

High School World History



Prioritized Standards and Instructional Units 2021-2022

Unit/Bundle 1: Renaissance and Reformation

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: How was Europe changed by the ideas of the Renaissance? Does religious freedom exist? Did the printing press preserve the past or invent the future? |
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| Standard: | Priority or Supporting: |
|---|---------------------------------|
| <p>Questioning</p> <p>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> <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> | |
| 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. | <u>Priority Standard</u> |
| 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 Standard |
| <p>Using Evidence</p> <p>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>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>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>Communicating Conclusions</p> <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</p> | |

supporting questions in civics, economics, geography, U.S.history and world history. -

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.

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.

Unit/Bundle 2: Age of Exploration

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1 week

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| Length | 3 weeks 1 weeks | Potential Compelling Questions: How did trade create both conflict and progress? How does where you live affect how you live? |
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| 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. 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. | |
| HS. WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750 | <u>Priority Standard</u> |
| 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. | <u>Priority Standard</u> |
| 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. | <u>Priority Standard</u> |
| 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 Standard |
| 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 Standard |
| HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies | Supporting Standard |

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| through established systems of connection, including the silk roads, trans saharan trade routes and Indian Ocean Maritime System between 1300-1450 | |
| HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services. | Supporting Standard |
| HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations. | Supporting Standard |
| <p>Using Evidence</p> <p>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.</p> <p>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.</p> <p>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>Communicating Conclusions</p> <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>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> | |

Unit/Bundle 3: Absolutism

Pacing Guide: Semester Schools: 3 weeks Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: What does it mean to have absolute power? What does it mean to be powerful? |
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| Standard: | Priority or Supporting: |
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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. 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. | |
| 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. | <u>Priority Standard</u> |
| 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 Standard |
| 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 Standard |
| 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. 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. 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. | |

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. -

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.

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.

Unit/Bundle 4: Enlightenment

Pacing Guide:

Semester Schools: 2 weeks

Block Schools: 2 weeks

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| Length | 2 weeks 2 weeks | Potential Compelling Questions: How did reason lead to revolution? Do equal rights really exist? |
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| Standard: | Priority or Supporting: |
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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. 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. | |
| HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750. | Supporting Standard |
| 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. | <u>Priority Standard</u> |
| 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 Standard |
| 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. 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. 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. | |

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. -

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.

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.

Unit/Bundle 5: French Revolution

Pacing Guide: Semester Schools: 3 weeks Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: When is a revolution successful? Was the French Revolution successful? |
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| Standard: | Priority or Supporting: |
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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. 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. | |
| HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present. | Priority Standard |
| HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of macy in multiple global regions from 1750-present. | Supporting Standard |
| 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. 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. 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. | |
| 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. - | |

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.

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.

Unit/Bundle 6: Industrial Revolution

Pacing Guide:

Semester Schools: 2 weeks

Block Schools: 1 week

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| Length | 2 weeks 1 weeks | Potential Compelling Questions: Does development lead to progress? How should the government respond to growing population and urbanization? |
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| 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. 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. | |
| HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850. | <u>Priority Standard</u> |
| HS.HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world. | Supporting Standard |
| HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced. | Supporting Standard |
| HS.E.MI.3 Analyze the roles of product and factor markets. | Supporting Standard |
| 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 Standard |
| HS. E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers. | Supporting Standard |
| HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and | Supporting Standard |

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| consumption of goods and services for individuals, businesses and societies. | |
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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.

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.

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.

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. -

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.

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 supporting questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 7: Imperialism and Revolutions

Pacing Guide:

Semester Schools: 4 weeks

Block Schools: 2 weeks

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| Length | 4 weeks 2 weeks | Potential Compelling Questions: How do ideas lead to oppression? Is there a price to obtaining freedom from oppression? What makes a movement successful? |
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| 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. 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. | |
| HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950. | Supporting Standard |
| HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900 | <u>Priority Standard</u> |
| HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900 | <u>Priority Standard</u> |
| HS. WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. | Supporting Standard |
| HS. E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs. | Supporting Standard |
| HS. E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision | Supporting Standard |

making process.

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.

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.

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.

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. -

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.

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.

Unit/Bundle 8: WWI

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: Is conflict inevitable? Can peace lead to war? |
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| Standard: | Priority or Supporting: |
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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. 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. | |
| HS.WH.CE.8 of European Imperialism between 1750-1900. Determine the causes of the World Wars and their global effects between 1900- 1945 | <u>Priority Standard</u> |
| HS. WH.CO.5 Analyze how advancements in communication, technology and trade impact global interaction from 1900-present | Supporting Standard |
| HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally | Supporting Standard |
| 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. 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. 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. | |

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. -

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.

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.

Unit/Bundle 9: Between the Wars/Rise of Totalitarianism

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: How is the use of power justified? How does conflict lead to change across varying levels of society? |
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| Standard: | Priority or Supporting: |
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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. 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. | |
| HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. | <u>Priority Standard</u> |
| 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 Standard |
| HS. E. MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems. | Supporting Standard |
| HS. E. MA. 2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy. | Supporting Standard |
| 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. 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. | |

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.

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. -

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.

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 supporting questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 10:WWII

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 2 weeks

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| Length | 3 weeks 2 weeks | Potential Compelling Questions: How does peace lead to conflict? Why was the U.S. on the winning side in World War II? Are bystanders guilty too? |
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| 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. 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. | |
| HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions | <u>Priority Standard</u> |
| 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 | Supporting Standard |
| HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interaction from 1900-present | Supporting Standard |
| HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community. | Supporting Standard |
| 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. | |

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.

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.

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. -

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.

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.

Unit/Bundle 11: Cold War

Pacing Guide:

Semester Schools: 1 week

Block Schools: 2-3 weeks

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| Length | 1 weeks 2-3 weeks | Potential Compelling Questions: What is the cost of freedom? Is a nation defined by its foreign policy? Why is conflict so difficult to resolve? |
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| 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. 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. | |
| HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impact of new nation-states from 1945-present | <u>Priority Standard</u> |
| 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. | <u>Priority Standard</u> |
| HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present | Supporting Standard |
| 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 methods from 1945-present. | <u>Priority Standard</u> |
| HS. WH.CO.5 Analyze how advancements in communication, technology and trade impact global interaction from 1900-present | Supporting Standard |

HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and international

Supporting Standard

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.

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.

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.

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. -

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.

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 supporting questions in civics, economics, geography, U.S. history and world history.