

# High School World History and Geography

## Students will be able to...

(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

## Compelling Question

How have interactions between different civilizations throughout history contributed to the development of the modern world?

## Priority Standards

**H1.3** Evaluate the consequences that resulted from civilizational and cultural interactions.

**H1.6** Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.

**H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.

**H3.1** Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes

**H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

**C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

**E4.4** Explain the effect of advancements in technology and training on economic growth and standards of living.

**G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

## Students will learn...

(Essential Content Knowledge)

- World Belief Systems: Religions, Governments, Worldviews, and Ideologies
- Exploration: Trade of People, Land, and Ideas
- Revolutions: Thought, Industrial, Political
- Rise of Nation-States: Political and Human Effects
- The Great War
- Inter-War Period and the rise of Totalitarianism, Communism, and Nationalism
- World War II: Political and Human Effects
- Holocaust and Genocide
- The Cold War
- Imperialism, Decolonization, and Democratization of Asia Africa and Latin America
- The United Nations: Human Rights, Globalization, Technology, and Environment
- Contemporary Global Issues: Conflict and Compromise

## Academic Vocabulary as Seen on State Assessment

assess, attribute, complement, contradict, correlate, differentiate, discrepancies, evolve, generalize, imminent, infer, integrate, justify, main point, passage, precede, primary purpose, unprecedented

## Content Specific Vocabulary

alliance, annexation, apartheid, aristocracy/Nobility, civilization, colony, decolonization, dynasty, divine Right, empire, feudalism, genocide, holocaust, imperialism, industrialization, innovation, isolationism, militarism, mercantilism, monarchy, monotheism, natural rights, propaganda, reformation, revolution, sovereignty, state, terrorism, totalitarianism, trade, treaty

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## ***Social Studies and ELA Connections***

### Skills and instructional strategies:

- Analyze continuity and change over time
  - [Projecting Across Time](#)
- Develop and use questions
  - [Question Formulation Technique](#)
- Evaluate the significance of past events
  - [World Cafe Conversations](#)
- Relate past events to the present
  - [Same, Different, Connect, Engage](#)
  - [The Three Whys](#)
- Evaluate multiple perspectives
  - [OUT: Opening the Textbook](#)
  - [Circle of Viewpoints](#)
- Analyze and evaluate multiple sources
  - [National Archives Document Analysis](#)
  - [Socratic Seminar](#)
- Construct and present arguments and explanations using multiple sources
  - [See, Think, Wonder](#)
  - [Barometer: Taking a Stand on a Continuum](#)
  - [Philosophical Chairs](#)
- Analyze counterclaims and evidentiary strengths/weaknesses
  - [SAC: Structured Academic Controversy](#)
- Analyze relationships among causes and effects
  - [Connect, Extend, Challenge](#)
- Identify and critique central arguments in multiple media sources
  - [Surprising, Interesting, and Troubling](#)
  - [Pro-Se Court](#)

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP.3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

### Suggested Primary and Secondary Sources:

- World Belief Systems
  - [Government Types](#) (CIA.gov)
  - [Primary Source Set - Belief Systems](#) (OER Project)
- Exploration: Trade of People, Land, and Ideas
  - [Doctrine of Discovery, 1493](#)
  - [Columbian Exchange](#)
- Revolutions in Thought
  - [Primary Source Set - Enlightenment](#) (OER Project)
- Industrial Revolutions
  - [Lowell Mill Girls and the factory system, 1840](#)
  - [Industrialization](#) (C3 Teachers)
- Political Revolutions
  - [Political Revolution](#) (PBS)
- Rise of Nation-States: Political and Human Effects
  - [Congress of Vienna](#)
  - [Bacon's standard map of Europe](#)
- The Great War
  - [WWI Museum and Memorial](#)
- Inter-War Period
- World War II: Political and Human Effects
  - [WWII National Museum](#)
  - [National Archives](#)
- Holocaust and Genocide
  - [United States Holocaust Memorial Museum](#)
- The Cold War
  - [Cold War Resources](#) (PBS)
  - [The Miller Center](#)
- Imperialism
  - [Indigenous Responses to Imperialism](#) (OER)
- The United Nations
  - [United Nations: Human Rights resources](#)
- Contemporary Global Issues: Conflict and Compromise
  - [Global Conflict Tracker](#)