

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments/Strategies	Standards Based Skills and Concepts Targeted throughout the course	ACT Skills covered throughout the course	Resources/Texts Used
Quarter 1 Unit 1 The Neolithic Revolution (2 weeks)	Teacher chooses 2 of the 4 regions to focus on and 2 of the 4 solutions to common problems: Regions 2 of 4: Nile Indus Yangtze (Huang He) Tigris/Euphrates Solutions: 2 of 4: calendars writing money legal codes (e.g. Hamurabbi's code) • Why was the Neolithic Revolution "revolutionary"? • How were these areas alike? • The pro's of water/rivers as a living area. • Common goals/problems of Early Civ.'s • Some solutions to those problems above (e.g. irrigation) • Terms: Domestication, alluvial silt	B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.3 Recall, select, and analyze significant historical periods and the relationships among them B.12.4 Assess the validity of different interpretations of significant historical events B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	• Order simple sequences of events in somewhat challenging literary narratives • Identify clear comparative relationships in somewhat challenging passages • Identify clear cause-effect relationships in somewhat challenging passages • Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages • Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings • Analyze how one or more sentences in somewhat challenging passages relate to the whole passage	<i>World History</i> , Spielvogel, 2005 Glencoe
Unit 2 Early belief systems (2 weeks)	Teacher chooses 2 of the 4 religions to focus on: Judaism Animism/Ancestral Hinduism Polytheism • How early religions "bridged" this world and the "eternal" • How were early religions and early governments connected? • Terms: theocracy, mono/poly-theistic	B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts; within each major era of Wisconsin, United States, and world history B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	• Infer the function of straightforward paragraphs in somewhat challenging literary narratives • Identify a clear function of paragraphs in somewhat challenging passages • Analyze the overall structure of somewhat challenging passages • Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style • Understand point of view in somewhat challenging passages	See <i>Crash Course</i> videos on YouTube re: <i>Hinduism</i> , <i>stories of Hindu gods</i> etc.
Unit 3 Classical Empires (4 weeks)	Teachers choose at least one from each A, B, and C: A: Han Mauryan/Gupta B: Greek Roman C: Persian Alexander's • What was the role of Cultural Diffusion? • What leads to an Empire's: Rise, "Pax", Fall etc. • What is the role of trade?	B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impact of a president, or a presidential pardon, and explain the issues involved B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	• Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim • Identify a clear central claim in somewhat challenging passages <u>ACT Science Standards:</u> • Select data from a complex data presentation (e.g., a phase diagram) • Compare or combine data from a simple data presentation (e.g., order or sum data from a table) • Translate information into a table, graph, or diagram • Perform a simple interpolation or simple extrapolation using data in a table or graph	<i>Read Conrad and Demarst's model of Empires for ways to compare and contrast empires across time and regions.</i>
Quarter 2 Unit 4 "Middle" Belief Systems (2.5 weeks)	Teachers choose 3 of 4: Buddhism Christianity Confucianism/Daoism Islam • How do religions bring "stability" to, or "disrupt" social institutions? • How do religions spread?	B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		Crash Course videos on YouTube covering several stages of Christian development, Islam, Buddhism in the era of Asoka etc.

<p>Unit 5</p> <p>Regional/Post-Classical Empires (3.5 weeks)</p>	<p>Teacher chooses 4 of 6:</p> <p>Africa (Ghana/Mali/Songhai) Tang/Song China Meso-American (Mayan/Olmec/Toltec etc.) Islamic (up thru Abbasid Caliphate) Byzantine Southeast Asian (e.g. Khmer, Champa, Malay etc.)</p> <ul style="list-style-type: none"> What was the role of Cultural Diffusion? What leads to an Empire's Rise, "Pax", Fall etc. What is the role of trade? 		<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>Internet History Sourcebook: https://sourcebooks.fordham.edu/</p> <p>Compare primary sources with secondary or with other primary sources</p>
<p>Unit 6</p> <p>Trade before the Age of Exploration (3 weeks)</p>	<p>Teacher chooses 3 of 6:</p> <p>Marco Polo/the Mongols Trans-Saharan Indian Ocean/East African Within the Americas (e.g. Aztec/Incan) Vikings/Russia Medieval Europe/Mediterranean</p> <ul style="list-style-type: none"> What was the role of cultural Diffusion in trade in spreading ideas and religion, germs etc.? 		<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		
<p>Semester</p>						
<p>Quarter 3</p> <p>Unit 7</p> <p>Renaissance and Exploration (4 weeks)</p>	<ul style="list-style-type: none"> origins of the Renaissance Changes to European culture Formation of cities Styles of colonization Impact of economic/ cultural factors <ul style="list-style-type: none"> What role did trade play in the origins of the Renaissance? How important was trade as motive for exploration, compared to other motives? How was the Ren. a diffusion of Greek & medieval cultures? Regional vs. global interaction - how did they change/stay the same? What were the effects on religious stability and instability? 	<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them</p> <p>B.12.4 Assess the validity of different interpretations of significant historical events</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>Investigate the Renaissance through art: https://www.khanacademy.org/humanities/art-history/renaissance-reformation</p>
<p>Unit 8</p> <p>Nations facing Exploration (2 weeks)</p>	<p>Teacher chooses 2 of 5:</p> <ul style="list-style-type: none"> India (e.g. Mughal empire) West Africa (Kongo, Ashanti, etc.) Ming/ Qing China Meso-American (Aztec/Incan) Japan (pre-Tokugawa Feudalism) <ul style="list-style-type: none"> How did cultural diffusion occur between Euro.'s and non-Euro.'s What, if any, traits of Empires existed in these civilizations? Terms: Columbian Exchange 	<p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty, form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>See Asia for Educators website for info on East Asia: http://afe.easia.columbia.edu/</p>
<p>Unit 9</p> <p>Revolutions (3 weeks)</p>	<ul style="list-style-type: none"> Scientific (and Enlightenment) French <p>Teacher chooses 1 of 2:</p> <p>Haitian, or South American (e.g. Simon d'Bolivar's)</p> <ul style="list-style-type: none"> Industrial <ul style="list-style-type: none"> What were key similarities (leaders, motives, process& results) between revolutions? What was the role of social class in the revolutions, and how were each impacted? What is the political Spectrum & how does it represent views on change? 	<p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p> <p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>See online summaries of Crane Brinton's Anatomy of Revolution (1957) theory or other theories of revolution</p>
<p>Unit 10</p> <p>Nationalism and Imperialism (3 weeks)</p>	<ul style="list-style-type: none"> Japan <p>Teacher chooses 1 of 3:</p> <ul style="list-style-type: none"> China (Qing dynasty and beyond to 1925) Africa(Berlin Conference, French West Africa, Boer War etc.) India/Southeast Asia (British colonization) <ul style="list-style-type: none"> "White Man's Burden" Nationalism in Europe & colonies Impact of the Industrial Revo. on imperialism <ul style="list-style-type: none"> Industrialism: pro's, con's terms: protectorate, colonialism, sphere of influence 	<p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p> <p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p> <p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p> <p>B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>For another example of European justification for imperialism, see the ABC's for Baby Patriots from 1898: http://digilib.usm.edu/cdm/ref/collection/dgbooks/id/2738</p>

<p>Unit 11</p> <p>20th/21st Centuries, pt. 1</p> <p>(3 weeks)</p>	<ul style="list-style-type: none"> • WWI outside of Europe (e.g. Arabia, Africa) • WWII & Cold War <p><u>Teacher chooses 1 of 2:</u></p> <ul style="list-style-type: none"> • Independence in India • Independence in China <ul style="list-style-type: none"> • rise/fall of Communism <ul style="list-style-type: none"> • Bi-polar world: regional vs. global • Revolution patterns (see above) (Contrast Gandhi, Mao) • Communism vs. capitalism • USSR/Nazi's as Empires 	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>Clips from recent movies, eg.: The Last Emperor Saving Private Ryan The Killing Fields Schindler's List Lawrence of Arabia Gandhi etc.</p>
<p>Unit 12</p> <p>20th/21st Century pt. 2</p> <p>(2 weeks)</p>	<ul style="list-style-type: none"> • Middle East – Israel and Oil • Globalization • European Union • Development in Africa or Latin America • global demographic changes <ul style="list-style-type: none"> • Religion: stability/instability • Global v. regional trade pro's/con's • genocide • global cultural diffusion pro's/con's • term: globalization 	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>For Globalization, Mid East and Technology issues, see the website of NY Times Foreign Affairs columnist Thomas L. Friedman at: http://www.thomasfriedman.com/</p> <p>Contrast Friedman with more conservative voices e.g. Niall Ferguson: http://www.niallferguson.com/</p>