

Quarterly Content Guide CCSD World History

Unit of Study	Content/ Strand	CCSS Literacy in History Resources: Reading Evidence Tables Question Stems	CCSS Writing in History Resources: Writing Evidence Tables	Suggested Pacing
Review Foundations to Classical Period 10,000 BCE – 600 CE	Review	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.</p>	<p>Part I and II along with Teacher Generated Materials</p> <p>2. Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	1Week
Review Regional and Transregional Interactions 600 CE -1450 CE	Review	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>Part II along with Teacher Generated Materials</p> <p>2. Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	1 Week
Renaissance and Reformation	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>1. Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to</p>	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key</p>	<p>Ch. 1-4</p> <p>2. Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</p>	7Weeks

	<p>include:</p> <p>a. development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare)</p> <p>b. development of Protestantism (e.g., Martin Luther, John Calvin)</p> <p>c. religious conflict and persecutions (e.g., Spanish Inquisition).</p>	<p>details and ideas.</p> <p>CCSS R.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS R.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>when useful to aid in comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
	SECOND QUARTER			
Enlightenment and Revolution	9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the	CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Ch 5-8 2. Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	5 Weeks

	<p>complexity of the human experience:</p> <p>2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.</p> <p>3. Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:</p> <p>a. Copernican view of the universe and Newton's natural laws</p> <p>b. tension and cooperation between religion and new scientific discoveries</p> <p>c. impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe</p> <p>d. events and ideas that led to parliamentary government (English Civil War, Glorious Revolution)</p> <p>e. Enlightenment philosophies used to support events leading to American and French Revolutions (Locke and Hobbs)</p> <p>f. Napoleonic Era (e.g., codification of law)</p>	<p>CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.</p> <p>CCSS R.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS R.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
<p>Industrialism and Colonialism</p>	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points</p>		<p>Ch 9-13</p>	

	<p>in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>4. Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:</p> <ul style="list-style-type: none">a. conditions that promoted industrializationb. how scientific and technological innovations brought about changec. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe)d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx)f. status and roles of women and minorities. <p>5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:</p> <ul style="list-style-type: none">a. clash of culturesb. British Empire expands around the worldc. nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations). <p>6. Describe and analyze the geographic, political, economic,</p>			
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	<p>religious, and social structure of the civilizations of East Asia.</p> <p>9-12 Benchmark 3-A</p> <p>5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p> <p>6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a</p>			
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	law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retention processes for judges; organization of county and municipal governments			
	THIRD QUARTER			
WWI	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>7. Analyze and evaluate the causes, events, and effects of World War I, to include:</p> <p>a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck’s leadership)</p> <p>b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria Hungary, decline of the Ottoman Empire)</p> <p>c. major turning points and the importance of geographic, military, and political factors in decisions and outcomes</p> <p>d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)</p> <p>e. effects of loss of human potential through devastation of populations and their successive generations</p> <p>f. effects of the Russian Revolution and the implementation</p>	<p>Continue to integrate CCSS 1-4 and add in:</p> <p>CCSS R.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS R.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>With textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>Ch. 14-15</p> <p>Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims , and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement</p>	5 Weeks

	<p>of communist rule</p> <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</p> <p>b. Mohandas Gandhi’s non-violence movement for India’s independence;</p> <p>d. middle east conflicts (Israel, Palestine, Egypt);</p>		<p>or section that follows from and supports the argument presented.</p>	
WWII	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>8. Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:</p> <p>a. failures and successes of the Treaty of Versailles and the League of Nations</p> <p>b. rise of totalitarianism (e.g., Nazi Germany’s policies of European domination, Holocaust)</p> <p>c. political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)</p> <p>d. principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs</p>		<p>Ch. 16-17</p> <p>Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims , and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in</p>	4-5 Weeks

	dropped on Japan).		which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	
	FOURTH QUARTER			
Cold War	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>9. Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:</p> <ul style="list-style-type: none"> a. war crime trials b. creation of the state of Israel and resulting conflicts in the Middle East c. rebuilding of Western Europe (e.g., Marshall Plan, NATO) d. Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt) e. creation and role of the United Nations f. Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution) g. national security in the changing world order h. technology's role in ending the Cold War i. fluidity of political alliances j. new threats to peace k. reasons for the collapse of the 	<p>Continue to integrate CCSS 1-4 and add in:</p> <p>CCSS R.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS R.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS R.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>Ch. 18-19</p> <p>Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	9 Weeks

	<p>Soviet Union and the end of the Cold War</p> <p>1. use of technology in the Information Age.</p>			
The Modern World	<p>9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:</p> <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</p> <p>a. French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh)</p> <p>b. Mohandas Gandhi’s non-violence movement for India’s independence</p> <p>c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu)</p> <p>d. Middle East conflicts (Israel, Palestine, Egypt).</p> <p>11. Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:</p> <p>a. expansion of democracy in Western Hemisphere</p> <p>b. immigration and migration issues</p> <p>c. changes in foreign policy brings spiraling impact on each nation and international relations</p> <p>d. trade.</p>		<p>Ch 18, 20-22</p> <p>Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims , and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	

	<p>12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <ul style="list-style-type: none"> d. analyze perspectives that have shaped the structures of historical knowledge e. describe ways historians study the past f. explain connections made between the past and the present and their impact. 			
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The following skills and content should be integrated into the core throughout the year:

<p>Skills</p>	<p>9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:</p> <ol style="list-style-type: none"> 1. Understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues; 2. Apply chronological and spatial thinking to understand the importance of events; 3. Describe primary and secondary sources and their uses in research; 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas); 5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject; 6. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants; 7. Analyze the evolution of particular historical and contemporary perspectives; and 8 Explain how to use technological tools to research data, verify facts and information, and communicate findings.
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