**Unit Curriculum Map for: World History 1111 & 1112**

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| **UNIT 1—Ancient History & the Classical Period** | |
| **Section 1: First Civilizations and Empires (Prehistory-500 BCE) # of Days:5** | |
| **Learning Competencies** | |
| **The Prehistoric Era**   1. **Discuss the types of history, the sources of historical knowledge, and explain the meaning and the uses of history.** 2. **Describe the life style of prehistoric humans on the development of civilization.** 3. **Describe the process by which humans were transformed from food hunters and gathers to food producers and explain the impact of this transformation.**   **The Ancient Near East**   1. **Discuss the intellectual, cultural, social, and political contributions of ancient Mesopotamian kingdoms and empires.** 2. **Discuss the intellectual, cultural, social, and political contributions of important period of Egyptian history.** 3. **Discuss the early history of the Hebrews from Abraham through the collapse of Israel and Judah.** 4. **Discuss the intellectual, cultural, social, and political contributions of the Assyrians.** 5. **Discuss the most noteworthy achievements of the Persian Empire and its most noteworthy rulers.**   **Ancient India**   1. **Discuss the intellectual, cultural, social, and political contributions of India from the Indus River Valley Civilization through the Gupta period.** 2. **Discuss the origins of Indian civilization along the Indus River Valley.**   **Ancient China**   1. **Discuss the intellectual, cultural, social, and political contributions of Ancient China.** 2. **Discuss the historic Chinese dynasties and their major characteristics.** 3. **Discuss the philosophies of Confucius, Lao Tzu, and the Legalist School.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC**. a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.  **SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD**. a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires. b. Describe the development of Chinese civilization under Zhou, Qin, and Han. c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China. d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade | |
| **Textbook Chapter(s)** | **Red Resource Chapter(s)** |
| **1-The Peopling of the World**  **2-Farms, Cities, and the New Agrarian Age**  **3-Afroeurasia’s Moving Frontiers: Farmers, Herders, ad Charioteers**  **4-Early Odysseys in the Americas, Australia, and Oceania** | **2-The First Civilizations**  **3-Ancient Indian Civilization**  **4-Ancient Chinese Civilization** |
| **Section 2: Rise and Fall of Classical Empires(700 BCE-500CE) # of Days: 9** | |
| **Learning Competencies** | |
| **Ancient Greece**   1. **Discuss the principal intellectual, cultural, social and political evolution of the Greeks from the Minoan period through the Macedonian takeover.** 2. **Discuss the evolution of political structures in Greece, including monarchy, oligarchy, tyranny and democracy.** 3. **Discuss Alexander the Great’s conquest of the Persian Empire and the creation of the Hellenistic kingdoms.**   **Ancient Rome**   1. **Trace the political evolution of Rome from the Republican period through the transition to empire.** 2. **Discuss various theories concerning the collapse of the Western Roman Empire and Rome’s legacy to the West.** 3. **Discuss the evolution of Christianity from Jesus and Paul of Tarsus through the establishment of the early Church and the theology of the early Church Fathers.** 4. **Describe the features of the Byzantine civilization from the reign of Justinian through the Turkish takeover of Constantinople in 1453.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.** a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire. b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar. c. Analyze the impact of Greek and Roman culture, politics, and technology. d. Describe polytheism in the Greek and Roman world. e. Explain the origins and diffusion of Christianity in the Roman world. f. Analyze the factors that led to the collapse of the Western Roman Empire.  **SSWH4 Analyze impact of the Byzantine and Mongol empires.** a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora. b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire. c. Explain the Great Schism (East-West Schism) of 1054 CE/AD. d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD. e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire. | |
| **Textbook Chapter(s)** | **Red Resource Chapter(s)** |
| **5-Afroeurasia: Centers of Power, Trade, and New Ideas**  **6-Empire Building and Cultural Exchange from India to the Mediterranean**  **7-An Age of Giant Empires**  **8-American Complexities** | **5-The Greek City-States**  **6-Greece’s Golden & Hellenistic Age**  **7-The Roman World**  **8-Byzantine, Russia, and the Mongols** |
| **UNIT 2—the Middle Ages** | |
| **Section3: The World in Transition(300-1500CE)# of Days: 15** | |
| **Learning Competencies** | |
| **Ancient Africa**   1. **Discuss the evolution of the ancient Nilotic African kingdoms.** 2. **Discuss the development of the medieval African monarchies, the social and political structures of these societies, and main cultural contributions.**   **The Americas**   1. **Discuss the development and the political/social structures of the Aztec, Maya, and Inca Empires through 1500 A.D./C.E.**   **Islam**   1. **Discuss the evolution and spread of Islam (beginning with the career of Mohammed) and the major political, social, scientific and cultural contributions of Islamic work through 1453.**   **Ancient Rome**   1. **Describe the features of the Byzantine civilization from the reign of Justinian through the Turkish takeover of Constantinople in 1453.**   **The Middle Ages**   1. **Analyze the impact of the Germanic Migrations on the collapse of Roman civilization and the development of early Germanic society.** 2. **Discuss the major intellectual and cultural contributions of the Middle Ages with special attention to the origins and evolution of Christian monasticism, Patristic Theology, Romanesque and Gothic architecture, the Carolingian Renaissance, the Twelfth Century Renaissance, Chivalry and Scholasticism.** 3. **Discuss the major social and political developments of the medieval world, including feudalism and the evolution of a relationship between Church and state.** 4. **Discuss the important political and social events of the fourteenth century, and explain the factors which led to the waning of the medieval period and the rise of the Renaissance.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC**. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs.  **SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD**. a. Analyze the origins of Islam and the growth of the Islamic Empire. b. Understand the reasons for the split between Sunni and Shi’a Muslims. c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa. d. Identify the contributions of Islamic scholars in science, math, and geography e. Analyze the relationship between Judaism, Christianity, and Islam  **SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD**. a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.  **SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.**a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne. b. Explain the political impact of Christianity and the role of the church in medieval society. c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague. d. Describe the causes and impact of the Crusades on the Islamic World and Europe.  **SSWH8 Describe the diverse characteristics of societies in Central and South America**. a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires. b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology. | |
| **Textbook Chapter(s)** | **Red Resource Chapter(s)** |
| **9-Turbulent Centuries**  **10-Afroeurasia in the Era of Arab Empire**  **11-State Power and Expanding Networks of Exchange** | **9-The Islamic Empire**  **10-The Rise of the Middle Ages**  **11-The High Middle Ages**  **12-The Civilizations of East Asia**  **13-Africa & the Americas** |
| **UNIT 3—Industrialization & Globalization** | |
| **Section 4: Early Modern World (1000-1500) # of Days: 5** | |
| **Learning Competencies** | |
| **Japan**   1. **Discuss the evolution of Japan from the prehistoric period through the decline of the Ashikaga Shogunate, including the major intellectual cultural, social, and political contributions.**   **Renaissance**   1. **Discuss the European Renaissance of the fourteenth through sixteenth centuries as an intellectual and cultural movement.** 2. **Explain the distinction between the Italian and the Northern Renaissance.**   **Transitions to the Modern World**   1. **Describe the course of the Protestant Reformation, including the roles of prominent individuals such as Martin Luther and John Calvin.** 2. **Evaluate the effect of the Reformation on society, morality, and community life.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH9 Analyze change and continuity in the Renaissance and Reformation**. a. Explain the social, economic, and political changes that contributed to the rise of Florence. b. Identify artistic and scientific achievements of the Renaissance. c. Explain the main characteristics of humanism. d. Explain the importance of Gutenberg and the invention of the printing press. e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin. f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I. g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits. | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **12-Dynamic Centuries across Afroeurasia**  **13-Afroeurasia in the Era of Mongol Power**  **14-Cities and Empires in the Americas**  **15-Calamities and Recoveries across Afroeurasia** | **12-The Civilizations of East Asia**  **14-Renaissance, Reformation, Scientific Revolution** |
| **Section 5: Towards Global Connection(1450-1750)# of Days: 3** | |
| **Learning Competencies** | |
| **Transitions to the Modern World**   1. **Explain how the transoceanic voyages of the early 1500s affected international economic and political relations in Africa, Asia, and the Americas.** 2. **Discuss the effect of the Columbian exchange on the Old and New Worlds.**   **Scientific Revolution and the Enlightenment**   1. **Identify the major individuals associated with the Scientific Revolution, their discoveries, and the impact upon the process of industrialization.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.** a. Explain the roles of explorers and conquistadors. b. Analyze the global, economic, and cultural impact of the Columbian Exchange. c. Explain the role of improved technology in exploration. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.  **SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.** a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan. b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.  **SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.** a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires. b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.  **SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD**.  a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **16-Oceans Crossed and Worlds Connected**  **17-Afroeurasia and Its Powerful States**  **18-The Expanding Global Economy: Expectations and Inequalities**  **19-The Changing Balance of Wealth and Power** | **15-European Exploration, Expansion, & Absolutism**  **18-Asia in Transition** |
| **Section 6: An Era of Revolution & Imperialism (1750-1914) # of Days: 9** | |
| **Learning Competencies** | |
| **Scientific Revolution and the Enlightenment**   1. **Identify the major individuals associated with the Scientific Revolution, their discoveries, and the impact upon the process of industrialization.** 2. **Explain the major tenets and identify the major philosophers of the 18th century Enlightenment.** 3. **Explain the impact of the Enlightenment on later revolutions.**   **Political Modernization**   1. **Discuss how decentralized feudal states were replace by centralized dynastic states of absolutism or constitutionalism of the 1600s.** 2. **Explain how political revolutions in the U.S., France, and Latin America in the 18th and 19thcenturies changed the nature of politics in the West.** 3. **Compare various political ideologies of the modern world to include: a) Liberalism; b) Conservatism; c) Fascism; d) Socialism; and e) Communism** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH14 Analyze the Age of Revolutions**. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great. b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825). c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe. | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **20-Waves of Revolution** | **16-Revolution & Change in England**  **17-American & French Revolutions** |
| **UNIT 4—Industrialization and Imperialism** | |
| **Section 7: An Era of Imperialism (1845-1914) # of Days: 5** | |
| **Learning Competencies** | |
| **Economic Modernization**   1. **Explain how demographic, agricultural, and industrial changes resulted in the rise of a global economy and altered traditional societies.** 2. **Describe the causes and consequences of industrialization to include the resulting Industrial Revolution.**   **Imperialism**   1. **Explain the origins of the 19th century imperialism.** 2. **Compare and Contrast imperialism in Africa, Asia, Latin America, and the Middle East.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH15 Describe the impact of industrialization and urbanization**. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. b. Examine the political and economic ideas of Adam Smith and Karl Marx. c. Examine the social impact of urbanization, include: women and children.  **SSWH16 Analyze the rise of nationalism and worldwide imperialism.** a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration. b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources. c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857. | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **21-Energy and Industrialization**  **22-Coping with Change in the New Industrial Era**  **23-Capital, Technology, and the Changing Balance of Global Power** | **19-Industrial Revolution**  **20-Life in the Industrial Age**  **21-Age of Reform**  **22-Nationalism in Europe**  **23-Age of Imperialism** |
| **Section 8: Twentieth Century Crises (1914-1945) # of Days: 9** | |
| **Learning Competencies** | |
| **The Twentieth Century**   1. **Describe the causes and the political, social, economic, and cultural impact of the World War I on Europe, Asia, Africa, the Middle East, and the U.S** 2. **Discuss the Russian Revolution and therise of communism in the Soviet Union, Eastern Europe and Asia.** 3. **Describe the characteristics of totalitarianism and totalitarianism regimes existing in Asia, Europe, and South America in the pre- and post WWII eras.** 4. **Describe the causes and the political, social, economic, and cultural impact of WWII on Europe, Asia, Africa, the Middle East and the U.S.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.** a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. b. Describe conditions on the war front for soldiers, include: new technology and war tactics. c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control. d. Analyze the destabilization of Europe in the collapse of the great empires.  **SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.** a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan. b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments. d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.  **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.** a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres. b. Identify Nazi ideology and policies that led to the Holocaust and its consequences. c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States. d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur’s plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact. | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **24-Innovation, Revolution, and Global Crisis**  **25-Turbulent Decades**  **26-WWII and Its Aftermath** | **24-WWI & Russian Revolution**  **25-Great Depression & Rise of Totalitarianism**  **27-WWII** |
| **UNIT 5—the 20th Century & the Contemporary World** | |
| **Section 9: Toward a Global Civilization (1945-Present) # of Days: 14** | |
| **Learning Competencies** | |
| **The Twentieth Century**   1. **Describe the independence movements after World War II in Asia and Africa.** 2. **Explain the origins of the Cold War, some of its key conflicts and its demise.** 3. **Demonstrate an understanding of global post-World War II revolutionary movements to include China, Vietnam, India, and Cuba.** 4. **Discuss de-communization and its impact upon the former Soviet Union and Eastern Europe.** 5. **Describe significant trends in the Middle East since 1945.** 6. **Describe the economic interdependence of world economies today.** | |
| **Standards/Elements from Georgia Standards of Excellence (GSE)** | |
| **SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.** a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons. b. Describe the formation of the state of Israel and the Arab-Israeli Conflict. c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa. d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.  **SSWH21 Examine change and continuity in the world since the 1960s.** a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda. b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries. c. Analyze terrorism as a form of warfare in the contemporary world. d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.  **SSWH22 Analyze globalization in the contemporary world**. a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers. b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization. c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment | |
| **Textbook Chapters** | **Red Resource Chapter(s)** |
| **27-The Global Boom and Its Contradictions**  **28-Countercurrents of Change** | **Unit 7-The World Since 1945** |

**Tentative Course Outline**

Make sure to keep up with posted due dates that are displayed by month on the wall calendar in the front of the classroom as these dates may change.

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| **Unit 1—Ancient History& the Classical Period** | | | | |
| **Learning Competencies** | **Sec. 1** | | **Sec. 2** | |
| **GSE** | SSWH 1a | SSWH 2a | SSWH 3a | SSWH 4a |
| 1b | 2b | 3b | 4b |
| 1c | 2c | 3c | 4c |
| 1d | 2d | 3d | 4d |
| 1e |  | 3e | 4e |
|  |  | 3f |  |
| **Assessments** | Sec. 1 Quiz | Unit 1 Essay | Sec. 2 Quiz | Unit 1 Test |
| **Tentative Due Dates** | 1/14/20 | 1/21/20 | 1/24/20 | 1/29/20 |

\*\*Country Biography Presentation: Feb. 3 – 6

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| **Unit 2—the Middle Ages** | | | | |
| **Learning Competencies** | **Sec. 3** | | | |
| **GSE** | SSWH 5a | SSWH 6a | SSWH 7a | SSWH 8a |
| 5b | 6b | 7b | 8b |
| 5c | 6c | 7c |  |
| 5d |  | 7d |  |
| 5e |  |  |  |
| **Assessments** | Sec. 3 Quiz | Unit 2 Essay |  | Unit 2 Test |
| **Tentative Due Dates** | 2/10/20 | 2/18/20 |  | 2/26/20 |

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| **Unit 3—Renaissance & Enlightenment** | | | | | | | | |
| **Learning Competencies** | **Sec. 4** | **Sec. 5** | | | | | | **Sec. 6** |
| **GSE** | SSWH 9a | SSWH 10a | | SSWH 11a | SSWH 12a | SSWH 13 a | | SSWH 14a |
| 9b | 10b | | 11b | 12b | 13b | | 14b |
| 9c | 10c | |  |  |  | | 14c |
| 9d |  | |  |  |  | |  |
| 9e |  | |  |  |  | |  |
| 9f |  | |  |  |  | |  |
| 9g |  | |  |  |  | |  |
| **Assessments** | Unit 3 DBQ | | Sec. 4 – 6 Quiz | |  | | Unit 3 Test | |
| **Tentative Due Dates** | 3/4/20 | | 3/11/20 | |  | | 3/25/20 | |

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| **Unit 4—Industrialization & Globalization** | | | | | | |
| **Learning Competencies** | **Sec. 7** | | **Sec. 8** | | | |
| **GSE** | SSWH 15a | SSWH 16a | SSWH 17a | SSWH 18a | | SSWH 19a |
| 15b | 16b | 17b | 18b | | 19b |
| 15c | 16c | 17c | 18c | | 19c |
|  |  | 17d | 18d | | 19d |
| **Assessments** | Sec. 7 Quiz | Unit 4 Research Paper | Sec. 8 Quiz | | Unit 4 Test | |
| **Tentative Due Dates** | 4/1/20 | 4/3/20 | 4/22/20 | | 4/28/20 | |

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| **Unit 5—the 20th Century & the Contemporary World** | | | | | | |
| **Learning Competencies** | **Sec. 9** | | | | | |
| **GSE** | SSWH 20a | | SSWH 21a | | SSWH 22a | |
| 20b | | 21b | | 22b | |
| 20c | | 21c | | 22c | |
| 20d | | 21d | |  | |
| **Assessments** | Unit 5 Essay | UN Resolutions | | Unit 5 Test | | FINAL EXAM |
| **Tentative Due Dates** | 5/8/20 | 4/30, 5/19 | | 5/14/20 | | 5/20/20 or 5/21/20 |

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| **Unit 1—Ancient History& the Classical Period** | | | | |
| **Week 1** | Section 1 | WH1 | Mesopotamia & Egypt | pp. 6-7, 51-66 (93-96), 66-69 (96-99) |
|  |  | WH2 | Indus & China | pp. 69-71, 86-88 |
|  |  | WH 1 & 2 | Early Civilizations | pp. 89-91, 140-157 |
| **Week 2** | Section 2 | WH 3 | Greece | pp. 82-83 (99-100), 163-181 |
|  |  |  | Rome | pp. 193-200, 254-261, 213-216, 264-271 |
| **Week 3** |  | WH4 | Byzantium | pp. 291-292 |
|  |  |  | Mongols | pp. 371-382 |
|  |  |  | Vikings | pp. 327-331 |
|  | Section 3 | WH5 | Islam | pp. 233-291, 309-318, 347-356 |
| **Unit 2—the Middle Ages** | | | | |
| **Week 4** | Country Biography Presentations | | | |
| **Week 5** |  | WH6 | Africa pre-Europe | pp. 208-211, 323-327, 391-395 |
|  |  | WH8 | America pre-Europe | pp. 111-123, 223-236, 401-422, 462-463 |
|  |  | WH7 | Middle Ages | pp. 332-333, 356-364, 387-391 |
| **Week 6** |  |  | High Middle Ages | pp. 428-438, 439-444 |
| **Unit 3—Renaissance & Enlightenment** | | | | |
| **Week 7** | Section 4 | WH9 | Renaissance & Reformation | pp. 445-449, 506-509 |
| **Week 8** | Section 5 | WH10 | Exploration & its Impact | pp. 463-477 |
| **Week 9** |  | WH9 | Absolutism & England CW | pp. 550-556 |
|  |  | WH13 | Scientific Rev. & Enlightenment | pp. 563-568 |
| **Week 10** | Section 6 | WH14 | Age of Revolutions | pp. 584-603 |
|  | Section 7 | WH11 | Changes in China | pp. 439-442, 545-547, 628-631 |
|  |  |  | Changes in Japan | pp. 495-496, 670-671 |
| **Week 11** |  | WH12 | Islamic Empires | pp. 487-493 |
| **Unit 4—Industrialization & Globalization** | | | | |
| **Week 11/12** | We will complete a research project covering Chapters 20-23—Read the information that supports your assigned topic. (WH15 & WH 16) | | | |
| **Week 12** | Section 8 | WH17 | World War I | pp. 712-725 |
| **Week 13** |  | WH 18 | Between the Wars | pp. 731-743, 750-754 |
| **Week 14** |  | WH 19 | World War II | pp. 757-775, 777-786 |
| **Unit 5—the 20th Century & the Contemporary World** | | | | |
| **Week 15** | Section 9 | WH20 | Decolonization | pp. 743-750, 803-810 |
|  |  |  | Cold War | pp. 801-803 |
| **Week 16** |  | WH21 | Change since 1960s | pp. 825-836 |
| **Week 17** |  | WH 22 | Globalization | pp. 837-846 |
| **Week 18** |  |  | Impact of World Events |  |

An important component of college success is keeping up with the assigned text. Use the following schedule to determine the best reading plan for you. Included are the pages that you should have read by the *beginning* of the week so that you are prepared for class discussion. All pages are from your assigned **purple** text book. To ensure you are completing this assignment we will have random reading quizzes; these will occur at my discretion: weekly, bi-weekly, every other week, etc. based on what I think is needed to help you to be successful. **Every unit test will include one or two questions from the assigned reading.**