> 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><u>WHII.3</u> Summarize the causes and <u>events</u> of the French Revolution</p> <p>A. Estates General B. Bastille C. Declaration of Rights D. Execution of Louis XVI E. the Terror F. Napoleon</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 22Continued Lesson 3: The Spread of Enlightenment Ideas Lesson 4: American Revolution: The Birth of A Republic</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 23: The French Revolution and Napoleon (1789-1815) Pg. 570-599 Primary Document: National Assembly of France, “The Declaration Of the Rights of Man and Citizen” (1789) Lesson 1: Revolution Threatens the French King</p>	
<p align="center">Objectives (Students will...)</p> <p>-Identify the Enlightenment ideas that spread through the Western world</p>	<p align="center">Essential Question</p> <p>What “enlightened” problem-solving approach to government and society prevails in modern civilization today?</p>	<p align="center">Objectives (Students will...)</p> <p>-Explain the economic and social inequalities in the Old Regime that helped cause the French Revolution</p>	<p align="center">Essential Question</p> <p>Do you think that changes in the French government were inevitable?</p>
<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint</p>	<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint</p>
<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Map/Concept Web History through Arts Lesson 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>Homework/Classwork Notes/Timeline/Vocab Web Diagram Lesson Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>WHII.3</u> Continued		<u>WHII.3</u> Continued G. Congress of Vienna <u>WHII.4</u> Summarize the major <u>effects</u> of the French Revolution	
Unit/Topic/Lesson UNIT FIVE Chapter 23 Continued Lesson 2: Reform and Terror Lesson 3: Napoleon Forges an Empire Primary Documents Cont. 1. Bill of Rights 2. Thomas Paine, <i>Rights Of Man</i> (1791)		Unit/Topic/Lesson UNIT FIVE Chapter 23 Continued Lesson 4: Empire Collapses Lesson 5: Congress of Vienna Convenes Primary Document Cont. Mary Wollstonecraft, <i>Vindication of the Rights of Women (1792)</i>	
Objectives (Students will...) -Understand how the revolutionary government of France made reforms but also used terror and violence -Identify Napoleon Bonaparte	Essential Question Do you think “times make the man” or does the “man make the times?”	Objectives (Students will...) -Examine Napoleon’s conquests -Explain how the Congress of Vienna tried to restore order and reestablish peace	Essential Question How did the three main goals of Metternich’s plan solve a political problem?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint
Evaluation/Activities Homework/Classwork Map/Timeline Legislative Assembly Lesson Quizzes	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Homework/Classwork Maps/Graphs Lesson Quizzes Chapter Test	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><u>WHII.5</u> Identify the causes of the Industrial Revolution, A-D</p> <p><u>WHII.7</u> Describe the rise of unions and socialism, including influence of Robert Owens and Karl Marx</p>		<p align="center">Performance Standards</p> <p><u>WHII.6</u> Summarize the social and economic impact of the Industrial Revolution</p> <p>A. Productivity/Wealth B. Population Growth C. Middle Class D. Problems</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Chapter 25: The Industrial Revolution (1700-1900), Pg. 630-655 Lesson 1: Beginnings of Industrialization Lesson 3: Industrialization Spreads Lesson 4: Age of Reforms</p>		<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Chapter 26: Age of Democracy and Progress (1815-1914) Pg. 656-681 Lesson 1: Democratic Reform Lesson 2: Self Rule Lesson 3: Expansion/Crisis Lesson 4: 19th Century Progress</p>	
<p align="center">Objectives (Students will...)</p> <p>-Discuss how the Industrial Revolution started in England and spread elsewhere -List the economic, social, and political reforms brought about by the Industrial Revolution.</p>	<p align="center">Essential Question</p> <p>What were some of the modern social welfare programs that were developed during this period?</p>	<p align="center">Objectives (Students will...)</p> <p>-Explain how Britain and France were transformed into the democracies they are today</p>	<p align="center">Essential Question</p> <p>How did natural selection and economic competition differ? (Charles Darwin)</p>
<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint Computer Research</p>	<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint</p>
<p align="center">Evaluation/Activities</p> <p>Lesson 2: Industrialization-- Case Study: Manchester Homework/Classwork Lesson Quizzes Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Notes/Maps/Timeline Lesson Quizzes Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>WHII.8</u> Describe the rise, role and significance of various antislavery societies</p> <p><u>WHII.9</u> Explain the impact of various social and political reforms and movements in Europe</p>		<p><u>WHII.10</u> Summarize the causes, course, and consequence of the unification of Italy and Germany</p>	
Unit/Topic/Lesson UNIT FIVE, SIX		Unit/Topic/Lesson UNIT FIVE	
<p>Primary Documents</p> <p>1. Benjamin Constant, “The Liberty of the Ancients Compared With that of the Moderns”(1819)</p> <p>2. Thomas Macaulay “Jewish Disabilities,” speech (1833)</p>		<p>Chapter 24: Nationalist Revolutions Sweep the West (1789-1900) Pg 609-625</p> <p>Lesson 2: Revolutions Disrupt Europe</p> <p>Lesson 4: Revolution in the Arts</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Examine the ideas express in primary source documents	What is the relevance in today’s society of the primary source documents recently examined?	-Explain how the liberal and nationalist uprisings challenged the old conservative order of Europe -Examine the artistic and intellectual movements in Europe of the 1880s	How does romanticism and realism continue to dominate the novels, dramas, and films produced today?
Teacher Resources	Media Resources	Teacher Resource	Media Resources
<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	Powerpoint	<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	Powerpoint Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>John Stuart Miller, <i>On Liberty</i> (1859)</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Chapter 24: Lesson 3: Nationalism Case Study—Italy and Germany Homework/Classwork Lesson Quizzes Chapter Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><u>WHII.11</u> Imperialism</p> <p><u>WHII.12-WHII.15</u> Identify major developments in Indian, Chinese, Japanese and African history in the 19th and 20th centuries</p>		<p><u>WH11.11-WHII.15</u> Cont.</p> <p><u>WHII.16</u> Identify major developments of Latin- American history A-F</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 27: Age of Imperialism (1815-1914) Pg. 682-711 Lesson 1: Imperialists Divide Africa Lesson 3: Muslim Lands Lesson 4: India Lesson 5: Southeast Asia</p>		<p>Chapter 24 Continued Lesson 1: Latin America Chapter 28: Transformations Around the Globe (1800-1914) Pg. 600-608, Pg. 712-735. Lesson 1: China Responds to Lesson 2: Japan Modernizes Lesson 3: Latin America Lesson 4: Mexican Revolution</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Identify the motives that caused nations of Europe to engage in imperialist activities -Examine the methods Muslim leaders used to try to prevent European imperialism -Explain the cause of the Sepoy Mutiny -Describe the attitudes held by Americans about colonizing other lands 	<p>What are the forms of imperialist activities?</p>	<ul style="list-style-type: none"> -Describe how western economic pressure forced China to open to foreign trade -Explain how Japan followed the model of Western powers by industrializing -Identify the political inequalities that triggered a Mexican revolution 	<ul style="list-style-type: none"> -What effects did the Monroe Doctrine and Roosevelt Corollary have on Latin America? -What role did “Pancho” Villa play in the Mexican revolution?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Powerpoint Computer Research</p>	<p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Powerpoint</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Chapter 27: Lesson 2: Imperialism Case— Nigeria Chapter Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Homework/Classwork Notes/Maps/Timeline/Vocab Lesson Quizzes Chapter Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 15		Week 16	
<p align="center">Performance Standards</p> <p><u>WHII.17</u> Describe the importance of economic and imperial competition, Balkan nationalism, German militarism</p> <p><u>WHII.18</u> Summarize the major events and consequences of WW I</p>		<p align="center">Performance Standards</p> <p><u>WHII.19</u> Identify major developments in Middle East and Central/South-west Asia before WWII</p>	
<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 29: The Great War (1914-1918) Pg 740-765 Lesson 1: The Stage is Set Lesson 2: War Consumes Europe Lesson 3: World Affects Lesson 4: Flawed Peace</p>		<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 30: Revolution and Nationalism (1900-1939) Pg. 781-791 Lesson 3: Collapse of Chinese Imperial Rule</p>	
<p align="center">Objectives (Students will...)</p> <p>-Explain how nationalism, imperialism, and militarism helped set the stage for WW I -Explain the factors that prompted the US to enter the war -Explain how WW I was a total war</p>	<p align="center">Essential Question</p> <p>What was the purpose of the League of Nations?</p>	<p align="center">Objectives (Students will...)</p> <p>-Examine the nationalist and Communist movements that struggled for power after the fall of the Qing Dynasty</p>	<p align="center">Essential Question</p> <p>What influence did foreign nations have on China from 1912 to 1938?</p>
<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint</p>	<p align="center">Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Powerpoint</p>
<p align="center">Evaluation/Activities</p> <p>Homework/Classwork Notes/Maps/Timeline Lesson 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>Homework/Classwork Notes/Maps Lesson Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 17		Week 18	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>WHII.19</u> Continued		<u>WHII.20</u> Describe various causes and consequences of the global depression of the 1930's	
Unit/Topic/Lesson UNIT SEVEN Chapter 30Continued Lesson 4: Nationalism in India and Southwest Asia		Unit/Topic/Lesson UNIT SEVEN Chapter 31: Years of Crisis (1919-1939) Pg. 792-806 Lesson 1: Age of Uncertainty Lesson 2: Global Depression	
Objectives (Students will...) -Explain how nationalism triggered independence movements to overthrow colonial power	Essential Question What independent nations are key players on the world stage today?	Objectives (Students will...) -Examine the postwar period -Describe how an economic depression in the US spread throughout the world	Essential Question What social and economic programs were introduced worldwide to combat the Great Depression?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources
Evaluation/Activities Homework/Classwork Notes/Timeline/Vocab Lesson Quiz Chapter Test	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Homework/Classwork Stock Market—Web Diagram Lesson Quizzes	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> 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: Absolutism to Revolution, Chap 21-24 Review Unit Six: Industrialism and the Race for Empire, Chap 25-28 Review Unit Seven: The World at War, Chap 29-31			
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 (133)	Completed by:	MID YEAR STANDARDIZED EXAM FOR WORLD HISTORY II (133)	Completed by:
	Comments		Comments

SEMESTER 2 WORLD HISTORY II (133)

Week 21		Week 22	
<i>Performance Standards</i>		<i>Performance Standards</i>	
WHII.20 Continued		WHII.21 Describe the rise of totalitarian governments	
<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 31 Continued Lesson 2: Global Depression</p>		<p align="center">Unit/Topic/Lesson UNIT SEVEN</p> <p>Chapter 31 Continued Lesson 3: Fascism Rises in Europe</p>	
<p>Objectives (Students will...) -Identify three reasons the Weimar Republic was considered weak</p>	<p>Essential Question What caused the stock market crash on 1929?</p>	<p>Objectives (Students will...) -Understand how political turmoil and economic crisis in Italy and Germany turned to totalitarian dictators</p>	<p>Essential Question Who were 2 dictators that changed the course of history and how?</p>
<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>	<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>
<p>Evaluation/Activities Homework/Classwork Stock Market—Web Diagram Lesson Quizzes</p>	<p>Completion date: Completed by: Comment: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 23		Week 24	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>WHII.22</u> Consequences of Soviet Communism		<u>WHII.23</u> German, Italian, Japanese drive for empires	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN	
Chapter 30 Continued Lesson 1: Revolutions in Russia		Chapter 32: World War II (1939-1945) Pg. 818-847 Lesson 1: Hitler's Lightning War Primary Source Document: "England, Our England", George Orwell	
Objectives (Students will...) -Examine how social unrest in Russia erupted in revolution	Essential Question How did the Communist Party control the Soviet Union until the country's breakup in 1991?	Objectives (Students will...) -Identify <i>blitzkrieg</i>	Essential Question How did Hitler's actions set off World War II?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint
Evaluation/Activities Lesson 2: Totalitarianism—Stalinist Russia Notes/Timeline/Vocab Lesson Quiz Chapter Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 25		Week 26	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<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		<u>WHII.26</u> Background and consequences of Holocaust	
Unit/Topic/Lesson UNIT SEVEN Chapter 32 Continued Lesson 2: Japan Strikes in the Pacific		Unit/Topic/Lesson UNIT SEVEN Chapter 32 Continued Lesson 3: The Holocaust	
Objectives (Students will...) -Examine Japan's attack on Pearl Harbor	Essential Question How did the US become leading player in international affairs?	Objectives (Students will...) -Examine the Holocaust	Essential Question -How did the violence against Jews during the Holocaust lead to the founding of Israel after WW II?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint
Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 27		Week 28	
Performance Standards		Performance Standards	
<u>WHII.28</u> Explain the consequences of World War II		<u>WHII.31</u> Describe the Truman Doctrine, Marshall Plan, NATO <u>WHII.32</u> Describe developments of the arms race and events leading to The Cold Wars	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN, EIGHT	
Chapter 32 Continued Lesson 4: The Allies Are Victorious		Chapter 32 Continued Lesson 5: The Devastation of Europe and Japan Chapter 33: Restructuring the Post War World (1945-Present) Pg. 885-880 Lesson 1: Two Superpowers Face Off	
Objectives (Students will...) -Identify how the Allies scored key victories and won the war	Essential Question How did the Allies victory in WW II set up conditions for both the Cold War and today's post Cold War world?	Objectives (Students will...) -Examine how WW II cost millions of human lives and billions of dollars in damages. Primary Document: United Nations—"International Declaration of Human Rights" (1948)	Essential Question How did the US become a world leader?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint
Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 29		Week 30	
<p align="center">Performance Standards</p> <p><u>WHII.33</u> Describe the Chinese Civil War <u>WHII.34</u> Political and economic upheavals after Chinese Revolution</p>		<p align="center">Performance Standards</p> <p><u>WHII.32</u> Describe developments of the arms race and events leading to The Cold Wars</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 33 Continued Lesson 2: Communists Triumph in China</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 33 Continued Lesson 3: War in Korea and Vietnam</p>	
<p>Objectives (Students will...) -Examine which sides the superpowers supported in the Chinese internal struggle</p>	<p>Essential Question What were the results of Mao Zedong's Great Leap Forward?</p>	<p>Objectives (Students will...) -Explain what effects the Korean War had on Korea's land and people</p>	<p>Essential Question -What major difficulties did the US Army face in fighting the war in Vietnam?</p>
<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>	<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>
<p>Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><u>WHII.30</u> Summarize factors contributing to the Cold War</p> <p><u>WHII.32</u> Describe developments of the arms race and events leading to the Cold Wars</p> <p><u>WHII.35</u> Economic productivity during Cold War</p>		<p><u>WHII.38</u> Development and goals of nationalist movements in Africa, Asia, Latin America, Middle East</p> <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>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 33 Continued</p> <p>Lesson 4: Cold War Around the World</p> <p>Lesson 5: The Cold War Thaws</p>		<p>Chapter 34: The Colonies Become New Nations (1945-Present) Pg. 882-907</p> <p>Lesson 1: The Indian Subcontinent Gains Independence</p> <p>Lesson 2: Southeast Asian Nations Gain Independence</p> <p>Lesson 3: New Nations of Africa</p> <p>Lesson 4: Conflicts in the Middle East</p>	
<p>Objectives (Students will...)</p> <p>-Identify the Cold War superpowers that supported opposing sides in Latin American and Middle Eastern countries</p> <p>-Examine how the Cold War begins to thaw as the superpowers entered an era of uneasy diplomacy</p>	<p>Essential Question</p> <p>What similarities do you see among US actions in Nicaragua, Cuba and Iran?</p> <p>In what ways did Soviet actions hamper Eastern Europe's economic recovery after WW II</p>	<p>Objectives (Students will...)</p> <p>-Identify the new nations that emerged from the British colony of India</p> <p>-Identify European colonies in Southeast Asia that became independent countries</p> <p>-Explain how African leaders threw off colonial rule</p> <p>-Examine how the division of Palestine made the Middle East a hotbed of competing nationalist movements</p>	<p>Essential Question</p> <p>What 2 events from Chap 34 do you think were most significant?</p>
<p>Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Powerpoint</p>	<p>Teacher Resources</p> <p>World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Powerpoint</p>
<p>Evaluation/Activities</p> <p>Notes/Timeline/Vocab</p> <p>Lesson Quiz</p> <p>Chapter Test</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</p> <p>Notes/Maps</p> <p>Lesson Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 33		Week 34	
<p align="center">Performance Standards</p> <p><u>WHII.43</u> Ethnic and religious conflicts <u>WHII.44</u> Explain apartheid in South Africa <u>WH.45</u> Explain social and economic effects of the spread of AIDS</p>		<p align="center">Performance Standards:</p> <p><u>WHII.40</u> Identify causes for the collapse of the Soviet Union <u>WHII.41</u> Explain the various leaders of the Soviet Union and Eastern Europe <u>WHII.42</u> Analyze the consequences of the Soviet Union breakup</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT Chapter 35: Struggles for Democracy (1945-Present) Pg 908-937 Lesson 2: Democratic Challenges in African Nations</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT Chapter 35 Continued Lesson 3: Gorbachev Moves Toward Democracy Lesson 4: Collapse of the Soviet Union Lesson 5: China Follows its Own Path</p>	
<p>Objectives (Students will...) -Explain how recent histories of Nigeria and South Africa show ethnic and racial conflicts</p>	<p>Essential Question How has a bill of rights promised racial equality in South Africa?</p>	<p>Objectives (Students will...) -Identify Mikhail Gorbachev -Explain how in the 1990s the Soviet Union, Yugoslavia, and Czechoslovakia all broke apart -Examine China's experiments with capitalism but rejection of democracy</p>	<p>Essential Question Under what conditions helped democratic movements succeed and what conditions caused difficulties for nations?</p>
<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>	<p>Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Powerpoint</p>
<p>Evaluation/Activities Lesson 1: Democracy—Latin American Democracies Homework/Classwork Notes/Maps Lesson Quiz</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 35		Week 36	
Performance Standards		Performance Standards	
<u>WHII.37</u> Work of scientists in 20 th Century		<u>WHII.37</u> Work of scientists in 20 th Century <u>WHII.46</u> Explain how the computer revolution contributed to economic growth <u>WHII.48</u> Describe America's response to and the wider consequences of 9/11/01	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
Chapter 36: Global Interdependence Lesson 1: Science and Technology Shape Human Outlook		Chapter 36 Continued Lesson 2: Global Economic Development Lesson 3: Global Security Issues Lesson 4: Cultures Blend in a Global Age	
Objectives (Students will...) -Examine advances in technology that led to increased global interaction and improved quality of life	Essential Question What are the advances in technology that affected the lives of all people around the world?	Objectives (Students will...) -Understand how economics of the world's nations are so tightly linked that the actions of one nation affect others -Explain how technology has increased contact among the world's people, changing their culture	Essential Question What are the collective security efforts used by nations to solve problems? How does the world nations protect themselves from terrorist attacks?
Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint	Teacher Resources World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Powerpoint
Evaluation/Activities Homework/Classwork Notes/Maps Lesson Quiz	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Notes/Timeline/Vocab Lesson Quiz Chapter Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 37		Week 38	
Performance Standards		Performance Standards	
1. World Geography Standards 2. American Government Frameworks 3. World History I Standards 4. Early United States History Standards		5. United States History I and II Standards 6. World History II Standard 7. World History II Standards 8. Economic Frameworks	
Unit/Topic/Lesson EPILOGUE		Unit/Topic/Lesson EPILOGUE	
Themes Through History: 1. Interaction with Environment 2. Power and Authority 3. Religious and Ethical Systems 4. Cultural Interaction		Themes Through History: 5. Revolution 6. Empire Building 7. Science and Technology 8. Economics	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
Examine the importance of themes in world history.	What are the theme's continuing significance in today's world and for the future?	Examine the importance of themes in world history	What are the theme's continuing significance in today's world and for the future?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Computer Research	World History: Patterns of Interaction, Beck et al (McDougal Littell) 2003 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Presentations	Completed by:	Presentations	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		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 Seven: The World at War, Chap. 30-32 Review Unit Eight: Perspectives on the Present, Chap 33-36 Review Epilogue</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 align="center">Evaluation/Activities</p> <p align="center">STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (133)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation</p> <p align="center">STANDARDIZED FINAL EXAM FOR WORLD HISTORY II (133)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>