### World History and Civilizations

**Teacher:** Thomas Dunham

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| **August 2009** | *World History: Human Legacy* (Holt, McDougal)  
A. Chapter 2: The Ancient Near East  
EQ: Why is the Ancient Near East referred to as the Cradle of Civilization?  
B. Chapter 3: Nile Civilizations  
EQ: What contributions did the Nile river valley make to cultural advances? | A. **IN_Academic_Standards Social Studies (2007) : World History and Civilization**  
• Indicator WH.2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history.  
• Indicator WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems.  
• Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.  
| A. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will create a time line that describes the rise and fall of Ancient Near East empires.  
B. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will create a poster that illustrates the history and unique qualities of pyramids through the ages.
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<td></td>
<td>C. Chapter 4: Ancient India and China</td>
<td>EQ: How did the early people of India and China shape life in Asia?</td>
<td>the influence of religious belief systems upon ancient governmental systems. • Indicator WH.2.4 Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems and institutions of coerced labor, including slavery. • Indicator WH.3.11 Analyze and explain the rise and fall of the ancient Eastern and Southern African kingdoms of Kush and Axum, Abyssinia, and Zimbabwe. • Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change. • Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past. • Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved. • Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events. • Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</td>
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C. IN_Academic_Standards

Social Studies (2007) : World History and Civilization
• Indicator WH.2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history. • Indicator WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems.
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- Indicator WH.2.4 Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems and institutions of coerced labor, including slavery.
- Indicator WH.3.2 Examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India.
- Indicator WH.3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song.
- Indicator WH.3.5 Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations.
- Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
- Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.
- Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.
- Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.
- Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
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<td>D. Chapter 5: Classical Greece</td>
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<td>D. Students will be evaluated</td>
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<td>EQ: How did the Greeks leave</td>
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<td>using comprehensive quizzes and</td>
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<td>behind a legacy that helped</td>
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<td>test from World History and</td>
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<td>define what we think of as</td>
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<td>Civilizations ExamView</td>
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<td>Western civilization?</td>
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<td>Assessment Suite AND Holt</td>
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<td>Online Assessment Program.</td>
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<td>Students will make a chart</td>
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<td>comparing and contrasting daily</td>
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<td>life, social hierarchy, culture,</td>
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<td>and institutions of Athens and</td>
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<td>Sparta.</td>
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**D. IN Academic Standards**

**Social Studies (2007) : World History and Civilization**

- Indicator WH.2.5 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture and the arts and their impact on various peoples and places in subsequent periods of world history.
- Indicator WH.2.6 Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.
- Indicator WH.2.7 Compare and contrast the daily life, social hierarchy, culture and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.
- Indicator WH.2.8 Describe the role of Alexander the Great in the spread of Hellenism in Southwest and South Asia, North Africa; and parts of Europe.
- Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
- Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.
- Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.
- Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.
- Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the
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| September | A. Chapter 6: Rome and Early Christianity  
EQ: What were the tremendous changes in both Rome's government and its culture? | A. **IN Academic Standards Social Studies (2007) : World History and Civilization**  
• Indicator WH.2.5 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture and the arts and their impact on various peoples and places in subsequent periods of world history.  
• Indicator WH.2.9 Describe Roman Republican government and society and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.  
• Indicator WH.2.10 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history.  
• Indicator WH.2.11 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul, and the relationships of early Christians with officials of the Roman Empire.  
• Indicator WH.2.12 Analyze the causes, conditions and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great.  
• Indicator WH.2.13 Explain the causes, conditions and consequences of the decline and fall of the western part of the Roman Empire.  
• Indicator WH.4.2 Describe the impact on Western Europe of the collapse of the Roman Empire.  
• Indicator WH.9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.  
• Indicator WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology | A. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will write a description of the Roman Republican government and society, tracing the changes that culminated in the end of the Republic and the beginning of the Roman Empire. |
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<td><strong>B. Chapter 7: The Americas</strong>&lt;br&gt;EQ: How did the early American cultures find unique ways of adapting to the varied environments of the Americas?</td>
<td>in the process of conducting historical research and in the presentation of the products of historical research and current events.&lt;br&gt;• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</td>
<td>B. <strong>IN_Academic_Standards</strong>&lt;br&gt;Social Studies (2007): World History and Civilization&lt;br&gt;• Indicator WH.3.15 Identify the origins and explain the importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.&lt;br&gt;• Indicator WH.3.16 Compare and contrast the Maya, Aztec and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces and imperial expansion.&lt;br&gt;• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.&lt;br&gt;• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.&lt;br&gt;• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.&lt;br&gt;• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</td>
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<td><strong>C. Chapter 8: Empires of China and India</strong>&lt;br&gt;EQ: How did strong empires unite much of China and India and lead to classical periods in their histories?</td>
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<td>C. <strong>IN_Academic_Standards</strong>&lt;br&gt;Social Studies (2007): World History and Civilization&lt;br&gt;• Indicator WH.3.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka.</td>
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| October 2009 | A. Chapter 9: The Muslim Civilization  
EQ: How did Islam spread across much of the Eastern Hemisphere, becoming one of the world's major religions? | • Indicator WH.3.3 Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia and East Asia.  
• Indicator WH.3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song.  
• Indicator WH.3.5 Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations.  
• Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | A. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will chart the differences and similarities between the Sunni and the Shia. |

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| B. Chapter 10: African Kingdoms | EQ: How did the early peoples of Africa adapt too many different environments and create a variety of societies? | the long-term consequences of this division.  
- Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.  
- Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
- Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
- Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
- Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
- Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | B. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will create a cultural map of Africa. |

**B. IN_Academic_Standards SOC**

Social Studies (2007) : World History and Civilization  
- Indicator WH.2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history.  
- Indicator WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems.  
- Indicator WH.3.11 Analyze and explain the rise and fall of the ancient Eastern and Southern African kingdoms of Kush and Axum, Abyssinia, and Zimbabwe.  
- Indicator WH.3.12 Describe the rise and fall of the ancient kingdom of Ghana and explain how it became Africa’s first large empire.
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|       | C. Chapter 11: Cultures of East Asia | • Indicator WH.3.13 Explain the rise, development and decline of Mali and Songhai.  
• Indicator WH.3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples.  
• Indicator WH.5.2 Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.  
• Indicator WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH.9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | C. Students will be evaluated using comprehensive quizzes and test from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will compose journal entries about Marco Polo's visit to Kublai Khan's royal court. |
• Indicator WH.3.3 Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia and East Asia.  
• Indicator WH.3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various |
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| November 2009 | A. Chapter 12: Kingdoms and Christianity  
EQ: What were the various kingdoms which appeared in Europe after the fall of Rome, and how did Christianity spread and affect people's lives? | key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song.  
• Indicator WH.3.5 Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations.  
• Indicator WH.3.6 Describe the origins and development of Japanese society and the imperial state in Japan.  
• Indicator WH.3.8 Trace the extent and consequences of Islam's spread in Asia, the Mediterranean region and southern Europe.  
• Indicator WH.3.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of the great Khan in the context of Mongol society and his impact on history.  
• Indicator WH. 9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will summarize the influence of the Justinian code on modern law. |
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<td>B. Chapter 13: The Early Middle Ages</td>
<td>With the Roman Empire gone, what new forms of community took hold in Europe?</td>
<td>B. IN_Academic_Standards Social Studies (2007): World History and Civilization</td>
<td>B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.</td>
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|       |                                 | Roman Empire.  
• Indicator WH.4.2 Describe the impact on Western Europe of the collapse of the Roman Empire.  
• Indicator WH.4.3 Describe the rise and achievements of Charlemagne and the Empire of the Franks.  
• Indicator WH.4.4 Explain how the idea of Christendom influenced the development of cultural unity in Europe.  
• Indicator WH.4.6 Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.  
• Indicator WH.4.7 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.  
• Indicator WH.4.9 Describe the rise, achievements, decline and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest of Constantinople by the Turks in 1453; and the impact on European peoples living in the Turkish (Ottoman) Empire.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. |
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<td>and southern Europe.</td>
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<td>Students will explore the role of the church in medieval life and write a report.</td>
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- **Indicator WH.4.1** Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire.
- **Indicator WH.4.3** Describe the rise and achievements of Charlemagne and the Empire of the Franks.
- **Indicator WH.4.4** Explain how the idea of Christendom influenced the development of cultural unity in Europe.
- **Indicator WH.4.5** Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as well as the institutions of feudalism and the manorial system influenced European civilization.
- **Indicator WH.4.6** Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.
- **Indicator WH.4.8** Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.
- **Indicator WH.5.2** Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.
- **Indicator WH. 9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- **Indicator WH.9.3** Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.
- **Indicator WH. 9.4** Explain issue
| Month | Content and Essential Questions | Skills | Lesson Examples and Assessments |
|-------|---------------------------------|--------|---------------------------------
|       | C. Chapter 14: The High Middle Ages | and problems of the past by analyzing the interests and viewpoints of those involved.  
  • Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
  • Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will research the Black Death and create a cause-and-effect chart. |
|       | EQ: How did religion continue to play a huge role in people's lives by inspiring the arts and conflict among different groups? | C. IN_Academic_Standards Social Studies (2007): World History and Civilization  
  • Indicator WH.3.8 Trace the extent and consequences of Islam’s spread in Asia, the Mediterranean region and southern Europe.  
  • Indicator WH.4.1 Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire.  
  • Indicator WH.4.3 Describe the rise and achievements of Charlemagne and the Empire of the Franks.  
  • Indicator WH.4.5 Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as well as the institutions of feudalism and the manorial system influenced European civilization.  
  • Indicator WH.4.6 Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.  
  • Indicator WH.4.8 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.  
  • Indicator WH.9.2 Locate and analyze primary sources and secondary sources related to an event |
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| December 2009 | **A. Chapter 15: Renaissance and Reformation**  
EQ: What major changes in Europe cause the medieval period to give way to the Renaissance and the Reformation? |  
- Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
- Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
- Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
- Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | **A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will research the leaders of the Reformation and write a biography of one of them.**  
**A. IN_Academic_Standards**  
**Social Studies (2007): World History and Civilization**  
- Indicator WH.4.10 Trace the origins and developments of the Northern Renaissance and the Italian Renaissance. Explain Renaissance diffusion throughout Western Europe and its impact on peoples and places associated with western civilization.  
- Indicator WH.4.11 Describe the main themes and achievements of the Protestant Reformation, including its impact on science, technology and the arts.  
- Indicator WH.4.12 Analyze the factors that led to the rise and spread of the Protestant Reformation as well as the reaction of the Catholic Church. Discuss the consequences of these actions on the development of western civilization.  
- Indicator WH.4.13 Explain the causes, events and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years War, 1618 to 1648.  
- Indicator WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.  
- Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event.
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|       | B. Chapter 16: Exploration and Expansion | • Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will research and write a biography of a European explorer. |
|       | EQ: How did the exploration and establishment of new world colonies change the balance of power in Europe? | • Indicator IN_Academic_Standards Social Studies (2007) : World History and Civilization  
• Indicator WH.3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples.  
• Indicator WH.5.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from China, Portugal, Spain, France, England and the Netherlands.  
• Indicator WH.5.2 Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.  
• Indicator WH.5.3 Explain the origins, developments, main events and consequences of European overseas expansion through conquest and colonization in Africa, Asia and the Americas.  
• Indicator WH.5.4 Identify major technological innovations in shipbuilding, navigation, and naval |
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<th>Content and Essential Questions</th>
<th>Skills</th>
<th>Lesson Examples and Assessments</th>
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</table>
|       | C. Chapter 17: New Asian Empires | warfare, and explain how these technological advances were related to voyages of exploration, conquest and colonization.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.  
C. IN_Academic_Standards Social Studies (2007): World History and Civilization  
• Indicator WH.3.6 Describe the origins and development of Japanese society and the imperial state in Japan.  
• Indicator WH.3.8 Trace the extent and consequences of Islam’s spread in Asia, the Mediterranean region and southern Europe.  
• Indicator WH.3.9 Explain how the community of Muslims became divided into Sunnis and Shiites and the long-term consequences of this division.  
• Indicator WH.3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples.  
• Indicator WH.4.9 Describe the rise, achievements, decline and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will create an illustrated time line of the Ottoman Empire. |
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<th>Lesson Examples and Assessments</th>
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</table>
- Indicator WH.4.13 Explain the causes, events and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years War, 1618 to 1648.  
- Indicator WH.6.2 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of government and liberty in England and its colonies in North America. | A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will research expansion of governments' roles in European countries and write a report. |
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<th>Lesson Examples and Assessments</th>
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</table>
| B. | Chapter 19: Enlightenment and Revolution  
EQ: How did new discoveries and the use of reason in Europe lead to changing ideas about government and society? | • Indicator WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.  
• Indicator WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH.9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will write a summary of John Locke's influence on the Declaration of Independence. |
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|       | C. Chapter 20: The French Revolution and Napoleon | evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | C. IN_Academic_Standards  
Social Studies (2007): World History and Civilization  
• Indicator WH.6.3 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America and other regions of the world.  
• Indicator WH.6.4 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality and democracy in Europe, the Americas and other parts of the world.  
• Indicator WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.  
• Indicator WH.7.1 Discuss the rise of nation-states and nationalism in Europe, North America and Asia and explain the causes, main events and | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will compare and contrast the American and French revolutions. |
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<th>Lesson Examples and Assessments</th>
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</table>
| D.    | Chapter 21: The Industrial Revolution  
EQ: How did the Scientific Revolution lead to dramatic changes in industry and the world of work? | global consequences of imperialism from these areas.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | D. IN_Academic_Standards  
Social Studies (2007) : World History and Civilization  
• Indicator WH.6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy, brought about massive social, economic, and cultural change.  
• Indicator WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | D. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will chart the major thinkers and philosophers who shaped the ideas of socialism and capitalism. |
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| February 2010 | A. Chapter 22: Life in the Industrial Age  
EQ: How did technological advances change aspects of daily life besides work? | A. **IN_Academic_Standards**  
Social Studies (2007) : World History and Civilization  
- Indicator WH.6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy, brought about massive social, economic, and cultural change.  
- Indicator WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences.  
- Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
- Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
- Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
- Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will imagine themselves as a doctor in the Industrial Age and write a letter to a colleague. |
|            | B. Chapter 23: Reforms, Revolution, and War  
EQ: What were the causes and events which led to the Latin American independence movements? | B. **IN_Academic_Standards**  
Social Studies (2007) : World History and Civilization  
- Indicator WH.6.3 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America and other regions of the world.  
- Indicator WH.6.4 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality and democracy in Europe, the Americas and other parts of the world.  
- Indicator WH.6.5 Describe the causes, events and outcomes of the Latin American independence | B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will write a letter from the perspective of an Australian penal colony inmate. |
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• Indicator WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.  
• Indicator WH.7.1 Discuss the rise of nation-states and nationalism in Europe, North America and Asia and explain the causes, main events and global consequences of imperialism from these areas.  
• Indicator WH.7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will prepare a short newspaper article that describes the life and achievements of a key nationalist movement leader. |
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| March 2010 | A. Chapter 25: The Age of Imperialism 
EQ: How did European powers come to rule a large portion of Africa and Asia? | • Indicator WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences. 
• Indicator WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world. 
• Indicator WH.7.1 Discuss the rise of nation-states and nationalism in Europe, North America and Asia and explain the causes, main events and global consequences of imperialism from these areas. 
• Indicator WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan’s subsequent development as an industrial, military and imperial power. 
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past. 
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships. 
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved. 
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events. 
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will write a report on the causes and effects of imperialism. |
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| B. Chapter 26: World War I | EQ: How did nationalism, a tangle of alliances, and decades of rivalry and competition transform a single assassination into a worldwide war? | • Indicator WH.7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.  
• Indicator WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan’s subsequent development as an industrial, military and imperial power.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will create a list of the strengths and weaknesses of the Treaty of Versailles. |
| C. Chapter 27: The Interwar Years | EQ: How did a new generation of strong leaders take the world to the brink of another world war by the end of the 1930s? | • Indicator WH.8.1 Trace and explain the causes, major events and global consequences of World War I.  
• Indicator WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships. | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. |
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<tr>
<td>April 2010</td>
<td>A. Chapter 28: World War II</td>
<td>A. <strong>IN_Academic_Standards Social Studies (2007) : World History and Civilization</strong>&lt;br&gt;• Indicator WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.&lt;br&gt;• Indicator WH.8.4 Identify and analyze the causes, events and consequences of World War II.&lt;br&gt;• Indicator WH.8.11 Identify contemporary international organizations. Describe why each was established and assess their impact.</td>
<td>Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will write a report on Anne Frank's life during World War II.</td>
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|       | B. Chapter 29: Europe and North America | • Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | B. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will create an illustrated report about the effects of Cold War anxieties on various aspects of popular culture. |

EQ: What were the causes and consequences of the Cold War?

B. IN_Academic_Standards
Social Studies (2007) : World History and Civilization
• Indicator WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.  
• Indicator WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.  
• Indicator WH.8.6 Explain the causes and consequences of the Cold War.  
• Indicator WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.  
• Indicator WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in
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|       | C. Chapter 30: Asia EQ: How did Cold War tensions, religious and ethnic conflicts, and struggles for political power complicate the nations of Asia achieving political and economic independence? | Afica, Asia, Eastern Europe and Latin America.  
• Indicator WH.8.11 Identify contemporary international organizations. Describe why each was established and assess their success, consequences for citizen and the role of particular countries in achieving the goals of each.  
• Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  
• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  
• Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.  
• Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.  
• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | C. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program.  
Students will research and write a report on the economies of China and India and their influence on the world. |
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| D.    | D. Chapter 31: Africa and the Middle East <br>EQ: What challenges did African nations face after gaining independence from European rule? | post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent.  <br>• Indicator WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.  <br>• Indicator WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe and Latin America.  <br>• Indicator WH.8.11 Identify contemporary international organizations. Describe why each was established and assess their success, consequences for citizen and the role of particular countries in achieving the goals of each.  <br>• Indicator WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.  <br>• Indicator WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.  <br>• Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue. | D. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. Students will create a descriptive time line of major events in the rise and fall of apartheid  

**D. IN_Academic_Standards** <br>**Social Studies (2007): World History and Civilization** <br>• Indicator WH.3.2 Examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India.  <br>• Indicator WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.  <br>• Indicator WH.8.6 Explain the causes and consequences of the Cold |
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| May 2010 | A. Chapter 32: Latin America  
EQ: How has Latin America, in recent years, made great strides toward democracy? | A. IN_Academic_Standards  
Social Studies (2007) : World History and Civilization  
• Indicator WH.8.6 Explain the causes and consequences of the Cold War.  
• Indicator WH.8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent.  
• Indicator WH.8.8 Describe and explain the origins of the modern state of Israel and the reactions of the peoples and states in southwest Asia.  
• Indicator WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.  
• Indicator WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe and Latin America.  
<p>| A. Students will be evaluated using comprehensive quizzes and tests from World History and Civilizations ExamView Assessment Suite AND Holt Online Assessment Program. |</p>
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<td>B. Chapter 33: Today's World</td>
<td>War.</td>
<td>Students will write a newspaper</td>
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<td>EQ: How are people presently</td>
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<td>article explaining one of the</td>
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<td></td>
<td>working together to promote</td>
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<td>issues currently affecting Latin</td>
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<td></td>
<td>economic development,</td>
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<td>America.</td>
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<td>eliminate threats to global</td>
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<td>security, and protect the</td>
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<td>B. IN_Academic_ Standards</td>
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<td>B. Students will be evaluated</td>
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<td>Social Studies (2007): World</td>
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<td>using comprehensive quizzes and</td>
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<td>Assessment Suite AND Holt</td>
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<td>Online Assessment Program.</td>
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<td>Students will prepare a chart</td>
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<td>responses to global warming.</td>
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<td>was established and assess their success, consequences for citizen and the role of particular countries in achieving the goals of each. • Indicator WH. 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past. • Indicator WH. 9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved. • Indicator WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events. • Indicator WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</td>
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