Subject:

History Modern World History **Course:**

Grade Level: Grade 9 Teacher: Kovach

Month	Content	OH Standards Content Statements	Assessment	Essential Questions	Books & Materials	Learning Expectations
	Historical	CS 1. Historical	Assessments will	How might the	Glencoe Text &	CS1 Students
	Thinking and	events provide	relate to Essential	history of the world be different if the	Resources.	will be able to
All Year	Skills. Students apply	opportunities to examine alternative	Questions in the next column.	participants in	Glencoe online.	analyze a historical
7 m Tear	skills by using	courses of action.	Students will be	historical events had	Glenede diffilie.	decision and
Units	a variety of		provided with a	taken different	History Channel.com	predict the
1,2,3,4	resources to		decision point in	courses of action?	•	possible
	construct	Instructional	World History and	What if Napoleon	PBS.org	consequences of
	theses and	Strategies Provide students	describe in writing	had not been		alternative
	support or	with a decision	possible alternative	defeated at	historians.com	courses of action.
	refute contentions	point in world	courses of action.	Waterloo? What if England and France	http://virtualjfk.com	
	made by	history and have	Decision Tree	refused Hitler's	intp.//virtuaijik.com	
	others.	students create a	Beension Tree	demands for the	Spark Notes	
	Alternative	decision tree that	Extended Response	Sudetenland? What	1	
	explanations of	analyzes the	Question/Answer.	if Truman had not		
	historical	possible outcomes		ordered atomic		
	events are	of alternative courses of action.	Essay	bombs dropped on		
	analyzed and questions of	courses of action.		Japan? What if South Africa had not		
	historical			instituted the policy		
	inevitability are			of apartheid? What if		
	explored.			JFK had not been		
				assassinated? What		
				if the Soviet Union		
				did not run out of		CCC
				money during		CS2

	Bro	okfield High School	Curriculum Map	Modern World Hist	tory Kovach	
	Historical	CS 2. The use of	Primary Source	the1980s?	Primary Source	Students will be
	Thinking and	primary and	Readings: Of the	How does the author	Documents	able to analyze
	Skills.	secondary sources	Encyclopedia,	know these details		the credibility of
All Year	The use of	of information	Declaration of the	(names, dates, and	Of the Encyclopedia,	primary and
	primary and	includes an	Rights of Man and	times)? Was the	Declaration of the	secondary
	secondary	examination of the	of the Citizen,	author present at the	Rights of Man and of	sources.
All Units	sources in the	credibility of each	Riding the	event or soon on the	the Citizen, Riding the	
	study of history	source.	Liverpool-	scene?	Liverpool-Manchester	
	includes an		Manchester	Where does this	Railway,1830,Gandhi	
	analysis of	Instructional	Railway, 1830,	information come	on Nonviolent Protest,	
	their	Strategies	Gandhi on	from—personal	A Look at the First	
	credibility.		Nonviolent Protest,	experience,	Open Door Policy, The	
	This is	Provide examples	A Look at the First	eyewitness accounts,	Letters of Lenin, Mein	
	accomplished	of primary	Open Door Policy,	or reports written by	Kamp, Rena's Promise:	
	by checking	&secondary	The Letters of	others?	A Story of Sisters in	
	sources for:	sources related to	Lenin, Mein Kamp,	Are the author's	Auschwitz, Lessons of	
	The	history content	and Rena's	conclusions based on	Vietnam, Berlin Journal	
	qualifications	being studied.	Promise: A Story of	a single piece of	(1989-1990),The	
	and reputation	Have students use a	Sisters in	evidence, or have	Rainbow People of	
	of the author;	graphic organizer	Auschwitz, Lessons	many sources been	God,	
	Agreement	to help them	of Vietnam, Berlin	taken into account		
	with other	analyze the	Journal (1989-	(e.g., diary entries,	PBS Teacherline	
	credible	credibility of the	1990),The Rainbow	along with third-	(Website) Using	
	sources;	sources. Sources	People of God,	party eyewitness	Primary Sources in	
	Perspective or	should be in		accounts,	World History.	
	bias of the	multiple formats		impressions of		
	author	and mediums,		contemporaries,		
	(including	representing		newspaper		
	stereotypes);	differing		accounts)?		
	Accuracy and	perspectives and				
	internal	timeframes.				
	consistency;	Analyze the				
	and the	credibility of				
	circumstances	primary and				
	in which the	secondary sources.				
	author prepared					
	the source	CS 3. Historians				GG 2
		CS 3. HISIOITAIIS				CS3

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All Year	Historical	develop theses and		How can primary	Glencoe Text &	Students will be
	Thinking and	use evidence to		source analysis	Resources.	able to develop a
	Skills.	support or refute		support the		thesis and use
	Students apply	positions.		development of	Glencoe online.	evidence to
	skills by using			student writing and		support or refute
Units	a variety of			thinking skills?	History Channel.com	a position.
1,2,3,4	resources to	Instructional		_		
	construct	Strategies.	Students will create		PBS.org	
	theses and	Have students put	a project examining			- Communicate
	support or	historical figures on	primary and		historians.com	academically,
	refute	trial and build cases	secondary sources			professionally
	contentions	for or against them	to analyze historical		http://virtualjfk.com	and effectively
	made by	using historical	events to provide			through writing
	others.	evidence and values	evidence to support		Spark Notes	and through
	Alternative	and norms of the	a thesis.			speech
	explanations of	period. For example, students could				
	historical	prepare a trial of	This will be done			-Demonstrate
	events are	Galileo, role playing	throughout the year			problem-solving
	analyzed and	both the Catholic	on a variety of topic			skills, apply
	questions of	Church's point of				knowledge, think
	historical	view and the				critically and
	inevitability are	scientific				creatively
	explored.	perspective. Students				
		should cite evidence				- Become
		to support their				informed and
		positions. (Caution students to realize				active citizens
		that the trial system				
		they are familiar with				
		did not exist in its				
		current form during				
		this time period.)				
		CS4 . Historians				
						OCALL SE
		analyze cause,				CS4Identify

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	Historical	effect, sequence	Teacher created			examples of
	Thinking and	and correlation in	tests aligned to		Glencoe Text &	multiple
All Year	Skills	historical events,	ODE content		Resources.	causation and
	Students apply	including multiple	standards 5-29.			long- and short-
	skills by using	causation and long-	Assessments will		Glencoe online.	term causal
	a variety of	and short-term	consist of multiple			relationships
Units	resources to	causal relations.	choice, short		History Channel.com	with respect to
1,2,3,4,	construct		answer, maps, and			historical events.
	theses and	Instructional	charts. Questions		PBS.org	Analyze the
	support or	Strategies.	will reflect a			relationship
	refute	Have students	general		historians.com	between
	contentions	discuss the cause	understanding of			historical events
	made by	and effect of the	content standards 5-		Spark Notes	taking into
	others.	five Ps (power,	29.			consideration
	Alternative	prestige,				cause, effect,
	explanations of	protection, profit				sequence and
	historical	and principle). For				correlation.
	events are	example, students				
	analyzed and	can work in				
	questions of	collaborative				
	historical	groups discuss the				
	inevitability are	role of each of the				
	explored.	5Ps in leading up				
		to World War I.				
		Then, have				
		students analyze				
		the effects of each				
		of the Ps on the				
		actions and				
		reactions of the				
		involved countries,				
		leaders and people.				
						CCE D "
						CS5 Describe

	Bro	okfield High School	Curriculum Map	Modern World Hist	tory Kovach	
		_	- Benchmark			how the
	Age of	CS5. The Scientific	Assessment	- Is it a good practice	-Glencoe World History	Scientific
Unit 1	Enlightenment	Revolution	- Chapter tests	to question	text	Revolution's
	(1600-1800)	impacted religious,		authority?		impact on
		political and	- Section quizzes	- Should religion	-Scientific Revolution	religious,
	The Age of	cultural institutions		have a role in	PowerPoint	political and
	Enlightenment	by challenging how	- Geography maps	government?		cultural
August/	developed from	people viewed the	of	- Does science	-French Revolution	institutions
	the Scientific	world.	Europe.	impact		challenged how
	Revolution of	CS6.		society?	History Channel DVD	people viewed
	the 16th and	Enlightenment	- project for French	- Does the average		the world.
	17th centuries.	thinkers applied	Revolution leaders	citizen(s) have the	- Primary source	CS6 Recognize
	A new focus on	reason to discover		power to change	material on Napoleon	that
	reasoning was	natural laws	- French Revolution	government?	- Document based	Enlightenment
	used to	guiding human	Essay	- How does	question packets with	thinkers applied
September	understand	nature in social,		economic inequality	quotes	reason to
	social, political	political and		become a major	- Napoleon DVD	discover natural
	and economic	economic systems	-Primary Source	cause of revolution?		laws guiding
	institutions.	and institutions.	materials	- Why did Religious	-Spark Notes	human nature in
		CS7.		institutions feel that		social, political
		Enlightenment	-Guided Reading	the Enlightenment		and economic
		ideas challenged		could ultimately	-Enlightenment	systems and
		practices related to	-Vocabulary	threaten their power?	PowerPoint.	institutions.
		religious authority,	Scientific			Analyze how
		absolute rule and	Revolution and			Enlightenment
G 4 1		mercantilism.	Enlightenment		sheg.stanford.edu/reign-	ideas challenged
September		CS8 Enlightenment	E ', 01'		of-terror	practices related
		ideas on the	Exit Slip		1.1.4	to religious
		relationship of the individual and the			history.com	authority, absolute rule and
					Danding Eggentials	
		government influenced the			Reading Essentials workbook	mercantilism.
		Amer. Revolution,			WOLKUOUK	
		Fr. Revolution and				
		Lat. American wars				
		for independence.				
		101 macpendence.				

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
Unit 2 October	Age of Revolutions (1750-1914) The Age of Revolutions was a period of two world- encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale Industrial Revolution - Economic & Social, and Political Changes due to I.R Industrial Revolution impact on	CS9 Industrialization had social, political and economic effects on Western Europe and the world. Instructional Strategies Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.	-ODE Urbanization project(3 days) - Test - Section Quizzes - Industrial Revolution Newspaper Activity - "Draw your own political cartoon" - Diary Entries -Guided Reading -Vocabulary (I.R.) -Group presentation (famous inventors/Scientist) -Exit Slip	- Technological advancement is it truly better for society? - How does government affect businesses and in turn, the people in their society? - How did the Industrial Revolution change America and the world today?	- Glencoe World History text. - Markers/poster board -Industrial Revolution PowerPoint -ODE website -Primary Source materials -Reading Essentials workbook -Quizlet	- Analyze the social, political and economic effects of industrialization on Western Europe and the world. - Demonstrate problem-solving skills, apply knowledge, think critically and creatively. - Read for understanding in order to synthesize information and develop a coherent argument - Become informed and active citizens

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farming.					
- Mass					
Production					
- Socialism					
-Communism	ı				
- Capitalism					

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
November	-Latin American Revolutions - Latin America and the U.S. -European empires crumble in response to Nationalism - Nationalism	CS9 Industrialization had social, political and economic effects on Western Europe and the world.	 Test on chapter Section quiz Geography maps of N.A. and Europe Presentations Debate 	- How does Nationalism still affect us today? - Does one have the right to impose their beliefs on another nation? -How do equal rights play into these events of this time?	- Glencoe World History text - YouTube video "Italy and Germany Unification" mapping activity - Computers to prepare presentations -Quizlet	- Work effectively with others by listening, communicating, and collaborating while demonstrating respect, tolerance and acceptance of different perspectives

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- Effects of Revolutio - Rise of Middle class - Social reform		Current Map	-What were the effects of revolutions in Europe, North America, and Latin America?	Rovuen	-Act as independently functioning adults by learning to self-advocate, to demonstrate self-respect, and to make positive decisions

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
December	- Imperialism	CS10. Imperial	- Test on chapter	- Does one nation	- World History	- Describe the
	(1800-1914)	expansion had		have the right to	Glencoe World	political,
	The	political, economic	- Section quizzes	impose their social,	History Text	economic and
	industrialized	and social roots.		cultural, economic,		social roots of
Unit 3	nations		- Maps of Africa	and political mind set	-Computers	imperial
	embarked upon		Asia, Central and	on		expansion.
	a competition		South America.	another nation?	- History Channel	-Work effectively
	for overseas					with others by
	empires that					listening,
December	had profound					communicating,

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	implications for	CS11. Imperialism	-Benchmark	Was Western	- markers	and collaborating
December	the entire	involved land	- Mini compositions	Imperialism fair to		while
	world. This	acquisition,	highlighting key	the countries being		demonstrating
	"new	extraction of raw	concepts in unit	taken over? Why or	-paper for projects	respect, tolerance
	imperialism"	materials, and spread		why not?		and acceptance of
	focused on the	of Western values	- Imperialism			different
	underdeveloped	and maintenance of	Project: Use a		Maps of Africa	perspectives
	world and led	political control.	jigsaw structure with		Asia, Central and	-Act as
	to the		a graphic organizer		South America	independently
	domination and		to lead students in		(National	functioning adults
	exploitation of		the research and		Geographic Map	by learning to self-
January	Asia, Africa		discussion of		Maker)	advocate, to
	and Latin		political, economic			demonstrate self-
(Beginning)	America.		and social roots of		-History Channel	respect, and to
	Imperialism		imperialism. Divide	How did Western	Stanley and	make positive
	in Africa, &		students into three	Imperialism impact	Livingstone	decisions
	Latin		groups and assign	the countries that	(video)	
	America		each group one of	were colonized?		
		CS12. The	the three roots of		Glencoe	
	- Paternalism	consequences of	imperialism to		Interactive Map	
		imperialism were	study, including the			
	-Assimilation	viewed differently	motivations of		Spark Notes	
		by the colonizers and	European nations			
	- Asia	the colonized.	and Japan.		-Quizlet	
	Western					
	Influence			What is nationalism		
				and how did it led to		
	- Japan's			European imperialism		
	Transform-			in Asia and Africa?		
	tion					
	- Collapse of					
	China					
	- Social					
	change					
	Change					

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Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
January	Achievements	CS13. Advances in	- Chapter Tests	- How was	- World History	-Students will be
	and Crises	technology,		industrialization linked	Glencoe World	able to select
(last 3	(1900-1945)	communication and	- Separate lesson	to the long-term causes	History Text	examples of
weeks)	The first half	transportation	quizzes	of WWI?		advancements in
	of the 20th	improved lives, but			-Quizlet	technology,
	century was	also had negative	- Geography maps of	- Could the course of		communication
Unit 4	one of rapid	consequences.	Europe after WWI	history have been	- World War I	and transportation
	technological			different after WWI?	DVD	and explain how
	advances. It		- Guided Reading			some have
	was a period	CS14 . The causes of		-Why is this conflict	-History	improved lives and
	when the	World War I included	-National	called the Great War	Detectives episode	others have had
	tensions	militarism,	Geographic map	and WWI?	on Trans-Atlantic	negative
	between	imperialism,	exercise.		Cable (Season 8,	consequences.
	industrialized	nationalism and		- Did anything good	Episode 3) from	-Students will be
	nations	alliances.	-Trench Warfare	come of World War I?	PBS.	able to explain
	resulted in		Project			how the
	World War I	CS15. The		- Why do many people	-Spark Notes	consequences of
	and set the	consequences of	-Essay	consider the Treaty of		World War I and
	stage for	World War I and the		Versailles to have been	-Computers	the worldwide
	World War II.	worldwide depression	-Exit Slips	a failure?		depression set the
February	While World	set the stage for the			-History Channel	stage for the
	War II	Russian Revolution,	-Vocabulary	- Should the state of	WWI Firsts	Russian
	transformed	the rise of		Israel have been		Revolution, the
	the balance of	totalitarianism,		created?	-Reading and	rise of
	world power,	aggressive Axis			Essentials wkbk.	totalitarianism,

	В	Brookfield High School	Curriculum Map	Modern World History	Kovach	
	it was the	expansion and the	- Students will	- Do poor economic		aggressive Axis
	most	policy of	research how	conditions have an		expansion and the
	destructive	appeasement, which	Armenians and Jews	effect on how society		policy of
	and costly	in turn led to World	were oppressed and	views it's'		appeasement,
	war in terms	War II.	discriminated	government?		which, in turn, led
	of human		against. Discuss the			to World War II.
	casualties and	CS16 . Oppression	reasons for	-What factors influence		
	material	and discrimination	oppression and note	the choices of		-Students can
	resources	resulted in the	similarities and	perpetrators, rescuers,		explain how and
	expended.	Armenian Genocide	differences between	resisters, and		why oppression
February	- WWI	during World War I	the ways these two	bystanders in		and discrimination
	- Impact of	and the Holocaust,	groups were treated.	times of genocide or		resulted in the
	WWI	the state-sponsored	Encourage students	collective violence?		Armenian
	- Versailles	mass murder of Jews	to draw conclusions			Genocide during
	Treaty	and other groups,	about oppression and			World War I and
	- Russian	during World War II.	discrimination and			the Holocaust, the
	Revolution		their relationship to			state-sponsored
	- Europe after		genocide.(2 page			mass murder of
	World War I		paper minimum)			Jews and other
	- Zionism					groups, during
	-Armenian					World War II.
	Genocide					
	-assembly					
	line					

Month	Content	OH Standards	Assessment	Essential Questions	Books &	Learning

	Bro	ookfield High School	Curriculum Map	Modern World History	Kovach	
					Materials	Expectations
				** ***	~	
February	-World War II	CS17. World War II	- Test	- How did Germany's	-Glencoe World	Students will be
	caused not only	devastated most of	- quizzes	history lead to the	History Text	able to explain
	physical	Europe and Asia, led	- World War II	devastation of Adolf	D .	how World War II
	damage, but	to the occupation of	Project/Newspaper	Hitler?	-Primary source	devastated most of
	also social	Eastern Europe and			materials on Karl	Europe and Asia,
	damage (e.g.,	Japan, and began the	-World War II	- How did Japan's	Marx	and led to the
	refugees,	atomic age.	political cartoon	history lead to the		occupation of
	casualties),		propaganda project	attack on Pearl	-Auschwitz DVD	Eastern Europe
	cultural damage			Harbor?		and Japan, and
	(e.g., lost works	Positions of armed	-World War II		- Primary source	started the atomic
Unit 4	of art, residue of Nazi	forces at the end of the war led to zones	Speech Project	- What were the social, economic and	materials	age.
	education), and	of occupation and	-Guided Reading	political effects of	-Spark Notes	
	economic	competition for		World War II on the		
	damage (e.g.,	political influence	-Essay	world?	-Computers	
	loss of	amongst the former	,			
	infrastructure,	Allies. World War II	-Exit Slips	- What was the effect	-History Channel	
	loss of	also changed the	-	of the atom bomb on a	WWII Firsts	
	employment).	nature of warfare by	-Vocabulary	global scale?		
	- Great	introducing the use	·		-Reading and	
March	Depression	of atomic weapons.	-Show students the		Essentials	
	- Fascism in	These weapons set	pictures of the		workbook.	
	Italy	the stage for an era	physical devastation			
	- Nazi	of political tension.	of communities in		-Quizlet	
	Germany	_	Europe and Asia.			
	- World War II		Then have them			
	- Holocaust		imagine how			
	-		difficult it would be			
	Totalitarianism		to rebuild homes and			
	- WWII/ Pearl		businesses after the			
	Harbor		bombings. Have			
	-D-Day		students create			
	-Nagasaki		journals (either			
	-Hiroshima		paper or electronic)			
			from the perspective			
		_	of a young person			

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		living in an area			
		destroyed by war.			

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
March	The Cold War (1945-1991) Conflicting political and	CS18. The United States and the Soviet Union became superpowers and competed for global	TestquizzesGeography maps of Europe & Asia after	- What were the social, economic and political	- Glencoe World History Text -Quizlet	Students will be able to analyze how the United States and the Soviet Union
Unit 5	economic ideologies after World	influence. CS23.The breakup of	World War II - Atomic bomb debate	effects of World War II on the world?	- Cold War DVD (Cuban	became superpowers and competed for
	War II resulted in the Cold War. The Cold War	the Soviet Union ended the Cold War and created challenges for its	- Cold War political cartoon propaganda project.	- What was the effect of the atom bomb on a	Missile Crisis documentary <i>Three</i> Men go to War)	global influence. -Students will be able to describe
	overlapped with the era of decolonization and national	former allies, the former Soviet republics, Europe, the United States and the	-Have students trace the origins of selected	global scale?	-Spark Notes -Computers	how the breakup of the Soviet Union ended the Cold War and analyze
	liberation.	non-aligned world. CS24. 24. Regional and ethnic conflicts	multinational organizations to treaties and		-History Channel Cold War -War Games DVD	the challenges it created for its former allies, the former Soviet
		in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic	agreements at the end of World War II. Organizations can include the United Nations, the World		-Reading and Essentials wkbkdocumentary Worse than War	republics, Europe, the United States and the non- aligned world.

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cleansing.	Bank and the			
	International			
	Monetary Fund.			
	-Guided Reading			
	-Essay			
	-Exit Slips			
	-Vocabulary			

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
April	- Relations	CS19. Treaties and	-Benchmark data	- How did the balance	- Glencoe World	- Students will be
	between the	agreements at the end		of power shift in the	History Text	able to
	two Super	of World War II	- Test – quizzes	world after WWII?		describe how
	powers	changed national			- writing rubric	treaties and
		boundaries and	- Geography maps of	- How were the		agreements at the
	- Containment	created multinational	Europe and Asia	economic, social and	-Primary Source	end of World War
	Policy in	organizations.	after World War II	political aspects of the	Materials	II changed national
	USA			United States and the		boundaries and
Unit 5			- Test	Soviet Union	-National	created
	- Arms Race		- Quizzes	different?	Geographic Maps	multinational
						organizations.
	- Cuban				-Reading and	
	Missile Crisis				Essentials	
					workbook	

	Brookfield High School	Curriculum Map	Modern World History	y Kovach	
- Econo	omies of				
Weste	rn and			-Quizlet	
Easter	n				
Europ	e				

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
May	Globalization	CS20. Religious	- Test	- What affects will	- World History	-Student will be
	(1991-	diversity, the end of	- quizzes	dependency has on	Glencoe World	able to explain
	Present)	colonial rule and	-	new nations emerging	History Text	how religious
Unit 6	The global	rising nationalism has	-Writing opinion	in the Middle East?		diversity, the end
	balance of	led to regional	papers		- Departmental	of colonial rule
	power	conflicts in the		- What relation does the	writing rubric	and rising
	shifted with	Middle East.	Essay	Middle East have with		nationalism have
	the end of			the rest of the World	- Ghosts of	led to regional
	the Cold	CS21 . Postwar global	-Exit Slips	Community?	Rwanda	conflicts in the
	War. Wars,	politics led to the rise			DVD	Middle East
	territorial	of nationalist	-Vocabulary	- How did 9/11 affect		
	disputes,	movements in Africa		the world?		
	ethnic and	and Southeast Asia.			- Reading Primary	-Students will be
	cultural				Sources from 9/11	able to explain
	conflicts,	CS22. Political and			TT . 11 0/11	how postwar
	acts of	social struggles have			-Watching 9/11	global politics led
	terrorism,	resulted in expanded			Documentary	to the rise of
	advances in	rights and freedoms				nationalist
	technology,	for women and				movements in
	expansion of	indigenous peoples.				Africa and
	human					Southeast Asia.
	rights, and					Cturdonto suillite
	changes in					-Students will be
	the global					able to explain

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	economy					examples of how
Unit 6	present new	CS25. Political and	- Test	What is globalization?	-National	political and social
	challenges.	cultural groups have	- quizzes		Geographic	struggles have
May	- Tensions in	struggled to achieve	-	What are some of		resulted in
	The Middle	self-governance and	-Writing opinion	globalization's effects	-National	expanded rights
	East	self-determination.	papers	on the economies of	Geographic Maps	and freedoms for
	_			developed and		women and
	- Importance	CS26. Emerging	-Essay	developing nations?	-Lesson: South	indigenous
	of Middle	economic powers and			Africa After Ten	peoples.
	East in the	improvements in	-Exit Slips	What is the "race to the	Years of Freedom	
	global	technology have	** 1 1	bottom"?	(PBS)	- Students will be
	Economy	created a more-	-Vocabulary	XXII		able to analyze the
	τ .	interdependent global		What are the effects of	Spark Notes	factors that have
	- Iranian	economy.		technology on	0 1 1 4	created a more
	Revolution	CC27 Du-1:f		globalization?	Quizlet	interdependent
	- Africa	CS27 . Proliferation				global economy since 1991.
	1990's	of nuclear weapons has created a		How does globalization		Since 1991.
	1990 8	challenge to world		How does globalization affect cultures?	Citizen	-Students will be
	-9/11	_		affect cultures?	organizations (e.g.,	able to describe
	-9/11	peace		Should the goal of a	Greenpeace, Save	how proliferation
	-Present	CS28. The rapid		world free of nuclear	Our Environment,	of nuclear
	Conflicts	increase of global		weapons serve as a	World Wildlife	weapons since the
	Commets	population coupled		serious guide for U.S.	Fund, Save Our	end of the Cold
		with an increase in		policy?	Earth); and	War has created a
		life expectancy and		poney.	☐ Government	challenge to world
		mass migrations have			conferences (e.g.,	peace.
		created societal and			1992 Earth	1
		governmental			Summit, 1997	-Students will be
		challenges.			Kyoto Protocol).	able to describe the
					,	reasons for the
		CS29.				new environmental
		Environmental				consciousness and
		concerns, impacted				movement for
		by population growth				sustainability.
		and heightened by				
		international				
		competition for the				

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world's energy				
supplies, have				
resulted in a new				
environmental				
consciousness and a				
movement for the				
sustainability of the				
world's resources.				

Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations

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