

GIPS High School World History Design Map

Units (in sequence)	Estimated Time Frame (days)	K-12 Program Strands With Corresponding Course/Grade Level Standards	K-12 Program Enduring Understandings (for Content and Process)	K-12 Program Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Unit 1 Geography	10 days	<p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness Demonstrate geographical skills (e.g., map projection, scale, latitude longitude). Locate major countries and describe major geographical features of world regions.</p>	<p style="text-align: center;"><u>Process</u></p> <p>Maps provide access to information that otherwise would be impossible to see Geographic location affects identity, events and decisions</p>	<p style="text-align: center;"><u>Process</u></p> <p>How do I find the place I am looking for? What are the boundaries this space/ community/ nation? How does that shape the identity of the people who live there?</p>	<p>Chapter Test: Geography</p> <p>Performance Task: Create your own map</p>	<p>absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power</p>
Unit 2 World Religion	18 days	<p style="text-align: center;"><u>Content</u></p> <p>4.0 Groups and Institutions Compare and contrast major religions of the world (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism). Describe Islamic scientific and cultural contributions.</p> <p>9.0 Conflict and Consequences Compare and contrast major religions of the world (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism).</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing</p> <p>1.2 Communicating Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives</p> <p>1.4 Distinguishing Relationships Between and Among Events Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives</p>	<p style="text-align: center;"><u>Content</u></p> <p>Group identity gives individuals a sense of belonging and empowerment Group identity shapes ideas, choices, and actions of individuals Some conflicts leave no room for a compromise</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Good communication must evolve through experience, feedback and adjustment</p> <p>Historians & social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do groups shape who we are? What makes a group of people tick? What are people fighting for or over? How do conflicts change how we see others and ourselves?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for? How can I avoid bias in my work? What am I trying to say? Who is my Audience? How does that affect what I say and how I say it? What are the lessons learned from this (i.e., event, biography, primary source, time period)? What is the cause and what is the effect of this historical event?</p>	<p>Chapter Test: World Religions</p> <p>Performance Task: Oral Presentation of world religions</p>	<p>absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power</p>

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Unit 3 Europe in the Middle Ages	12 days	<p style="text-align: center;"><u>Content</u></p> <p>5.0 Reform and Change Analyze the advancements in farming and industries, the manorial system, and the rise of cities.</p> <p>Evaluate how the revival trade and the development of a money economy offered new opportunities for people.</p> <p>4.0 Groups and Institutions Describe rise and fall of empires in Medieval Europe and Middle East.</p> <p style="text-align: center;"><u>Process:</u></p> <p>1.1 Researching, Analyzing, and Synthesizing Analyze and interpret primary source documents.</p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and key people.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Scientific and Technological advancements lead to positive and negative consequences</p> <p>Group identity give individuals a sense of belonging and empowerment</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation</p> <p>Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Content</u></p> <p>How did this "thing" (invention/ new system/ discovery) change people's lives?</p> <p>How do groups shape who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>What is the cause and what is the effect of this historical event?</p>	<p>Chapter Test: Europe in Middle Ages</p> <p>Performance Task: Create your own castle</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 4 Renaissance and Reformation	15 days	<p style="text-align: center;"><u>Content</u></p> <p>5.0 Reform and Change Analyze the developments and effects of the Protestant Reformation.</p> <p>Compare and contrast major religious leaders of the Reformation.</p> <p>Explain the achievements of the Renaissance.</p> <p>Explain the economic foundations of the Renaissance.</p> <p>Analyze the developments in politics of the Renaissance.</p> <p>Describe social structures of Renaissance society.</p> <p>2.0 Potential of the Individual Analyze the political ideas of influential individuals (e.g., Thomas Hobbes, John Locke, Mohandas Gandhi, Machiavelli).</p> <p>Compare and contrast the major artists and accomplishments of the artistic Renaissance (e.g., Michelangelo, Raphael, and Leonardo da Vinci).</p> <p style="text-align: center;"><u>Process</u></p> <p>1.2 Communicating Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>1.4 Distinguishing Relationships Between and Among Events Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Removing a deep-rooted problem/ injustice requires strategic planning, perseverance, and relentless pressure</p> <p>The ideas, choices, and actions of a person can have significant ripple effects</p> <p style="text-align: center;"><u>Process</u></p> <p>Language and images have the power to inspire action</p> <p>One event has a ripple effect on other events</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p> <p>A timeline/ chronology is a specific interpretation of what was most significant</p>	<p style="text-align: center;"><u>Content</u></p> <p>What does it take to plan for change? What does it take to make it happen?</p> <p>How can one person make a difference?</p> <p style="text-align: center;"><u>Process</u></p> <p>What is the author trying to say? Who is/ was the intended audience? How did that affect the way information and ideas were presented?</p> <p>What makes some words/ text and images instantly unforgettable?</p> <p>What is the cause and what is the effect of this historical event?</p>	<p>Chapter Test: Renaissance and Reformation</p> <p>Biographies (optional)</p> <p>Mini DBQ: Printing Press</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 5 The Age of Exploration	10 days	<p style="text-align: center;"><u>Content</u></p> <p>7.0 Scientific and Technological Innovation Explain three main motives fro exploration.</p> <p>4.0 Groups and Institution Explain the impact of European expansion on Africa and the cultures of Africa.</p> <p>Describe the impact of Europeans on the peoples of Africa and the resulting slave trade</p> <p>6.0 Impact of Economic Systems Explain three main motives fro exploration.</p> <p>Explain how colonies provided raw materials for industrialized nations</p> <p>Describe how colonies provided raw materials and new markets for industrialized nations</p> <p>Describe how colonial powers took over and ruled other territories.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>1.4 Distinguishing Relationships Between and Among Events Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Scientific and technological advancement lead to positive and negative consequences</p> <p>Group identity give individuals a sense of belonging and empowerment</p> <p>Group Identity shapes ideas, choices, and actions of individuals</p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians & social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p>	<p style="text-align: center;"><u>Content</u></p> <p>How did this "thing" (invention/ new system/ discovery) change people's lives?</p> <p>How do groups shape who we are?</p> <p>Who has access to opportunities?</p> <p style="text-align: center;"><u>Process</u></p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>What is the cause and what is the effect of this historical event</p>	<p>Chapter Test: Renaissance and Reformation</p> <p>Biographies (optional)</p> <p>Mini DBQ: Printing Press</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 6 Crisis and Absolution in Europe	7 days	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Describe the growing power of monarchs and the rise of absolutism in Europe (e.g., Louis XIV, Ivan the Terrible, and Peter the Great).</p> <p>3.0 Power and Governance Compare and contrast absolute and constitutional monarchy</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>1.4 Distinguishing Relationships Between and Among Events Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Conflict can have significant costs/ benefits for both winners and losers</p> <p>Sometimes conflict is necessary</p> <p>Government establishes rules that people are expected to live by</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians & social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p>	<p style="text-align: center;"><u>Content</u></p> <p>What are people fighting for or over?</p> <p>Who has the power in this government?</p> <p>What is the reason behind law?</p> <p style="text-align: center;"><u>Process</u></p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>What is the cause and what is the effect of this historical event?</p>	<p>Chapter Test: Crisis and Absolution in Europe</p> <p>Performance Task: Chart of English Monarchs</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 7 The Height of Imperialism	7 days	<p style="text-align: center;"><u>Content</u></p> <p>3.0 Power and Governance Describe how colonial powers took over and ruled other territories.</p> <p>9.0 Conflict and Consequences Summarize how Western nations increased their economic involvement with China.</p> <p>6.0 Impact of Economic Systems Describe the social divisions in the colonies between the colonizers and those colonized.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents.</p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>1.5 Using Tools to Develop Geographic Awareness Demonstrate geographical skills (e.g., map projection, scale, latitude, and longitude).</p> <p>Locate major countries and describe major geographical features of world regions.</p>	<p style="text-align: center;"><u>Content</u></p> <p>The way a government enforces the laws reflects who and what they value</p> <p>Conflict can have significant costs/ benefits for both winners & losers</p> <p>Economics shape the ideas, choices, and actions of individuals and groups.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation</p> <p>Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>Geographic location affects identity, events, and decisions</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who has the power in this government?</p> <p>What are people fighting for or over?</p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>How do I find what I am looking for?</p>	Chapter Test: The Height of Imperialism	<ul style="list-style-type: none"> absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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Unit 8 East Asia Under Challenge	6 days	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Summarize the revolutionary movements in Asia and its leaders.</p> <p>3.0 Power and Governance Explain how the interaction between Japan and Western nations gave birth to a modern industrial society.</p> <p>2.0 Potential of the Individual Analyze the political ideas of influential individuals (e.g., Thomas Hobbes, John Locke, Mohandas Gandhi, Machiavelli).</p> <p>6.0 Impact of Economic Systems Summarize how Western nations increased their economic involvement with China.</p> <p>Analyze how the arrival of westerners brought changes to the Chinese economy and culture.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze how the arrival of westerners brought changes to the Chinese economy and culture</p> <p>1.2 Communicating Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Conflict can have significant costs/ benefits for both winners & losers</p> <p>Government establishes rules that people are expected to live by</p> <p>The ideas, choices, and actions of a person can have significant ripple effects</p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Good communication must evolve through experience, feedback and adjustment</p> <p>Successful communication is measured by the degree by which it is understood by the audience</p>	<p style="text-align: center;"><u>Content</u></p> <p>What are people fighting for or over?</p> <p>Who has the power in this government?</p> <p>How can one person make a difference?</p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>When do I have enough information to draw a conclusion?</p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>	Chapter Test: East Asia Under Challenge	<ul style="list-style-type: none"> absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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Unit 9 War and Revolution	6 days	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Summarize the causes and impact of World War I and World War II.</p> <p>7.0 Scientific and Technological Innovation</p> <p>3.0 Power and Governance Explain how peace settlements brought political and territorial changes to Europe and created bitterness and resentment in several nations (e.g., Treaty of Versailles, and Yalta Conference).</p> <p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness Demonstrate geographical skills (e.g., map projection, scale, latitude, and longitude).</p> <p>1.4 Distinguishing Relationships Between and Among Events Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents.</p> <p>Use timelines to summarize major historical events and key people.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Sometimes conflict is necessary</p> <p>Scientific and technological advancements lead to positive and negative consequences</p> <p>The way a government enforces the laws reflects who and what they value</p> <p style="text-align: center;"><u>Process</u></p> <ul style="list-style-type: none"> • Maps provide access to information that otherwise would be impossible to see <p>One event has a ripple effect on other events</p> <p>A timeline/ chronology is a specific interpretation of what was most significant</p>	<p style="text-align: center;"><u>Content</u></p> <p>What are people fighting for or over?</p> <p>How did this "thing" (invention/ new system/ discovery) change people's lives?</p> <p>How can one person make a difference?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find the place I am looking for?</p> <p>How do we figure out what happened and when?</p> <p>What is the cause and what is the effect of this historical event?</p>	<p>Chapter Test: War and Revolution</p> <p>Mini DBQ: Underlying Causes of World War I</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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<p align="center">Unit 10 The West Between the Wars</p>	<p align="center">15 days</p>	<p align="center"><u>Content</u></p> <p>6.0 Impact of Economic Systems Compare and contrast major religious leaders of the Reformation</p> <p>Analyze the factors that led to the worldwide depression and its impact it had on government.</p> <p>Identify and explain recent changes in women's roles in art, science, technology and religion.</p> <p>3.0 Power and Governance Summarize the revolutionary movements in Asia and its leaders.</p> <p align="center"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Summarize the revolutionary movements in Asia and its leaders.</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p align="center"><u>Content</u></p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources</p> <p>The way a government enforces the laws reflects who and what they value</p> <p align="center"><u>Process</u></p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p align="center"><u>Content</u></p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p>Who has access to opportunities?</p> <p>Why do people follow the rules/ laws?</p> <p align="center"><u>Process</u></p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>How do we figure out what happened and when?</p>	<p align="center">Chapter Test: The West Between the Wars</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 11 Nationalism Around the World	15 days	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Compare and contrast major religious leaders of Reformation</p> <p>4.0 Groups and Institutions Analyze how the arrival of westerners brought changes to the Chinese economy and culture.</p> <p>Explain how nationalism gave subjects means for seeking their freedom.</p> <p>3.0 Power and Governance Summarize the revolutionary movements in Asia and its leaders.</p> <p>Explain how nationalism led to the creation of modern states (e.g., Turkey, Iran, and Saudi Arabia).</p> <p>Examine the rival nationalistic movements in the Middle East and the region's search for peace.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Content</u></p> <p>Conflict can have significant cost/ benefits for both winners & losers</p> <p>Group identity shapes ideas, choices, and actions of individuals</p> <p>The way a government enforces the laws reflects who and what they value</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>One event has a ripple effect on other events</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p>Who has access to opportunities?</p> <p>Why do people follow the rules/ laws?</p> <p style="text-align: center;"><u>Process</u></p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>How do I find what I'm looking for?</p> <p>What is the cause and what is the effect of this historical event?</p>	Chapter Test: Nationalism Around the World	<ul style="list-style-type: none"> absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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Unit 12 World War II	15 days	<p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connection Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Process</u></p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>How do historians and social scientists handle different points of views</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>How do we figure out what happened and when?</p>	Performance Task: Analyzing Political Cartoons	absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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<p>Unit 13 Cold War and Post War Changes</p>	<p>7 days</p>	<p><u>Content</u> 9.0 Conflict and Consequences Summarize the causes and impact of the Cold War. Explain how shifting social structures in the West led to upheaval and change during the Cold War. Evaluate the impact of crisis events (e.g., Black Death, Holocaust, and WWII) on the attitudes and behavior of affected people. 4.0 Groups and Institutions Describe how the creation of modern states including modernizing the economy. 3.0 Power and Governance Summarize the causes and impact of the Cold War. Identify Sun Yat-sen and his reforms, which led to a revolution in China. Examine the changing nature of various world governments. Explain the development and impact of Communism. Compare and contrast the League of Nations and the United Nations. Explain how shifting social structures in the West led to upheaval and change during the Cold War.</p>	<p><u>Content</u> Conflict can have significant cost/ benefits for both winners & losers Group identity gives individuals a sense of belonging and empowerment The way a government enforces the laws reflects who and what they value</p>	<p><u>Content</u> What are people fighting for or over? How do groups shape who we are? Who has the power in this government?</p>	<p>Chapter Test: Cold War and Postwar Changes</p>	<p>absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power</p>

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Unit 13 Cold War and Post War Changes	7 days	<p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connection Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Process</u></p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Process</u></p> <p>How do historians and social scientists handle different points of views</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>What is the cause and what is the effect of this historical event?</p>	Chapter Test: Cold War and Postwar Changes	<ul style="list-style-type: none"> absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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Unit 14 The Contemporary Western World	6 days	<p style="text-align: center;"><u>Content</u></p> <p>6.0 Impact of Economic Systems Describe how the creation of modern states including modernizing the economy.</p> <p>3.0 Power and Governance Examine the rival nationalistic movements in the Middle East and the region's search for peace.</p> <p>4.0 Groups and Institutions Examine the rival nationalistic movements in the Middle East and the region's search for peace.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connection Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Content</u></p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources.</p> <p>Government establishes rules that people are expected to live by.</p> <p>Group identity shapes ideas, choices, and actions of individuals.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p>Who has the power in this government?</p> <p>Why do people follow the rules/ laws?</p> <p>How do groups shape who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>What are the lessons learned from this (i.e., event, biography, primary source, time period)?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>What is the cause and what is the effect of this historical event?</p>	Chapter Test: The Contemporary Western World	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 15 Latin America	6 days	<p><u>Content</u> 9.0 Conflict and Consequences Describe factors in the environmental crisis faced by all nations of the world.</p> <p>Analyze factors that are leading toward globalization.</p> <p>Describe how the creation of modern states including modernizing the economy.</p> <p>Relate how technological and scientific advances have created a global society.</p> <p><u>Process</u> 1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p>	<p><u>Content</u> Conflict can have significant costs/ benefits for both winners & losers</p> <p><u>Process</u> Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p>	<p><u>Content</u> What will it take to end the conflict? How do conflicts change how we see others and ourselves?</p> <p><u>Process</u> How do I find what I'm looking for?</p>	Chapter Test: Latin America	absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power

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Unit 16 Africa and the Middle East	6 days	<p style="text-align: center;"><u>Content</u></p> <p>8.0 Environmental Influences Describe factors in the environmental crisis faced by all nations of the world.</p> <p>6.0 Impact of Economic Systems Analyze factors that are leading toward globalization.</p> <p>Compare and contrast major economic indicators for various nation (e.g., per capita income, main exports, and population).</p> <p>3.0 Power and Governance Describe the impact of terrorism on society.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connection Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Content</u></p> <p>Economics shape the ideas, choices, and actions of individuals and groups</p> <p>The way a government enforces the laws reflects who and what they value</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p>Who has the power in this government?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>How do we figure out what happened and when?</p>	<p>Chapter Test: Africa and the Middle East</p> <p>Mini DBQ: What made nonviolence work?</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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<p align="center">Unit 17 Asia and the Pacific</p>	<p align="center">6 days</p>	<p align="center"><u>Content</u></p> <p>7.0 Scientific and Technological Invention Identify and explain the costs and benefits of the technological revolution.</p> <p>Relate how technological and scientific advances have created a global society.</p> <p>6.0 Impact of Economic Systems Analyze factors that are leading toward globalization.</p> <p>Compare and contrast major economic indicators for various nation (e.g., per capita income, main exports, and population).</p> <p>3.0 Power and Governance</p> <p align="center"><u>Process</u></p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.3 Generalizing to Create Connection Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p align="center"><u>Content</u></p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources</p> <p>The way a government enforces the laws reflects who and what they value</p> <p align="center"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Historians & social scientist work to articulate the lessons learned from a particular set of circumstances to that we can make meaning of other sets of circumstances</p> <p>Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event</p>	<p align="center"><u>Content</u></p> <p>Who should get what? Who should make what? How does that impact who we are?</p> <p>Who has the power in this government?</p> <p align="center"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>How do we figure out what happened and when?</p>	<p align="center">Chapter Test: Asia and the Pacific</p>	<p>absolutism</p> <p>appeasement</p> <p>arms race</p> <p>balance of trade</p> <p>bureaucracy</p> <p>Cold War</p> <p>ethnic conflict</p> <p>epidemic disease</p> <p>environmentalism</p> <p>fascism</p> <p>global economy</p> <p>Holocaust</p> <p>Islam</p> <p>Middle ages</p> <p>reformation</p> <p>Renaissance</p> <p>secular state</p> <p>socialism</p> <p>sphere of influence</p> <p>terrorism</p> <p>theology</p> <p>total war</p> <p>triangular trade</p> <p>world power</p>

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Unit 18 Challenges and Hopes for the Future	6 days	<p style="text-align: center;"><u>Content</u></p> <p>4.0 Groups and Institutions Describe the impact of terrorism on society.</p> <p>7.0 Scientific and Technological Invention Identify and explain the costs and benefits of the technological revolution.</p> <p>Relate how technological and scientific advances have created a global society.</p> <p>8.0 Environmental Influences Analyze the relationship between the environment and world history.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing and Synthesizing Use thinking skills to analyze ideas and materials, solve problems, and construct personal perspectives.</p> <p>Analyze and interpret primary source documents</p> <p>1.4 Distinguishing Relationships Between and Among Events Use timelines to summarize major historical events and people</p>	<p style="text-align: center;"><u>Content</u></p> <p>Scientific and technological advancements lead to positive and negative consequences</p> <p>The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>One event has a ripple effect on other events</p>	<p style="text-align: center;"><u>Content</u></p> <p>How did this "thing" (invention/ new system/ discovery) change people's lives?</p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>What is the cause and what is the effect of this historical event</p>	Chapter Test: Challenges and Hopes for the Future	absolutism appeasement arms race balance of trade bureaucracy Cold War ethnic conflict epidemic disease environmentalism fascism global economy Holocaust Islam Middle ages reformation Renaissance secular state socialism sphere of influence terrorism theology total war triangular trade world power