

World History Scope and Sequence

Unit	Topics to be explored	Primary/Secondary Source Documents	Formative Assessment	Summative Assessment
Introduction to Culture (2 Weeks)	<p><b>Definitions:</b> Culture, monotheism, polytheism, democracy, dictatorship, technology, diffusion, modernization, subculture, ethnocentrism, racism.</p> <ul style="list-style-type: none"> <li>• What makes up a person’s culture</li> <li>• Elements of culture.</li> <li>• How cultures change over time.</li> <li>• Importance of ethnocentrism and the impact it has on culture.</li> <li>• Goals of modernizing countries.</li> <li>• Role and importance of World Organizations in helping developing nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture readings.</li> <li>• Evaluation of other cultures.</li> <li>• Examples of Ethnocentrism</li> <li>• Textbook pages 13-18.</li> <li>• Textbook pages 20-23.</li> <li>• United Nations website – articles from current events going on around the world.</li> <li>• Lesson Quiz and class discussion board.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions to Culture readings.</li> <li>• Note quiz about culture.</li> <li>• Vocab quiz</li> <li>• United Nations articles and questions.</li> </ul>	<p>Create a dialogue between two cultures explaining their culture and what elements make up their culture and using ethnocentrism to communicate with someone from a different culture.</p>
Maps, Geography, Climate and the Industrial Revolution (2 Weeks)	<p>Definitions: geography, location, latitude, longitude, import, export, climate, plateau, interdependence.</p> <ul style="list-style-type: none"> <li>• Identify and differentiate between the 5 themes of geography.</li> <li>• Identify and locate major landforms on a map</li> <li>• Locate places on a map using latitude and longitude.</li> <li>• Identify and describe different climate zones and which one that we live in.</li> <li>• Causes and Effects of the Industrial Revolution.</li> <li>• Impact the industrial revolution on the world, particularly Europe and their demand for resources and labor.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook pages 3-12.</li> <li>• Textbook pages 466 – 472.</li> <li>• Textbook page 476-480.</li> <li>• Textbook pages 496 – 503.</li> <li>• Charts of different climate zones.</li> <li>• Maps of the world and various locations.</li> <li>• Maps of physical features and landforms.</li> <li>• Atlas from textbook.</li> <li>• Daily lesson teacher tools.</li> <li>• Lesson Quiz and Class Discussion Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Map study questions.</li> <li>• Geography map quizzes.</li> <li>• Physical landform quiz.</li> <li>• Vocabulary quiz.</li> </ul>	<p>Map Test of geographical features, climate zones, the causes and effects of the Industrial Revolution plus vocabulary and location of places on a map.</p>

World History Scope and Sequence

<p>Africa Unit (6 weeks)</p>	<p><b>Definitions:</b> plantation, missionary, monopoly, Triangular Trade, Middle Passage, mutiny, imperialism, protectorate, sphere of influence, Leopold II, elite,</p> <ul style="list-style-type: none"> <li>• Locate and label human and physical features of Africa.</li> <li>• Identify and describe the elements of traditional Africa including family life, patterns of government, economic organization, lives of women, religions, and everything that makes up culture.</li> <li>• Causes and effects of the transatlantic slave trade on Africa and the world.</li> <li>• Motives, causes and effects of imperialism in Africa.</li> <li>• Diversity of an African country's people, in regards to their history and culture and identify the major problems modern countries have faced since colonization.</li> <li>• Analyze the motives behind the genocide in Rwanda, its effects and the global response to the crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Based Documents about imperialism in Africa from African and European viewpoints.</li> <li>• Primary based questions about the transatlantic slave trade from slaves and participants.</li> <li>• Textbook pages 411-416.</li> <li>• Pages 592-604.</li> <li>• Pages 821-828.</li> <li>• Berlin Conference Document.</li> <li>• Political cartoons.</li> <li>• Primary Based reading from the survivors of the genocide in Rwanda.</li> <li>• History of Rwandan genocide.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> <li>• Human and physical features map of Africa Quiz</li> <li>• Daily Teacher tools including comparing, synthesizing, identifying, interactive charts and analyzing data from resources about the transatlantic slave trade.</li> <li>• Lesson Quiz and Class Board discussion.</li> <li>• Daily Teacher tools including interpreting, inferring, summarizing, interactive maps/gallery, analyzing images, supporting main ideas w/ examples, classifying, and predicting about imperialism in Africa.</li> <li>• Movie questions to "Sometimes in April."</li> </ul>	<p>Africa Unit test.</p> <p>African National Research project.</p> <p>RAFT writing prompt to genocide in Rwanda.</p>
------------------------------	---	--	--	--