

High School World History



Prioritized Standards and Instructional Units 2021-2022

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that lead to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (for example, people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

World History

1300 - 1450	Regional Transformation and Consolidation
1450 - 1750	Transregional and Global Interactions
1750 - 1900	Political and Economic Revolutions
1900 - 1945	Global Conflict
1945 - Present	Cold War, Decolonization and the Modern World

Unit 1: Renaissance & Reformation	Unit 2: Age of Exploration & Absolutism	Unit 3: Enlightenment & French Revolution	Unit 4: Industrial Revolution	Unit 5: Imperialism & Revolutions
<p>HS.I.UE.3 HS.I.CC.2</p> <p>HS.I.Q.1 HS.I.Q.2 HS.WH.CH.2 HS.C.CV.3 HS.I.UE.1 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3</p>	<p>HS.I.UE.3 HS.I.CC.1</p> <p>HS.I.Q.1 HS.I.Q.2 HS.WH.CE.1 HS.WH.CE.2 HS.WH.CE.3 HS.WH.CE.5 HS.WH.CH.1 HS.WH.CH.2 HS.WH.CH.3 HS.WH.CH.6 HS.WH.CO.1 HS.E.ST.2 HS.E.ST.3 HS.I.UE.1 HS.I.UE.2 HS.I.CC.2 HS.I.CC.3</p>	<p>HS.I.Q.2 HS.I.UE.3 HS.I.CC.2</p> <p>HS.I.Q.1 HS.WH.CE.2 HS.WH.CE.4 HS.WH.CH.2 HS.WH.CH.6 HS.C.CV.1 HS.I.UE.1 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3</p>	<p>HS.I.Q.1 HS.I.UE.3 HS.I.CC.2</p> <p>HS.I.Q.1 HS.WH.CE.5 HS.WH.KH.1 HS.E.MI.2 HS.E.MI.4 HS.E.MA.6 HS.E.ST.1 HS.I.UE.1 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3</p>	<p>HS.I.Q.2 HS.I.UE.1 HS.I.UE.2 HS.I.CC.1</p> <p>HS.I.Q.1 HS.WH.CH.4 HS.WH.CE.7 HS.WH.CE.6 HS.WH.CO.2 HS.E.IC.1 HS.E.IC.2 HS.I.UE.3 HS.I.CC.2 HS.I.CC.3</p>

Unit 6: WWI	Unit 7: Between the Wars & The Rise of Totalitarianism	Unit 8: WWII	Unit 9: Cold War
<p> HS.I.UE.2 HS.I.UE.3 HS.I.CC.2 </p> <p> HS.I.Q.1 HS.I.Q.2 HS.WH.CE.8 HS.WH.CO.5 HS.WH.PR.3 HS.I.UE.1 HS.I.CC.1 HS.I.CC.3 </p>	<p> HS.I.UE.2 HS.I.UE.3 HS.I.CC.2 </p> <p> HS.I.Q.1 HS.I.Q.2 HS.WH.CO.2 HS.WH.CE.8 HS.E.MA.1 HS.E.MA.2 HS.I.UE.1 HS.I.CC.1 HS.I.CC.3 </p>	<p> HS.I.UE.3 HS.I.CC.2 </p> <p> HS.I.Q.1 HS.I.Q.2 HS.WH.CE.8 HS.WH.CO.2 HS.WH.CO.3 HS.WH.CO.5 HS.I.UE.1 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3 </p>	<p> HS.I.UE.2 HS.I.CC.3 </p> <p> HS.I.Q.1 HS.I.Q.2 HS.WH.CE.9 HS.WH.CO.3 HS.WH.CO.4 HS.WH.CO.5 HS.WH.CO.6 HS.C.RR.2 HS.I.UE.1 HS.I.UE.3 HS.I.CC.1 HS.I.CC.2 </p>

Unit/Bundle 1: Renaissance and Reformation

Pacing Guide:

Semester Schools: 2-3 weeks

Block Schools: 2 weeks

Length	3 weeks 2 weeks	Compelling Questions How does belief shape society and culture?
		Supporting Questions <ul style="list-style-type: none">● How did the Renaissance change Man's view of the world?● In what ways did religion influence culture and society?● How does religion influence culture and society?● Why did Luther challenge the Catholic church?● How did art and literature reflect Renaissance ideals?● How did religious leaders play a role in political systems?● To what extent did the printing press facilitate change?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.	Supporting
HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 2: Age of Exploration/Absolutism

Pacing Guide: Semester Schools: 3-4 weeks Block Schools: 1-2 weeks

Length	3 weeks 1 weeks	Compelling Questions: What systems unite and divide people?
		Supporting Questions: What was the legacy of Columbus? <ul style="list-style-type: none"> ● How were economic systems in Europe impacted as Exploration in the New World developed? ● What impact did Columbian Exchange and Triangular Trade have on global interaction? ● How did trade affect the rise and fall of civilizations? ● Which technologies influenced trade? ● How did people experience the Middle passage? ● What were the characteristics of the institution of slavery in the Old World and the New World? ● How did the policy of divine right impact the way people were ruled? ● What are the characteristics of different types of monarchies? ● What are the benefits and drawbacks of having an absolute ruler?

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Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS. WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750	Supporting
HS. WH.CE.3 Assess demographic, social, cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1888.	Supporting

HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.	Supporting
HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500	Supporting
HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-saharan system and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750	Supporting
HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.	Supporting
HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.	Supporting
HS.WH.C0.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750	Supporting
HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the silk roads, trans saharan trade routes and Indian Ocean Maritime System between 1300-1450	Supporting
HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.	Supporting
HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions	Priority

<p>HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history.</p>	
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 3: Enlightenment and French Revolution

Pacing Guide: Semester Schools: 4-5 weeks Block Schools: 3-4 weeks

Length	3 weeks 2 weeks	Compelling Questions: How do ideas shape the world?
		Supporting Questions: <ul style="list-style-type: none"> ● What was the Enlightenment and what were Enlightenment writers' views on human rights? ● What did Enlightenment writers say that would inspire others to think differently about their current social, political and economic condition? ● How did the Age of Reason writers and speakers influence people to action and revolution? ● What role did Enlightenment ideas have in sparking revolutions? ● What scientific discoveries ushered in the age of modern science? ● What caused the scientific revolution? ● How did the Scientific Revolution change man's view of the world and universe? ● How did political change come about as a result of the Enlightenment? ● What were the causes and effects of the French Revolution?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Priority
HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.	Supporting
HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in the global regions from 1750-present.	Supporting

HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1750.	Supporting
HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in the global regions between 1300-1750.	Supporting
HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history	Supporting

Unit/Bundle 4: Industrial Revolution

Pacing Guide:

Semester Schools: 2-3 weeks

Block Schools: 1 week

Length	2 weeks 1 weeks	Compelling Questions: Does sweeping change mean progress?
		Supporting Questions: <ul style="list-style-type: none"> ● How do traditional agricultural societies change because of the Industrial Revolution? ● How do goals of business and labor clash during the Industrial Revolution? ● How did the Industrial Revolution reshape hierarchies in society? ● How did governments respond to new problems that arose as a result of industrialization? ● What advantages did industrialization give Europe and the US over non industrial countries? ● How did industrialization impact the environment? ● How did workers respond to automation? ● How did the Industrial Revolution change where people lived, lifestyles and education? ● What were the common characteristics of Industrial Revolution inventions?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.	Supporting
HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.	Supporting

HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.	Supporting
HS.E.MI.3 Analyze the roles of product and factor markets.	Supporting
HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.	Supporting
HS. E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.	Supporting
HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 5: Imperialism and Revolutions

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 2 weeks

Length	4 weeks 2 weeks	Compelling Questions: How do ideas lead to oppression?
		Supporting Questions: <ul style="list-style-type: none"> ● What role did ideas and religion play in Imperialism? ● What geographic and economic factors justified the need for Imperialism? ● What were the push and pull factors that led to imperialism in Africa? ● What was the driving force behind European imperialism in Africa? ● How did American and European Imperialism lead to oppression? ● How did people adapt their society to counter Imperialism? ● How did indigenous people protect their culture against Imperialism? ● How successful were armed rebellions against imperial powers?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Priority
HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.	Supporting
HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900	Supporting
HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900	Supporting

HS. WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.	Supporting
HS. E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.	Supporting
HS. E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history	Priority
HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Priority
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 6: WWI

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

Length	3 weeks 2 weeks	Compelling Questions: Is war inevitable?
		Supporting Questions: <ul style="list-style-type: none"> ● What were the causes of World War I? ● How did industrialization and technology impact the way WWI was fought? ● How well did the peace treaties of the Great War address the causes of war? ● How was WWI an example of Total War? ● How does indoctrination and propaganda play a role in WWI? ● How did WWI impact life in different countries? ● What was the international reaction to the armistice at the end of World War 1? ● What was the lasting impact of the Treaty of Versailles?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.WH.CE.8 of European Imperialism between 1750-1900. Determine the causes of the World Wars and their global effects between 1900- 1945	Supporting
HS. WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present	Supporting
HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally	Supporting

<p>Using Evidence HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Priority</p>
<p>Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 7: Between the Wars/Rise of Totalitarianism

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

Length	3 weeks 2 weeks	<p>Compelling Questions: Can peace lead to conflict and instability?</p>
		<p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What economic factors led to instability in Europe? ● How did the 'New Map' of Europe lead to political instability? ● How did the Great War trigger the Communist Revolution? ● How did global depression create inequalities around the world? ● What were the effects of totalitarian governments on individuals and groups? ● What is appeasement and was it successful during this time period?

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Supporting
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Supporting
<p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p>	Supporting
<p>HS.WH.CE.8 of European Imperialism between 1750-1900. Determine the causes of the World Wars and their global effects between 1900- 1945</p>	Supporting
<p>HS. E. MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security,</p>	Supporting

efficiency and growth help to form different types of economic systems.	
HS. E. MA. 2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 8: WWII

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

Length	3 weeks 2 weeks	Compelling Questions: <i>Is war justified?</i>
		Supporting Questions: <ul style="list-style-type: none"> ● How did Mussolini gain power in Italy? ● How did the Nazi party rise to power in Germany? ● What were the main events that led to WWII? ● Why did Japan attack Pearl Harbor? ● How were the three theatres of war different? ● How did the Allied Powers achieve victory in WWII? ● What conditions and ideas made the Holocaust possible? ● How did the Jewish people resist during the Holocaust? ● What were the technological innovations in warfare during WWII? ● How did the development of the atomic bomb affect the war? ● How should we remember the dropping of the atomic bomb? ● How did the world wars lead to challenges to western Power? ● How did the end of WWII create new Global problems?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting

<p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions</p>	<p>Supporting</p>
<p>HS.WH.CE.8 Determine the causes of European Imperialism between 1750-1900. Determine the causes of the World Wars and their global effects between 1900- 1945</p>	<p>Supporting</p>
<p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present</p>	<p>Supporting</p>
<p>HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.</p>	<p>Supporting</p>
<p>Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history. HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history. HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Supporting</p> <p>Supporting Priority</p>
<p>Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history.</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 9: Cold War

Pacing Guide:

Semester Schools: 1-2 week

Block Schools: 2-3 weeks

Length	1 weeks 2-3 weeks	Compelling Questions: <i>What is the cost of freedom?</i>
		Supporting Questions: <ul style="list-style-type: none"> ● What led to confrontation between the United States and the Soviet Union? ● How did the Cold War divide the world ideologically, politically and economically after WWII? ● How did new technologies impact the postwar world? ● Why are democracy and communism incompatible? ● Was the Cold War avoidable? ● How did hot wars (proxy wars) effect how the United States tried to contain the spread of Communism? ● How did decolonization change Europe, Africa and Asia? ● How did U.S. foreign policy change during the Cold War? ● What was the global effect of the end of the Cold War?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions	Supporting
HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-s from 1945-present	Supporting

HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.	Supporting
HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present	Supporting
HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other metods from 1945-present.	Supporting
HS. WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present	Supporting
HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Priority