

<b>Unit Title, Length, and Corresponding Text</b>	<b>Essential Questions and Student Objectives</b>	<b>Assessments (Pre, Formative, Summative)</b>	<b>Resources</b>
<b>Unit 1</b> Rise and Spread of Civilization	1) What is a civilization, and how does it form? 2) What do archaeology and anthropology teach us about prehistoric humans?	Pre-Assessment: Critical Vocabulary and Concepts Pretest	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
4 weeks  <i>World History and Geography</i> Chapters 1, 2, 3, 5	3) How does geography affect the development of a civilization? 4) In what ways do civilizations influence each other? 5) How were empires of the ancient Near East governed? 6) How do empires rise, how are they maintained, and what causes them to fall? 7) How was early Indian culture influenced by religion and social structure? 8) How did ideas and events during the Mauryan and Gupta Empires affect India's development? 9) Students will understand and demonstrate knowledge of how fire, technology, language, and farming developed and assisted early people in developing civilizations. 10) Students will understand and discuss the elements necessary for	Formative Assessments: Chapter Reviews, pages 18, 44, 60, and 106  Daily Bellringer  Daily Exit Slip  Summative Assessment: Unit Test  Performance-Based Project	mheonline.com/networks  connected.mcgraw-hill.com  Discoveryeducation.com

civilization to develop.

11) Students will be able to determine and discuss similarities and differences between the 4 river valley civilizations.

12) Students will understand how the 4 river valley civilizations developed independently, and the circumstances that led to their development.

**Unit 2**

Greek, Roman, and Byzantine Empires

3 weeks

*World History and Geography*

Chapters 4, 7, 8

- 1) How can geography influence political organization?
- 2) How can cultural and political differences lead to conflict and change?
- 3) How do different types of political organizations emerge?
- 4) How can new ideas lead to social and political change?
- 5) How can religion impact a culture?
- 6) What factors lead to the rise and fall of empires?
- 7) Students will understand how Greek and Roman civilizations made lasting contributions to the world.

Pre-Assessment:

Critical Vocabulary and Concepts Pretest

Formative Assessments:

Chapter Reviews, pages 88, 146, and 170

Daily Bellringer

Daily Exit Slip

Summative Assessment:

Unit Test

Performance-Based Project

Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). *World History & Geography*. New York, NY: McGraw-Hill.

[mheonline.com/networks](http://mheonline.com/networks)

[connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

[Discoveryeducation.com](http://Discoveryeducation.com)

**Unit 3**

Early Asian Empires

- 1) How can differing philosophies influence a culture?
- 2) What factors can help a dynasty stay in power?

Pre-Assessment:

Critical Vocabulary and Concepts Pretest

Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). *World History & Geography*. New York, NY: McGraw-Hill.

2 weeks	3) How can religion influence the development of an empire?	Formative Assessments: Chapter Reviews, pages	mheonline.com/networks
<i>World History and Geography</i> Chapters 6, 9, 11	4) How might religious beliefs affect society, culture, and politics?	122, 188, and 232	connected.mcgraw-hill.com
	5) What qualities define power struggles and stable periods of rule?	Daily Bellringer	Discoveryeducation.com
	6) How can invasion change the lives of people in conquered lands?	Daily Exit Slip	
	7) Students will understand the influence trade had on the African continent.	Summative Assessment: Unit Test	
	8) Students will understand how the spread of Islam affected the African continent.	Performance-Based Project	
	9) Students will understand the impact trade has on the spread of ideas.		
	10) Students will understand the effect geography played on settlement in the Americas.		
	11) Students will understand why civilizations in the Americas were so diverse (Maya, Aztecs, Inca, and North American peoples).		
<b>Unit 4</b> Africa and Latin America	1) How does geography affect culture, society, and trade?	Pre-Assessment: Critical Vocabulary and Concepts Pretest	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
2 weeks	2) In what ways were civilizations in early Mesoamerica and South America complex?	Formative Assessments: Chapter Reviews, pages	mheonline.com/networks
	3) How were civilizations		

<i>World History and Geography</i>	in early Mesoamerica and South America influenced by previous cultures?	270 and 286	connected.mcgraw-hill.com
Chapters 13, 14	4) Students will understand the influence trade had on the African continent.	Daily Bellringer	Discoveryeducation.com
	7) Students will understand how the spread of Islam affected the African continent.	Daily Exit Slip	
	8) Students will understand the impact trade has on the spread of ideas.	Summative Assessments: Unit Test	
	9) Students will understand the effect geography played on settlement in the Americas.	Performance-Based Project	
	10) Students will understand why civilizations in the Americas were so diverse (Maya, Aztecs, Inca, and North American peoples).		
<b>Unit 5</b>	1) How can changes to political systems impact economic activities?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Medieval Europe	2) How is society influenced by changes in political and economic systems?	Critical Vocabulary and Concepts Pretest	
2 weeks		Formative Assessments:	mheonline.com/networks
<i>World History and Geography</i>	3) How did the Church influence political and cultural changes in medieval Europe?	Chapter Reviews, pages 206 and 254	connected.mcgraw-hill.com
Chapters 10, 12	4) How did both innovations and disruptive forces affect people during the Middle Ages?	Daily Bellringer	Discoveryeducation.com
	5) Students will understand how the geography of Europe shaped different	Daily Exit Slip Summative	

	cultures.	Assessments:	
	6) Students will understand the importance of the Catholic Church in Medieval Europe and how its conflicts altered history.	Unit Test	
	7) Students will discuss the various effects that war and disease had on Medieval Europe.	Performance-Based Project	
<b>Unit 6</b>	1) How can trade lead to economic prosperity and political power?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Renaissance and the Age of Exploration	2) How can ideas be reflected in art, sculpture, and architecture?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) What are the effects of political and economic expansion?	Formative Assessments:	mheonline.com/networks
<i>World History and Geography</i>	4) Students will understand what the Renaissance is, how it changed Europe, and the new ideas that it brought to the world.	Chapter Reviews, pages 302 and 336	connected.mcgraw-hill.com
Chapters 15, 17	5) Students will know how and why Europeans began to explore the world.	Daily Bellringer	Discoveryeducation.com
	6) Students will know what places and goods were discovered through exploration and where colonies were created.	Daily Exit Slip	
	7) Students will understand the importance of the Columbian Exchange and its economic importance to the world.	Summative Assessments:	
		Unit Test	
		Performance-Based Project	
<b>Unit 7</b>	1) What conditions can encourage the desire for reform?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York,
Protestant Reformation and		Critical Vocabulary and	

Catholic (Counter) Reformation	2) How can reform influence society and beliefs?	Concepts Pretest	NY: McGraw-Hill.
2 weeks	3) Students will understand and discuss how differences in religion caused conflict in Europe and the Americas.	Formative Assessments: Chapter Review, page 316	mheonline.com/networks connected.mcgraw-hill.com
<i>World History and Geography</i> Chapter 16		Daily Bellringer	Discoveryeducation.com
		Daily Exit Slip	
		Summative Assessments: Unit Test	
		Performance-Based Project	
<b>Unit 8</b> Conflicted Europe and the Enlightenment	1) What effect might social, economic, and religious conflicts have on a country?	Pre-Assessment: Critical Vocabulary and Concepts Pretest	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
2 weeks	2) How would the exercise of absolute power affect a country?	Formative Assessments: Chapter Reviews, pages 358 and 416	mheonline.com/networks connected.mcgraw-hill.com
<i>World History and Geography</i> Chapters 18, 21	3) Why do new ideas often spark change? 4) How do new ways of thinking affect the way people respond to their surroundings?	Daily Bellringer	Discoveryeducation.com
	5) Students will understand the knowledge created by the Scientific Revolution and its impact on the world.	Daily Exit Slip Summative	

	6) Students will understand how the Enlightenment changed ideas about human rights and government.	Assessments: Unit Test  Performance-Based Project	
<b>Unit 9</b>	1) What causes revolution?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
French Revolution and Napoleon	2) How does revolution change society?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) Students will identify Napoleon's role in the French Revolution.	Formative Assessments:	mheonline.com/networks
<i>World History and Geography</i>	4) Students will draw conclusions about the causes and effects of the French Revolution.	Chapter Review, page 440	connected.mcgraw-hill.com
Chapter 22		Daily Bellringer	Discoveryeducation.com
		Daily Exit Slip	
		Summative Assessments:	
		Unit Test	
		Performance-Based Project	
<b>Unit 10</b>	1) How can innovation affect ways of life?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Industrialization, Nationalism, and Democracy	2) How does revolution bring about political and economic change?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) How can industrialization affect a country's economy?	Formative Assessments:	mheonline.com/networks
<i>World History and</i>	4) How are political and social structures influenced	Chapter Reviews, pages 468 and 490	connected.mcgraw-hill.com

<i>Geography</i>	by economic changes?		
Chapters 23, 24	5) Students will understand the revolutionary outbursts in the 1830s.	Daily Bellringer	Discoveryeducation.com
	6) Students will describe the political developments in Western, Central, and Eastern Europe in the late 19 <sup>th</sup> century.	Daily Exit Slip	
		Summative Assessments:	
		Unit Test	
		Performance-Based Project	
<b>Unit 11</b>	1) What factors help unify a kingdom, dynasty, or an empire?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Muslim and Asian Empires	2) How can the creation of a new kingdom, dynasty, or empire impact the people and culture of a region?	Critical Vocabulary and Concepts Pretest	
2 weeks		Formative Assessments:	mheonline.com/networks
		Chapter Reviews, pages 374 and 392	
<i>World History and Geography</i>	3) How can external forces influence a kingdom, dynasty, or an empire?		connected.mcgraw-hill.com
Chapters 19, 20	4) Students will connect Islam to its Jewish and Christian roots.	Daily Bellringer	Discoveryeducation.com
	5) Students will understand that with the creation and spread of Islam it also created an empire.	Daily Exit Slip	
		Summative Assessments:	
	6) Students will understand that a split among Islamic ideology changed the Arab Empire.	Unit Test	
	7) Students will know what contributions Muslims have made to math,	Performance-Based Project	



	science, and the arts.		
	8) Students will compare and contrast the religious systems that developed in or spread to Southeast Asia.		
<b>Unit 12</b>	1) What are the causes and effects of imperialism?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Imperialism and Asian Transitions	2) How do some groups resist control by others?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) How can new ideas accelerate economic and political change?	Formative Assessments:	mheonline.com/networks
<i>World History and Geography</i>	4) How do cultures influence each other?	Chapter Reviews, pages 514, 534, and 604	connected.mcgraw-hill.com
Chapters 25, 26, 29	5) How can political control lead to nationalist movements?	Daily Bellringer	Discoveryeducation.com
	6) How does economic exploitation lead to nationalist movements?	Daily Exit Slip	
	7) Students will identify the causes of imperialism.	Summative Assessments:	
	8) Students will understand the effects of Western culture on China.	Unit Test	
	9) Students will identify and discuss why conquered people wanted to end colonial rule and how they resisted colonial rule.	Performance-Based Project	
<b>Unit 13</b>	1) How can technology impact war?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
World War I	2) What can cause economic instability?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) How might political change impact society?	Formative Assessments:	mheonline.com/networks
	4) Students will identify	Chapter Reviews, pages	

<i>World History and Geography</i>	the causes of WWI.	558 and 578	connected.mcgraw-hill.com
Chapters 27, 28	5) Students will describe the art, literature, and scientific breakthroughs produced after WWI.	Daily Bellringer	Discoveryeducation.com
	6) Students will describe the economic devastation experienced after WWI.	Daily Exit Slip	
		Summative Assessments:	
		Unit Test	
		Performance-Based Project	
<b>Unit 14</b> World War II	1) Why do political actions often lead to war?	Pre-Assessment: Critical Vocabulary and Concepts Pretest	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
2 weeks	2) How does war impact society and the environment?		
	3) Students will be able to identify major events in WWII.	Formative Assessments: Chapter Review, page 632	mheonline.com/networks
<i>World History and Geography</i>	4) Students will understand the causes and effects of the Holocaust.		connected.mcgraw-hill.com
Chapter 30	5) Students will understand the ways in which countries mobilized civilians for the war effort.	Daily Bellringer	Discoveryeducation.com
	6) Students will explain the basis of the Cold War.	Summative Assessments:	
		Unit Test	
		Performance-Based Project	

<b>Unit 15</b> The Cold War and Nationalism	1) How does conflict influence political relationships?	Pre-Assessment: Critical Vocabulary and Concepts Pretest	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
3 weeks	2) How can political change cause conflict?		
	3) How can political relationships affect economic relationships?	Formative Assessments: Chapter Reviews, pages 650, 678, and 696	mheonline.com/networks
<i>World History and Geography</i>	4) How does war result in change?		connected.mcgraw-hill.com
Chapters 31, 32, 33	5) What challenges may countries face as a result of war?	Daily Bellringer	Discoveryeducation.com
	6) Students will sequence events surrounding the Cold War.	Daily Exit Slip	
	7) Students will compare and contrast information to learn how political divisions led to the arms race.	Summative Assessments: Unit Test	
	8) Students will analyze information about the Iranian Revolution, the Iran-Iraq War, and Afghanistan.	Performance-Based Project	
	9) Students will draw conclusions about how Western society changed during the Cold War.		
<b>Unit 16</b>	1) What motivates political change?	Pre-Assessment:	Spielvogel, J. J., McTighe, J., & McGraw-Hill. (2014). <i>World History &amp; Geography</i> . New York, NY: McGraw-Hill.
Modern Era (1989-present)	2) How can economic and social changes affect a country?	Critical Vocabulary and Concepts Pretest	
2 weeks	3) What influences global political and economic relationships?	Formative Assessments: Chapter Reviews, pages 720 and 744	mheonline.com/networks
<i>World History and</i>	4) How do social and		connected.mcgraw-hill.com

<i>Geography</i>	environmental issues affect countries differently?		
Chapters 34, 35		Daily Bellringer	Discoveryeducation.com
	5) Students will understand and discuss the role of the United States in the Middle East since 2001.	Daily Exit Slip	
	6) Students will analyze the relationship between the support of the Soviet Union and popular revolutions in Eastern Europe.	Summative Assessments: Unit Test	
	7) Students will summarize the ways in which scientific discoveries and medical advancements have transformed society.	Performance-Based Project	
	8) Students will understand and identify the costs and benefits of globalization.		

**Kentucky Core Academic Standards**

All of the following Kentucky Core Academic Standards are grouped together in this document to reflect the conceptual nature of historical perspective, and cultures and societies. Each specific unit will include the following Academic Expectations, Understandings, and Skills and Concepts:

**SS-H-CS-2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**SS-H-CS-2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

**SS-H-CS-U-1** Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

**SS-H-CS-U-2** Students will understand that social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.

**SS-H-CS-U-3** Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**SS-H-CS-U-4** Students will understand that culture affects how people in a society behave in relation to groups and their environment.

**SS-H-CS-U-5** Students will understand that a variety of factors promote cultural diversity in a society, a nation, and the world.

**SS-H-CS-U-6** Students will understand that an appreciation of the diverse nature of cultures is essential in our global society.

**SS-H-CS-S-1** Students will demonstrate an understanding of the nature of culture.

**SS-H-CS-S-1b** Students will describe how belief systems, knowledge, technology, and behavior patterns define cultures

**SS-H-CS-S-1c** Students will analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements

**SS-H-CS-S-2** Students will describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)

**SS-H-CS-S-3** Students will explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)

**SS-H-CS-S-4** Students will describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)

**SS-H-CS-S-5** Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

**SS-H-HP-2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**SS-H-HP-U-1** Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze historical events.

**SS-H-HP-U-2** Students will understand that history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.

**SS-H-HP-U-3** Students will understand that geography and natural resources have a significant impact on historical perspectives and events.

**SS-H-HP-U-4** Students will understand that advances in research, science and technology have a significant impact on historical events, American society, and the global community.

**SS-H-HP-U-WC1** Students will understand that world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop chronological understanding and recognize cause-effect relationships and multiple causation.

**SS-H-HP-U-WC2** Students will understand that world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.

**SS-H-HP-U-WC3** Students will understand that each era in the history of the world has social, political and economic characteristics.

**SS-H-HP-U-WC4** Students will understand that an increasingly interdependent world provides challenges and opportunities.

**SS-H-HP-S-1** Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data)

**SS-H-HP-S-1a** Students will investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)

**SS-H-HP-S-1b** Students will examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)

**SS-H-HP-S-2** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts

**SS-H-HP-S-4** Students will research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts)

**SS-H-HP-S-4a** Students will explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation

**SS-H-HP-S-4b** Students will analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world

**SS-H-HP-S-4c** Students will investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world

**SS-H-HP-S-4d** Students will examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)

**SS-H-HP-S-4e** Students will analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East

**SS-H-HP-S-4f** Students will examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)