

World History Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [APA National Standards for High School Psychology Curricula](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

World History Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit Priority Standards	MW.Hist .2.b	MW.Hist .1.1	MW.Civ. 2.a.	MW.His. 14.a.	MW.His. 1.d.	MW.His. 1.e.	MW.His. 15.a.	MW.His. 4.b.	MW.His. 4.c.	MW.Ge o.11.a.
	MW.Inq. 1.a.	MW.Ge o.6.a.	MW.His. 1.c	MW.His. 5.a.	MW.His. 14.b.	MW.His. 15.a.	MW.His. 1.e.	MW.His. 2.c.	MW.His. 5.b.	MW.Civ. 5.a
	MW.Inq. 1.b.	MW.Inq. 1.a.	MW.Ge o.1.a.	MW.Eco .4.a.	MW.Inq. 1.a.	MW.His. 2.b.	MW.His. 2.b.	MW.His. 1.g.	MW.Civ. 14.a.	MW.His. 2.d.
	MW.Inq. 1.c.	MW.Inq. 1.b.	MW.Inq. 1.a.	MW.Inq. 1.a.	MW.Inq. 1.b.	MW.Inq. 1.a.	MW.His. 1.f.	MW.Inq. 1.a.	MW.Inq. 1.a.	MW.Inq. 1.a.
		MW.Inq. 1.c.	MW.Inq. 1.b.	MW.Inq. 1.b.	MW.Inq. 1.c.	MW.Inq. 1.b.	MW.His. 9.a.	MW.Inq. 1.b.	MW.Inq. 1.b.	MW.Inq. 1.b.
			MW.Inq. 1.c.	MW.Inq. 1.c.		MW.Inq. 1.c.	MW.Inq. 1.a.	MW.Inq. 1.c.	MW.Inq. 1.c.	MW.Inq. 1.c.
							MW.Inq. 1.b.			
							MW.Inq. 1.c.			

World History Curriculum Unit 1

Priority Standards Addressed in Unit 1

Content Standards

MW.Hist.2.b

Summarize significant global developments from 1200 to 1400, including the expansion of trade networks such as the Silk Roads, the rise and influence of the Mongol Empire, the spread of major world religions, and the impact of political, economic, and cultural interactions across Afro-Eurasia.

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Hist.2.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Hist.2.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Hist.2.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.Hist.2.b.
 - MW.Inq.1.a.

- MW.Inq.1.b.
- MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.Hist.2.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Inq.1.b.
 - MW.Inq.1.c.

Big Ideas:

- Make connections between the past and present and understand the long-term impact of historical events.
- Understanding compelling and supporting questions are essential tools for guiding historical inquiry, helping students think critically, analyze evidence, and build a deeper understanding of complex historical events.
- Describe how the expansion of trade networks, the influence of empires like the Mongols, and the spread of major religions between 1200 and 1400 created significant cross-cultural interactions and exchanges across Afro-Eurasia.

Essential Questions:

- Why does it matter what stories we tell about the past, and how we tell them?
- What enduring issues can be identified in Modern World History, and why are they significant?
- How do compelling and supporting questions guide historical inquiry?
- How can diverse sources help us understand different perspectives on historical events?
- How did the expansion of trade networks, the rise of the Mongol Empire, and the spread of major world religions shape interactions and cultural exchange across Afro-Eurasia between 1200 and 1400?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MW.Hist.2.b</p> <ul style="list-style-type: none"> ● Silk Roads and trade networks ● Trans-Saharan trade routes ● Indian Ocean trade network ● Mongol Empire ● Pax Mongolica ● Cultural diffusion ● Major world religions (Islam, Christianity, Buddhism) ● Empires and states (Song China, Islamic Caliphates, Mali) ● Goods (silk, gold, spices) ● Technologies (paper, compass) ● Economic exchange ● Political systems ● Afro-Eurasia 	<p>MW.Hist.2.b</p> <ul style="list-style-type: none"> ● Summarize key global developments from 1200–1400 ● Explain how trade networks connected regions across Afro-Eurasia ● Analyze the impact of the Mongol Empire on trade and communication ● Describe how religions spread through trade and interaction ● Identify examples of cultural diffusion across regions ● Compare political and economic systems across empires ● Evaluate how interactions shaped societies, economies, and cultures
<p>SMW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>SMW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions

- Use of evidence

- Compare sources representing multiple points of view
- Explain how different sources can be used as evidence
- Justify why certain sources are more useful than others

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Enduring issue
- Primary source
- Secondary source
- Silk road
- Trade
- Geography

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [OER Project 1200 - Present - Unit 1](#)
- McGraw Hill Textbook Topics 5-9
 - Topic 5: The Islamic World
 - Topic 6: Medieval Europe
 - Topic 7: Medieval South Asia and East Asia
 - Topic 8: Early Africa
 - Topic 9: Early Americas

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems by Cormier; Hess; DOK; Bloom's Taxonomy.*

- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- Pretest - Geography/Reading
- CFA - Unit 1

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Students present their data visualizations and models, linking STEM findings to historical and literary insights. They write reflective essays based on their research.
- Have students write essays or speeches comparing the ideals in these documents with issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology

- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 2

Priority Standards Addressed in Unit 2

Content Standards

MW.His.1.a.

Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration (e.g., Treaty of Tordesillas, Seven Voyages of Zheng He, Columbian exchange).

MW.Geo.6.a.

Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.Hist.1.a.

- MW.Geo.6.a.
- MW.Inq.1.a.
- MW.Inq.1.b.
- MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.Hist.1.a.
 - MW.Geo.6.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.Hist.1.a.
 - MW.Geo.6.a.

Big Ideas:

- The Atlantic system transformed global trade by linking continents through the exchange of goods, people, and ideas, reshaping economies and societies.
- Maritime exploration connected distant regions, leading to empire-building, cultural exchange, and long-term global interactions.
- Colonization caused major environmental changes and disrupted Indigenous cultures through resource exploitation and population displacement.

Essential Questions:

- How did the Atlantic system reshape global trade and cultural interactions in the early modern period?
- How did the movement of individuals and groups during maritime exploration shape historical events and global connections?
- What were the environmental and cultural impacts of settlement and colonization during the early modern era?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MW.Hist.1.a.</p> <ul style="list-style-type: none"> ● Maritime exploration ● Movement of people and groups ● Exploration voyages (e.g., Seven Voyages of Zheng He) ● Key agreements (e.g., Treaty of Tordesillas) ● The Columbian Exchange ● Cultural exchange ● Economic exchange (trade) ● Biological exchange (plants, animals, diseases) ● Cause and effect in historical change ● Global connections 	<p>MW.Hist.1.a.</p> <ul style="list-style-type: none"> ● Evaluate how the movement of people shaped historical events ● Explain cause-and-effect relationships of maritime exploration ● Analyze the impacts of exploration on different societies ● Compare different exploration efforts (e.g., Zheng He vs. European explorers) ● Use evidence to support claims about historical impact ● Trace the movement of goods, people, and ideas ● Make connections between exploration and global change
<p>MW.Geo.6.a.</p> <ul style="list-style-type: none"> ● Settlement patterns ● Environmental impact ● Cultural change ● Colonial systems (e.g., hacienda, encomienda) ● Religious influence (e.g., Jesuit missionaries) ● Trade organizations (e.g., East India Company) ● Empires and states (e.g., Ottoman Empire) ● Political consolidation (e.g., unification of Japan) ● Indigenous societies ● Indigenous genocide ● Resource use and land change ● Cultural interactions (diffusion, conflict) 	<p>MW.Geo.6.a.</p> <ul style="list-style-type: none"> ● Evaluate how settlement changed environments and cultures ● Explain cause-and-effect relationships of settlement ● Analyze the impact of colonial and economic systems on societies ● Assess the effects of settlement on Indigenous populations ● Compare different settlement systems and their impacts ● Use evidence to support claims about environmental and cultural change ● Make connections between settlement and broader global patterns
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p>	<p>MW.Inq.1.b.</p>

<ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility ● Use of evidence 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions ● Compare sources representing multiple points of view ● Explain how different sources can be used as evidence ● Justify why certain sources are more useful than others
<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Columbian Exchange ● Maritime exploration ● Old world ● New world ● Diffusion ● Competition ● Natural resources ● Atlantic system ● Colonization ● Trans-atlantic ● Slave trade ● Genocide ● Disease ● Smallpox 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU 	

- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [OER Project 1200 - Present - Unit 1](#)
- McGraw Hill Textbook Topics 5-9
 - Topic 5: The Islamic World
 - Topic 6: Medieval Europe
 - Topic 7: Medieval South Asia and East Asia
 - Topic 8: Early Africa
 - Topic 9: Early Americas

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
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- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA- Unit 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples

- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

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https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Students present their data visualizations and models, linking STEM findings to historical and literary insights. They write reflective essays based on their research.
- Have students write essays or speeches comparing the ideals in these documents with issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

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Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 3

Priority Standards Addressed in Unit 3
Content Standards MW.Civ.2.a. Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government. MW.His.1.c. Evaluate the extent to which political and social change was advanced by women in the

Enlightenment and Scientific Revolution (e.g., Mary Wollstonecraft, Margaret Cavendish, Maria Winkelman, Maria Merian).

MW.Geo.1.a.

Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history (e.g., colonialism, enslavement, imperialism, revolution).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Geo.1.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to use multiple modes of communication
 - MW.Geo.1.a.
- command of the language; written and verbal
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Geo.1.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.Civ.2.a.
 - MW.His.1.c.
 - MW.Geo.1.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

- MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.Civ.2.a.
 - MW.His.1.c.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.Civ.2.a.
 - MW.His.1.c.

Big Ideas:

- The Enlightenment introduced transformative ideas about government, emphasizing individual rights, reason, and the importance of limiting absolute power through concepts such as popular sovereignty, separation of powers, and social contracts.
- Women played critical and often overlooked roles in advancing political and scientific thought during the Enlightenment and Scientific Revolution, challenging traditional gender roles and expanding the boundaries of intellectual and social life.
- Understanding the environmental and geographic dimensions of early modern history—through mapping trade routes, colonial expansion, and patterns of exploitation—reveals how spatial relationships shaped global economic systems and power structures.

Essential Questions:

- How did Enlightenment theories of government redefine the balance between individual rights and governmental power?
- What roles did women play in advancing political and social change during the Enlightenment and the Scientific Revolution?
- How did trade networks during the early modern period influence environmental and cultural characteristics across the globe?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MW.Civ.2.a</p> <ul style="list-style-type: none"> ● Age of Enlightenment ● Theories of government ● Individual rights ● Government power (authority) ● Social contract ● Natural rights ● Consent of the governed ● Separation of powers ● Checks and balances ● Key thinkers (e.g., John Locke, Baron de Montesquieu, Jean-Jacques Rousseau) ● Balance between liberty and authority 	<p>MW.Civ.2.a</p> <ul style="list-style-type: none"> ● Analyze how Enlightenment ideas changed views of government ● Explain the relationship between individual rights and government power ● Compare different Enlightenment theories of government ● Evaluate how these ideas challenged traditional authority (e.g., absolute monarchy) ● Use evidence from thinkers' ideas to support claims ● Make connections between Enlightenment ideas and modern government systems
<p>MW.His.1.c.</p> <ul style="list-style-type: none"> ● Enlightenment ● Scientific Revolution ● Political change ● Social change ● Women's contributions ● Gender roles and limitations ● Equality and rights ● Scientific discovery ● Key individuals (e.g., Mary Wollstonecraft, Margaret Cavendish, Maria Winkelmann, Maria Sibylla Merian) ● Barriers to participation 	<p>MW.His.1.c.</p> <ul style="list-style-type: none"> ● Evaluate the extent of women's impact on political and social change ● Analyze how women contributed to Enlightenment and scientific ideas ● Explain how gender roles limited or shaped women's influence ● Assess the significance of specific women's contributions ● Use evidence to support claims about historical impact ● Compare women's roles to those of men in the same period ● Make connections between women's contributions and broader historical change
<p>MW.Geo.1.a.</p> <ul style="list-style-type: none"> ● Spatial awareness ● Maps and map elements (e.g., scale, legend, compass) ● Environmental characteristics (e.g., climate, natural resources, physical features) ● Trade patterns and routes ● Movement of goods and people ● Colonialism ● Enslavement ● Imperialism ● Revolution ● Global connections 	<p>MW.Geo.1.a.</p> <ul style="list-style-type: none"> ● Create maps that show trade routes and environmental features ● Demonstrate spatial awareness using geographic tools ● Illustrate patterns of trade and movement ● Analyze how environment influenced trade and historical events ● Use map elements (scale, legend, compass) accurately ● Make connections between geography and historical developments ● Interpret maps to draw conclusions about global patterns

<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
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<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Enlightenment ● Natural rights ● Social contract ● Philosopher ● Colonialism ● Revolution ● Absolute monarchy ● Aristocracy 	

- Democracy
- popular sovereignty
- Autonomy
- Citizen
- Constitution
- Ideology

Resources:

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Suggested Texts:

- [OER 1200 - Present: Revolutions 1750 to 1914 CE](#)
- McGraw Hill Textbook Topics 12 & 13
 - Topic 12: Exploration & Colonization
 - Topic 13: Absolutism, Enlightenment, & Revolution

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REQUIRED:

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 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
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Components of Social, Emotional, and Intellectual Habits

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- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 4

Priority Standards Addressed in Unit 4

Content Standards

MW.His.14.a.

Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).

MW.His.5.a.

Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).

MW.Eco.4.a.

Evaluate the extent to which competition for access to resources existed during industrialization (e.g., Chinese tea, silk, and porcelain; South African gold, salt, and ivory; Indian spices and jewels).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Inq.1.a.
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Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.14.a.
 - MW.His.5.a.
 - MW.Geo.1.a.
 - MW.Eco.4.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.14.a.
 - MW.His.5.a.
 - MW.Geo.1.a.
 - MW.Eco.4.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

- MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.His.14.a.
 - MW.His.5.a.
 - MW.Geo.1.a.

Big Ideas:

- Industrialization resulted from a combination of technological, economic, and political factors, and its effects transformed economies, societies, and environments in profound ways.
- Industrialization gave rise to new ideologies like capitalism, socialism, and communism, which addressed the social, political, and economic challenges it created.
- Global competition for resources during industrialization reshaped economic relationships and led to imperialism, exploitation, and lasting social and political consequences.

Essential Questions:

- How did industrialization transform societies around the world?
- What were the multiple and interconnected causes and effects of industrialization?
- How did industrialization influence the development of new political, economic, and social ideologies?
- How did global competition for resources during industrialization shape economic relationships and impact societies?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MW.Hist.14.a

- Industrialization
- Causes and effects
- Geographic features (e.g., natural resources, location)
- Technological innovations
- Capital (investment, wealth)
- Labor systems and standards
- Population growth and urbanization

MW.Hist.14.a

- Analyze multiple causes of industrialization
- Explain cause-and-effect relationships of industrialization
- Evaluate the short- and long-term effects on societies and environments
- Assess the impact on different groups (e.g., workers, native populations)

<ul style="list-style-type: none"> ● Environmental impact (pollution, resource depletion) ● Imperialism / exploitative foreign policies ● Impacts on native populations ● Economic change ● Global inequality 	<ul style="list-style-type: none"> ● Make connections between economic, environmental, and social changes ● Use evidence to support claims about industrialization ● Trace patterns of industrial growth and global inequality
<p>MW.His.5.a.</p> <ul style="list-style-type: none"> ● Industrialization ● New political and social ideologies ● Economic systems and theories ● Government policies ● Role of the state in the economy ● Individual rights and social welfare ● Class structure (working class, middle class, elites) ● Key ideologies: <ul style="list-style-type: none"> ○ Laissez-faire ○ Communism ○ Socialism ○ Feminism ○ Utilitarianism ○ Utopianism ● Key thinkers (e.g., Karl Marx, Adam Smith, John Stuart Mill) 	<p>MW.His.5.a.</p> <ul style="list-style-type: none"> ● Analyze how industrialization led to new ideologies ● Explain the relationship between economic conditions and political ideas ● Compare different ideologies and their goals ● Evaluate how these ideas influenced government policies ● Use evidence to support claims about ideological change ● Make connections between class structure and reform movements ● Assess the impact of these ideologies on society
<p>MW.Eco.4.a.</p> <ul style="list-style-type: none"> ● Industrialization ● Natural resources ● Scarcity ● Competition ● Global trade networks ● Supply and demand ● Imperialism / economic expansion ● Trade goods: <ul style="list-style-type: none"> ○ Chinese tea, silk, porcelain ○ South African gold, salt, ivory ○ Indian spices, jewels ● Economic motivations ● Global inequality and resource distribution 	<p>MW.Eco.4.a.</p> <ul style="list-style-type: none"> ● Evaluate the extent of competition for resources during industrialization ● Analyze how demand for resources drove global interactions ● Explain cause-and-effect relationships between industrialization and resource competition ● Assess how competition impacted different regions and societies ● Use evidence to support claims about economic competition ● Trace the movement of key resources through global trade networks ● Make connections between resource competition and imperial expansion
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an

<ul style="list-style-type: none"> ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>enduring historical issue</p> <ul style="list-style-type: none"> ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
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<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Industrial Revolution ● Industrialization ● Communism ● Capitalism ● Socialism ● Laissez-faire ● Cottage industry 	
<p>Resources:</p>	

Technology:

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Suggested Texts:

- [OER Project Unit 5](#)
- McGraw Hill Textbook Topic 15 – The Industrial Revolution and Mass Society

Cross Cycle Tasks:*Suggestions:*

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Assessments:***Formative Assessments:*****REQUIRED:**

- Pretest - Geography/Reading
- CFA - Unit 4

Suggested:

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- Do Nows/Bell Ringers
- Exit tickets

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REQUIRED:

- *In development*

Suggested:

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 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 5

Priority Standards Addressed in Unit 5

Content Standards

MW.His.1.d.

Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power (e.g., Japan, Great Britain, France, Belgium, Germany).

MW.His.14.b.

Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.1.d.
 - MW.His.14.b.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.1.d.
 - MW.His.14.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.His.1.d.
 - MW.His.14.b.

Big Ideas:

- Industrialization was a transformative global force that reshaped economies, societies, and environments by introducing new technologies, production methods, and patterns of labor.
- The causes and effects of industrialization were complex and interconnected, involving technological innovation, access to resources, labor systems, and shifting economic demands.
- Industrialization spurred the development and spread of new political, economic, and social ideologies—such as capitalism, socialism, communism, and labor reform movements—reflecting responses to the rapid changes it brought.
- Global competition for raw materials and markets during the industrial era intensified imperialism and altered economic relationships, often leading to exploitation, inequality, and long-term impacts on colonized regions.

Essential Questions:

- How did industrialization transform societies around the world?
- What were the multiple and interconnected causes and effects of industrialization?
- How did industrialization influence the development of new political, economic, and social ideologies?
- How did global competition for resources during industrialization shape economic relationships and impact societies?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MW.His.1.d.</p> <ul style="list-style-type: none"> ● Imperialism ● Industrialized nation-states ● Political power ● Economic power ● Global rivalries / competition ● Key nations: <ul style="list-style-type: none"> ○ Japan ○ Great Britain ○ France ○ Belgium ○ Germany ● Colonization / expansion ● Military power and technology 	<p>MW.His.1.d.</p> <ul style="list-style-type: none"> ● Evaluate how rivalries between industrialized nations drove imperialism ● Analyze political and economic motivations for expansion ● Compare the actions and strategies of different nations ● Use evidence to support claims about imperialist competition ● Explain cause-and-effect relationships between industrialization and imperialism
<p>MW.His.14.b.</p> <ul style="list-style-type: none"> ● Industrial Revolution / industrialization ● Balance of power among nations ● Global military and economic influence ● Conflict and war ● Key events: <ul style="list-style-type: none"> ○ Opium Wars ○ Sino-Japanese relations (pre- and post-Meiji Reformation) ○ Crimean War ○ Zulu War ○ Mahdist War ○ Anglo-German naval arms race ○ Scramble for Africa ● Economic and technological advantage ● Imperial expansion and competition 	<p>MW.His.14.b.</p> <ul style="list-style-type: none"> ● Analyze how industrialization shifted global power among nations ● Evaluate the effects of industrial and military technology on international dominance ● Assess how conflicts and wars reflected industrial-era rivalries ● Use evidence from historical events to support conclusions about power shifts ● Make connections between industrial growth, imperialism, and global balance of power
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns

<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility ● Use of evidence 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions ● Compare sources representing multiple points of view ● Explain how different sources can be used as evidence ● Justify why certain sources are more useful than others
<p>Academic Vocabulary: (*Construct Relevant Vocabulary for English Language Arts)</p> <ul style="list-style-type: none"> ● Imperialism ● Colonization ● Exploitation ● Boxer Rebellion ● Ethnocentrism ● Nationalism ● Sepoy Rebellion ● British East India Trading Company 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! ● Kami ● Padlet ● SORA 	

- YouTube

Suggested Texts:

- [Industrial Empires OER Project](#)
- McGraw Hill Textbook Topic 16

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA - Unit 5

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author

- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Students present their data visualizations and models, linking STEM findings to historical and literary insights. They write reflective essays based on their research.
- Have students write essays or speeches comparing the ideals in these documents with issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction

- Culinary Arts
- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 6

Priority Standards Addressed in Unit 6

Content Standards

MW.His.1.e.

Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).

MW.His.15.a.

Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement).

MW.His.2.b.

Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.His.15.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.His.15.a.
 - MW.Inq.1.a.

- MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.His.15.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.1.e.
 - MW.His.15.a.
 - MW.His.2.b.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.1.e.
 - MW.His.15.a.
 - MW.His.2.b.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.His.15.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.His.1.e.
 - MW.His.15.a.
 - MW.His.2.b.

Big Ideas:

- The causes and consequences of World War I set the stage for future global conflicts by destabilizing nations, redrawing borders, and fueling political extremism.
- Long-term tensions from World War I, economic instability, and the rise of totalitarian regimes led to the outbreak of World War II.
- Advancements in military technology transformed warfare, influenced global power dynamics, and increased the scale and devastation of 20th-century conflicts.

Essential Questions:

- How did the causes and effects of World War I shape the global conflicts of the 20th century?
- What were the long-term causes and immediate triggers of World War I, and how did

they contribute to its outbreak?

- How did advancements in military technology influence the strategies, outcomes, and global impact of 20th-century conflicts?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MW.His.1.e.

- World War I
- Causes of global conflict:
 - Imperialism
 - Industrialization
 - Nationalism
- Effects of World War I:
 - Collapse of empires (e.g., Ottoman, Austro-Hungarian, Russian, German)
 - Political ideologies (e.g., communism, socialism, fascism)
- Global conflicts of the 20th century

MW.His.1.e.

- Evaluate how WWI causes and effects influenced later global conflicts
- Explain connections between imperialism, industrialization, nationalism, and war
- Analyze the political and ideological outcomes of WWI
- Use evidence to support claims about global conflict patterns
- Make connections between WWI and subsequent 20th-century conflicts

MW.His.15.a.

- World War II
- Long-term causes: militarism, nationalism, unresolved WWI issues
- Triggering events: Treaty of Versailles, Japanese imperialism, appeasement
- Political ideologies and regimes: fascism, totalitarianism
- Global conflict patterns

MW.His.15.a.

- Develop a historical argument about WWII causes
- Analyze long-term and immediate factors leading to WWII
- Explain cause-and-effect relationships between WWI outcomes and WWII
- Use evidence from treaties, policies, and events to support claims
- Compare different nations' roles in triggering WWII

MW.His.2.b.

- Military technology innovations:
 - WWI/WWII: barbed wire, chemical weapons, flamethrowers, tanks, aircraft, submarines
 - Cold War/modern era: computer technology, nuclear weapons
- Impact of technology on warfare
- Battle strategies and outcomes
- 20th-century conflicts

MW.His.2.b.

- Analyze how military technology influenced conflict outcomes
- Evaluate the effectiveness of new weapons and strategies
- Explain how technology changed the scale and nature of war
- Use evidence from specific conflicts to support conclusions
- Make connections between technological advances and political/military power

<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility ● Use of evidence 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions ● Compare sources representing multiple points of view ● Explain how different sources can be used as evidence ● Justify why certain sources are more useful than others
<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Imperialism ● Industrialization ● Militarism ● Alliances ● Central Powers ● Allied Powers ● Nationalism ● Assassination 	

- Treaty
- Propaganda
- Treaty of Versailles
- Collapse of empires
- technology

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [OER Project Unit 7](#)
- McGraw Hill Textbook Topic 17

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA - Unit 6

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:**REQUIRED:**

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- **Research & Argument Writing:** Collaborate on source-based essays or DBQs using similar structures to literary analysis and argumentative writing.
- **Evaluating Bias & Rhetoric:** Compare how historical sources and literary works (e.g., war poetry or propaganda) use tone, structure, and persuasion.
- Students present their data visualizations and models, linking STEM findings to historical and literary insights. They write reflective essays based on their research.
- Have students write essays or speeches comparing the ideals in these documents with issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- **Economics / Civics**
 - **Great Depression & Economic Fallout:** Explore the economic context of the Treaty of Versailles, inflation in Weimar Germany, and rise of fascism.
 - **Government & Political Philosophy:** Link to Civics through ideologies like fascism, socialism, and authoritarianism.

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Impact of Industrialization:** Study how scientific innovation (e.g., chemical engineering) contributed to warfare and imperialism.
- **Medicine and Warfare:** Examine how WWI drove developments in prosthetics, battlefield medicine, and mental health awareness (shell shock).
- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

- **Design & Technology**
 - **Propaganda & Visual Culture:** Create and analyze propaganda posters or films used by totalitarian regimes to shape public opinion.

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology

- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 7

Priority Standards Addressed in Unit 7

Content Standards

MW.His.15.a.

Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement)

MW.His.1.e.

Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).

MW.His.2.b.

Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons).

MW.His.1.f.

Investigate the ways in which anti-Semitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).

MW.His.9.a.

Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.His.15.a.
 - MW.His.9.a
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.His.15.a.
 - MW.His.9.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.His.15.a.
 - MW.His.9.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.1.e.
 - MW.His.15.a.
 - MW.His.2.b.
 - MW.His.1.f.
 - MW.His.9.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.1.e.
 - MW.His.15.a.
 - MW.His.2.b.
 - MW.His.1.f.
 - MW.His.9.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.His.15.a.
 - MW.His.1.f.
 - MW.His.9.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues

- MW.His.1.e.
- MW.His.15.a.
- MW.His.2.b.
- MW.His.1.f.
- MW.His.2.b.

Big Ideas:

- The long-term causes and immediate events of World War II, such as militarism, nationalism, and the Treaty of Versailles, created the conditions that led to global conflict.
- The causes and effects of World War I, including imperialism, industrialization, and nationalism, significantly shaped global conflicts and political ideologies in the 20th century.
- Advancements in military technology, such as tanks, aircraft, and nuclear weapons, changed warfare strategies and significantly impacted the outcomes of 20th-century conflicts.
- Anti-Semitic beliefs and discriminatory policies in Europe led to the systematic persecution and murder of Jews and other marginalized groups during the Holocaust.
- Sources from the Holocaust, like survivor testimonies and historical documents, provide insight into the diverse experiences of victims, resisters, collaborators, and bystanders.

Essential Questions:

- How did the long-term causes and immediate events, such as militarism, nationalism, and the Treaty of Versailles, contribute to the outbreak of World War II?
- How did the causes and effects of World War I, including imperialism, industrialization, and nationalism, influence global conflicts and political ideologies in the 20th century?
- How did advancements in military technology, such as tanks, aircraft, and nuclear weapons, impact the outcomes and strategies of conflicts throughout the 20th century?
- How did anti-Semitic beliefs and discriminatory policies in Europe lead to the persecution and murder of millions of Jews and other marginalized groups during the Holocaust?
- How can sources from the Holocaust, such as survivor testimonies and historical documents, be used to explore the experiences of victims, resisters, collaborators, and bystanders?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MW.His.15.a.</p> <ul style="list-style-type: none"> ● World War II ● Long-term causes: militarism, nationalism, unresolved WWI issues ● Triggering events: Treaty of Versailles, Japanese imperialism, appeasement ● Political ideologies and regimes: fascism, totalitarianism ● Global conflict patterns 	<p>MW.His.15.a.</p> <ul style="list-style-type: none"> ● Develop a historical argument about WWII causes ● Analyze long-term and immediate factors leading to WWII ● Explain cause-and-effect relationships between WWI outcomes and WWII ● Use evidence from treaties, policies, and events to support claims ● Compare different nations' roles in triggering WWII
<p>MW.His.1.e.</p> <ul style="list-style-type: none"> ● World War I ● Causes of global conflict: <ul style="list-style-type: none"> ○ Imperialism ○ Industrialization ○ Nationalism ● Effects of World War I: <ul style="list-style-type: none"> ○ Collapse of empires (e.g., Ottoman, Austro-Hungarian, Russian, German) ○ Political ideologies (e.g., communism, socialism, fascism) ● Global conflicts of the 20th century 	<p>MW.His.1.e.</p> <ul style="list-style-type: none"> ● Evaluate how WWI causes and effects influenced later global conflicts ● Explain connections between imperialism, industrialization, nationalism, and war ● Analyze the political and ideological outcomes of WWI ● Use evidence to support claims about global conflict patterns ● Make connections between WWI and subsequent 20th-century conflicts
<p>MW.His.2.b.</p> <ul style="list-style-type: none"> ● Military technology innovations: <ul style="list-style-type: none"> ○ WWI/WWII: barbed wire, chemical weapons, flamethrowers, tanks, aircraft, submarines ○ Cold War/modern era: computer technology, nuclear weapons ● Impact of technology on warfare ● Battle strategies and outcomes ● 20th-century conflicts 	<p>MW.His.2.b.</p> <ul style="list-style-type: none"> ● Analyze how military technology influenced conflict outcomes ● Evaluate the effectiveness of new weapons and strategies ● Explain how technology changed the scale and nature of war ● Use evidence from specific conflicts to support conclusions ● Make connections between technological advances and political/military power
<p>MW.His.1.f.</p> <ul style="list-style-type: none"> ● Holocaust ● Anti-Semitism and discriminatory ideologies ● Persecution and genocide ● Victim groups: Jews, Roma, disabled people, LGBTQ+ individuals, political prisoners ● Key policies and events: <ul style="list-style-type: none"> ○ Nuremberg Race Laws 	<p>MW.His.1.f.</p> <ul style="list-style-type: none"> ● Investigate the causes and execution of the Holocaust ● Explain how discriminatory beliefs were enacted through laws and policies ● Analyze the impact on targeted groups and society ● Evaluate the consequences of state-sponsored persecution

<ul style="list-style-type: none"> ○ Final Solution ○ Aktion T4 ● State-sponsored violence ● Human rights violations ● Consequences of prejudice and dehumanization 	<ul style="list-style-type: none"> ● Use evidence from historical documents and policies to support claims ● Make connections between ideology, policy, and human rights violations
<p>MW.His.9.a.</p> <ul style="list-style-type: none"> ● Holocaust survivors, victims, resisters, collaborators, bystanders, rescuers ● Primary and secondary sources: survivor testimony, memoirs, government documents, museum exhibits, historical fiction, film ● Experiences of oppression and resistance ● Historical inquiry methods ● Memory and representation 	<p>MW.His.9.a.</p> <ul style="list-style-type: none"> ● Synthesize sources to understand diverse experiences of the Holocaust ● Develop questions for historical inquiry ● Analyze perspectives of different groups affected by the Holocaust ● Interpret evidence from multiple types of sources ● Draw conclusions about human behavior and ethical choices under oppression ● Communicate findings supported by historical evidence
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation

MW.Inq.1.c.

- Primary sources
- Secondary sources
- Point of view
- Bias
- Source type (text, image, artifact, map)
- Credibility
- Use of evidence

MW.Inq.1.c.

- Identify types of sources useful for answering questions
- Evaluate sources for perspective and bias
- Select appropriate sources for specific inquiry questions
- Compare sources representing multiple points of view
- Explain how different sources can be used as evidence
- Justify why certain sources are more useful than others

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Militarism
- Nationalism
- Treaty of Versailles
- Appeasement
- Fascism
- Imperialism
- Nuclear Weapons
- Antisemitism
- Communism
- Socialism

Resources:**Technology:**

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [OER Project Unit 7](#)
- McGraw Hill Textbook Topics 18

Cross Cycle Tasks:*Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and

finish during trade cycle.

- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA - Unit 7

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- **Argument Writing Across Genres:** Collaborate with ELA to co-teach historical DBQ

essays and argumentative writing using primary/secondary sources.

- **Literary Analysis with Historical Context:** Analyze novels (e.g., *Night* by Elie Wiesel, *The Book Thief*) for literary elements and historical claims, then critique the narrative's reliability.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- **Civics / Government**
 - Ideologies in Conflict: Compare political systems (fascism, communism, democracy) and their roles in both wars; simulate League of Nations/UN debates on appeasement or aggression.

Mathematical Practice Standards

- **Economics / Math**
 - War Reparations and Inflation: Use economic data (e.g., hyperinflation in Weimar Germany) to graph and interpret financial causes of instability leading to WWII.

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts

- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 8

Priority Standards Addressed in Unit 8

Content Standards

MW.His.4.b.

Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).

MW.His.2.c.

Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendancy of United States and Soviet Union as leading world powers).

MW.His.1.g.

Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Inq.1.a.

- MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.4.b.
 - MW.His.2.c.
 - MW.His.1.g.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.4.b.
 - MW.His.2.c.
 - MW.His.1.g.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.His.4.b.
 - MW.His.2.c.
 - MW.His.1.g.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.His.4.b.
 - MW.His.2.c.
 - MW.His.1.g.

Big Ideas:

- Studying the Cold War and decolonization together reveals how ideological conflict and the collapse of empires were deeply interconnected, shaping global political dynamics and struggles for sovereignty.
- International laws and treaties during the Cold War reflected competing global visions and helped define alliances, interventions, and national sovereignty, influencing how nations interacted on the world stage.
- Decolonization significantly shifted the global balance of power by reducing European dominance and elevating newly independent nations as key players in international affairs.
- Post-World War II conditions—including economic instability, shifting alliances, and emerging superpower rivalries—shaped resistance movements and inspired diverse

paths toward independence.

- The United States and Soviet Union profoundly influenced decolonization by supporting different factions, ideologies, and regimes, often shaping the political and economic futures of newly independent nations.

Essential Questions:

- What can we learn when we study the Cold War and decolonization together?
- How did international laws and treaties during the Cold War shape global perspectives and interactions?
- In what ways did decolonization alter the balance of power among nations?
- How were resistance movements influenced by post-World War II circumstances and broader historical contexts?
- What role did the United States and Soviet Union play in shaping the outcomes of decolonization?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MW.Hist.2.b</p> <ul style="list-style-type: none"> ● The United Nations ● Geneva Conventions ● North Atlantic Treaty Organization ● Warsaw Pact ● Nuclear Non-Proliferation Treaty. 	<p>MW.Hist.2.b</p> <ul style="list-style-type: none"> ● Describe the purpose of Cold War-era organizations and treaties. ● Explain how global tensions between the U.S. and the Soviet Union shaped international agreements and alliances. ● Analyze how different nations viewed and responded to treaties like the Geneva Conventions and the Nuclear Non-Proliferation Treaty.
<p>MW.His.2.c.</p> <ul style="list-style-type: none"> ● Independence movements ● Decline of European political imperialism ● Economic imperialism ● Ascendency of the United States and Soviet Union as global powers. 	<p>MW.His.2.c.</p> <ul style="list-style-type: none"> ● Explain how the end of European imperialism shifted global power after World War II. ● Describe how independence movements led to the rise of new nations and global ● Analyze how the United States and the Soviet Union gained influence during and after the decolonization process.
<p>MW.His.1.g.</p>	<p>MW.His.1.g.</p>

<ul style="list-style-type: none"> ● The condition of each nation in the postwar era: <ul style="list-style-type: none"> ○ India ○ Kenya ○ Vietnam ○ Korea ○ Algeria ○ Indonesia ○ Hungary ○ Germany 	<ul style="list-style-type: none"> ● Describe key resistance and independence movements in countries like India, Vietnam, and Algeria. ● Explain how World War II affected colonial powers and inspired movements for self-rule. ● Evaluate how broader historical events, like the Cold War and nationalism, influenced decolonization efforts.
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility ● Use of evidence 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions ● Compare sources representing multiple points of view ● Explain how different sources can be used as evidence ● Justify why certain sources are more useful than others

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Decolonization
- Imperialism
- Nationalism
- Resistance Movement
- NATO (North Atlantic Treaty Organization)
- Warsaw Pact
- Cold War

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [OER Project Cold War - Unit 8](#)
- McGraw Hill Textbook Topic 19

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming texts for the next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA - Unit 8

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Connection: Analyze speeches, memoirs, political writings, and propaganda related to the Cold War and decolonization.
 - **Examples:**
 - Study excerpts from leaders like Jawaharlal Nehru, Ho Chi Minh, or Nelson Mandela.
 - Write persuasive or argumentative essays based on historical documents or treaties.
 - Compare rhetorical strategies in political speeches from Cold War-era leaders.
 - **Related Standards:** MW.His.4.b, MW.His.2.c, MW.His.1.g

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Arts

- **Art / Visual Arts**

- Connection: Interpret visual representations of resistance, colonialism, or Cold War propaganda.
 - **Examples:**
 - Examine revolutionary posters and murals from independence movements.
 - Create original visual representations of a historical movement or event.
- **Related Standards:** MW.His.1.g, MW.His.2.c

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology

- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 9

Priority Standards Addressed in Unit 9

Content Standards

MW.His.4.c.

Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).

MW.His.5.b.

Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio).

MW.Civ.14.a.

Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal
 - MW.Inq.1.a.
 - MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.4.c.
 - MW.His.5.b.
 - MW.Civ.14.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.His.4.c.
 - MW.His.5.b.
 - MW.Civ.14.a.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.His.4.c.
 - MW.His.5.b.
 - MW.Civ.14.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.His.4.c.
 - MW.His.5.b.
 - MW.Civ.14.a.

Big Ideas:

- Genocide is often the result of a combination of political, social, economic, and ideological factors—including dehumanization, authoritarianism, propaganda, and indifference—which can be mitigated through early intervention, education, and international accountability.
- Advancements in 20th-century multimedia—such as film, radio, television, and the internet—shaped public opinion by making political and social issues more visible, accessible, and emotionally impactful on a global scale.
- The evolution of global human rights protections reflects both progress and struggle, as institutions like the United Nations have established frameworks for accountability, yet enforcement remains uneven due to political interests and limited global consensus.
- The international community’s responses to human rights violations and genocide have varied widely, revealing tensions between national sovereignty, moral responsibility, and the practical challenges of coordinated global action.

Essential Questions:

- What factors contribute to the occurrence of genocide, and how can these be prevented?
- How did multimedia developments in the 20th century influence perspectives on political and social issues?
- How have global efforts to protect human rights evolved, and what challenges persist?
- In what ways did the international community respond to human rights violations and genocide in the 20th century?

Learning Outcomes***Students will know:******As evidenced by: (oral, written, or performance):*****MW.His.4.c.**

- Genocide
- Causes and contributing factors (political, social, economic, ideological)
- Historical examples:
 - Armenia
 - Uganda
 - Cambodia
 - Bosnia
 - Rwanda
 - Darfur
- State and non-state actors
- Patterns of discrimination and violence
- Human rights violations

MW.His.4.c.

- Analyze the interacting factors that led to genocide
- Compare different historical genocides to identify patterns
- Explain cause-and-effect relationships in mass violence
- Evaluate the roles of governments, groups, and individuals
- Use evidence to support conclusions about historical atrocities
- Make connections between political/social conditions and human rights abuses

MW.His.5.b.

- Multimedia developments (comic books, communication technologies, film, propaganda, PSAs, radio)
- Influence on public opinion
- Perspectives of individuals and groups
- 20th-century social, political, and cultural movements
- Media as a tool for persuasion and control

MW.His.5.b.

- Analyze how multimedia shaped perspectives and beliefs
- Evaluate the effectiveness and intent of media messages
- Compare differing media sources and their influence on groups
- Use evidence to support claims about media impact
- Interpret multimedia as historical sources
- Make connections between media and social/political change

MW.Civ.14.a.

- Human rights
- Protection mechanisms (e.g., Universal

MW.Civ.14.a.

- Analyze ways human rights were protected or limited

<p>Declaration of Human Rights, UN Resolution 181)</p> <ul style="list-style-type: none"> ● Violations and restrictions (e.g., Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia) ● Government policies and international law ● Ethical, legal, and social implications 	<ul style="list-style-type: none"> ● Evaluate the effectiveness of international and national measures ● Explain cause-and-effect relationships between policy and human rights outcomes ● Use evidence to support conclusions about human rights actions ● Compare different historical examples of rights protection and violations ● Make connections between historical events and contemporary human rights issues
<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Compelling questions ● Enduring issues (conflict, power, inequality, innovation) ● Historical significance ● Continuity and change ● Global connections 	<p>MW.Inq.1.a.</p> <ul style="list-style-type: none"> ● Explain how a question connects to an enduring historical issue ● Identify enduring issues within historical topics ● Develop compelling questions about world history topics ● Justify why a question is historically significant ● Connect past issues to present-day concerns
<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Supporting questions ● Inquiry process ● Sources (primary and secondary) ● Perspectives ● Historical evidence ● Interpretation 	<p>MW.Inq.1.b.</p> <ul style="list-style-type: none"> ● Develop supporting questions that break down a larger inquiry ● Explain how supporting questions guide research ● Revise questions based on new information from sources ● Compare different perspectives found in sources ● Generate new compelling and supporting questions during investigation
<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Primary sources ● Secondary sources ● Point of view ● Bias ● Source type (text, image, artifact, map) ● Credibility ● Use of evidence 	<p>MW.Inq.1.c.</p> <ul style="list-style-type: none"> ● Identify types of sources useful for answering questions ● Evaluate sources for perspective and bias ● Select appropriate sources for specific inquiry questions ● Compare sources representing multiple points of view ● Explain how different sources can be used as evidence

- Justify why certain sources are more useful than others

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Genocide
- Propaganda
- Human Rights
- Dehumanization
- Crimes Against Humanity
- Ethnic Cleansing
- Universal Declaration of Human Rights (UDHR)
- Censorship
- Ideology
- Persecution

Resources:

Technology:

- <https://www.oerproject.com/World-History-1200/Unit-8>

Suggested Texts:

- [OER Project Cold War - Unit 8](#)
- McGraw Hill Textbook Topic 20

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss upcoming text for next cycle.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts from previous cycle (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- CFA - Unit 9

Suggested:

- Annotations and close reading analysis
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development*

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Students present their data visualizations and models, linking STEM findings to historical and literary insights. They write reflective essays based on their research.
- Have students write essays or speeches comparing the ideals in these documents with issues, fostering analytical and persuasive skills.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
- Construct decision trees or flowcharts.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

Arts

- Creative Projects: Encourage students to create multimedia presentations or artistic works expressing their understanding of world history inspired by these texts.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences

(similarities, differences and associations)

- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

World History Curriculum Unit 10

Priority Standards Addressed in Unit 10

Content Standards

MW.Geo.11.a.

Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).

MW.Civ.5.a.

Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).

MW.His.2.d.

Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).

Inquiry Standards (all units)

MW.Inq.1.a.

Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b.

Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.1.c.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- command of the language; written and verbal

- MW.Inq.1.a.
- MW.Inq.1.b.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.Inq.1.a.
 - MW.Inq.1.b.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.Geo.11.a.
 - MW.Civ.5.a.
 - MW.His.2.d.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- willing to adapt new information and question things
 - MW.Geo.11.a.
 - MW.Civ.5.a.
 - MW.His.2.d.
 - MW.Inq.1.a.
 - MW.Inq.1.b.
 - MW.Inq.1.c.

A Problem Solver

- can persevere and adapt
 - MW.Geo.11.a.
 - MW.Civ.5.a.
 - MW.His.2.d.
 - MW.Inq.1.b.
 - MW.Inq.1.c.
- able to determine the root cause of issues
 - MW.Geo.11.a.
 - MW.Civ.5.a.
 - MW.His.2.d.

Big Ideas:

- Economic globalization connects nations through trade, finance, and resources, but also deepens inequalities and tensions.
- The pursuit of scarce resources often drives both cooperation (alliances, trade agreements) and conflict (wars, annexations).
- Refugee crises reveal the global consequences of war, natural disasters, and genocide.
- The rapid pace of technological change in the late 20th and early 21st centuries continues to reshape economies, societies, and global governance.

Essential Questions:

- How has economic globalization connected countries while also creating new tensions?
- How do nations and international organizations respond to refugee crises caused by war, natural disasters, or genocide?
- How have scientific and technological changes since the late 20th century reshaped global connections?
- How do new technologies create both opportunities and challenges for global society?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

MW.Hist.2.b

- Economic globalization
- Scarce resources
- Conflict and cooperation
- Nation-states and international organizations
- Global economic policies (e.g., IMF austerity programs)
- Key events and agreements:
 - 2003 invasion of Iraq
 - Annexation of Crimea
 - African Union initiatives
 - Central America–Dominican Republic Free Trade Agreement
 - International Group of Seven (G7)
- Economic interdependence
- Political and social consequences of resource competition

MW.Hist.2.b

- Evaluate how globalization and resource use cause conflict or cooperation
- Analyze the roles of nations and international organizations in economic issues
- Explain cause-and-effect relationships between economic policy and international relations
- Use evidence from case studies to support claims
- Compare different responses to economic challenges
- Make connections between resource scarcity, economic decisions, and global outcomes

MW.Civ.5.a

- Refugee crises
- Causes: war, genocide, natural disasters
- National and international responses
- Humanitarian organizations and policies
- Key examples:
 - Ukraine
 - Syria
 - Rohingya
 - Somalia
 - Latin America
- Displacement and migration patterns

MW.Civ.5.a

- Analyze national and international responses to refugee crises
- Evaluate the effectiveness of policies and interventions
- Explain the social, political, and humanitarian impacts of displacement
- Use evidence from specific crises to support conclusions
- Compare responses across regions and events
- Make connections between human rights principles and refugee protection

<ul style="list-style-type: none"> ● Human rights and protection mechanisms 	
<p>MW.His.2.d</p> <ul style="list-style-type: none"> ● Scientific and technological innovations ● Global impact of technology ● Key advancements: <ul style="list-style-type: none"> ○ International Space Station ○ Computer technology ○ Vaccines and public health ○ Global Positioning Systems (GPS) ○ Cellular technology ○ Artificial Intelligence (AI) ● Economic, social, and political implications of technology ● Global collaboration and competition in science 	<p>MW.His.2.d</p> <ul style="list-style-type: none"> ● Analyze the impact of scientific and technological change on society ● Evaluate benefits and challenges of technological advancements ● Explain how innovations shape global cooperation and competition ● Use evidence to support claims about technology's influence ● Compare technological impacts across sectors (health, communication, exploration) ● Make connections between science, technology, and global development
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<p>Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)</p> <ul style="list-style-type: none"> ● Globalization ● Scarce Resources ● International Monetary Fund (IMF) ● Trade Agreement ● Refugee ● Genocide ● Humanitarian Aid ● Technological Innovation ● Global Governance ● Multinational Corporation (MNC) 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! ● Kami ● Padlet ● SORA ● YouTube <p>Suggested Texts:</p> <ul style="list-style-type: none"> ● OER Project 1200 - Present - Unit 9 ● McGraw Hill Textbook Topic 21 <p>Cross Cycle Tasks: <i>Suggestions:</i></p>	

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- Read memoirs, novels, or news accounts from refugees to humanize the crises (e.g., Syrian or Rohingya refugee stories).
- Write persuasive essays or policy briefs about global responses to refugee crises.
- Analyze how media portrays globalization and technology (bias, perspective, cultural narratives).

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

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- Investigate the scientific advancements that transformed global connections (vaccines, GPS, artificial intelligence).
- Discuss ethical issues in technological development (surveillance, data privacy, environmental impact).
- Study public health and the role of vaccines in global cooperation (e.g., WHO, pandemic responses).
- Collect qualitative data from historical documents and speeches.
- Use spreadsheets or software to chart trends.
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