**Backwards Planning: Early College Academy 2021-2022 School Year**

**Course: Pre-AP World**

**Teacher: Erika Ninneman**

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| **1st Semester** | | | | |
| **Unit Name/Duration: Students are provided a notetaking guide and all readings.** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Renaissance, Reformation, Exploration (5 weeks)**  **During the Renaissance portion of this Unit Mrs. Gordon goes deeper into The Prince and we collaborate on this.** | **Analyze the impact of the unit subjects had on politics, society, religion, science, philosophy, demographics, art, and economic development in various global locations. Students will also apply the critical thinking skills of compare and contrast, cause and effect, and change and continuity over time.** | **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lectures – Renaissance, Reformation, Exploration in their 5 Stars.**  **4. Reading – The Prince**  **5. Art and Literature Activity – in class**  **6. DBQ – How did the Renaissance change Man’s View of Man? Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **6. Lecture – The Reformation**  **7. Martin Luther’s challenge to the Church**  **8. Martin Luther and Western Christendom**  **9. Exploration Nutshell annotation**  **10. Review Reading Guides**  **11. Lecture Motives for Exploration**  **12. Lecture European Conquest and Colonization**  **13. Analyze Mercantilism and Christopher Columbus**  **14. Maritime voyages**  **15. Atlantic Slave Trade**  **16. Columbian Exchange**  **17. Exploration or Reformation, which was more significant?**  **18. Map and cause and effect chart** | **NMPED WH 1a-c** | **For all units: Analysis of primary and secondary sources, review of note-taking skills, annotation and MS-HAPP, Ids, Short answer quizzes, MC Tests, projects** |
| **Unit Name/Duration:** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Absolutism and European Monarchies (2 weeks)** |  | **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lecture- Types of Monarchy**  **4. Lecture – Monarch of Spain and France**  **5. Virtual tour of Versailles**  **Video – Louis XIV**  **6. Lecture – Tudor and Stuart monarch**  **7. Lecture – Prussia and Russia**  **8. Lecture – Prussia and Russia** |  |  |
| **Unit Name/Duration:** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Scientific Revolution and the Enlightenment**  **(3 weeks)** |  | **Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lecture – The Scientific Revolution**  **4. Lecture – Enlightenment Ideas about Government**  **5. Lecture – Economics**  **6. Lecture – Education and the Environment**  **7. DBQ – Enlightenment Ideas Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **8. Who’s Who Chart?** | 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: a. Copernican view of the universe and Newton’s natural laws; b. tension and cooperation between religion and new scientific discoveries; c. impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe; d. events and ideas that led to parliamentary government (English civil war, glorious revolution); e. enlightenment philosophies used to support events leading to American and French revolutions; f. Napoleonic era (e.g., codification of law); Latin America’s wars of independence; |  |
| **Unit Name/Duration:** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Revolutions: American and French (3 weeks)**  **During this unit Mrs. Gordon’s class reads “Persepolis” and studies the Iranian Revolution while I teach the French Revolution** |  | **Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lecture – Analyzing a Revolution**  **4. Analyzing Revolutionary Artifacts**  **5. Lecture – American Revolution**  **6. Effects of American Revolution**  **7. Lecture – French Revolution**  **8. DBQ – the Reign of Terror – Was it Justified Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **9. Analyze Revolutionary artifacts.** | 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: a. Copernican view of the universe and Newton’s natural laws; b. tension and cooperation between religion and new scientific discoveries; c. impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe; d. events and ideas that led to parliamentary government (English civil war, glorious revolution); e. enlightenment philosophies used to support events leading to American and French revolutions; f. Napoleonic era (e.g., codification of law); Latin America’s wars of independence; |  |
| **Unit Name/Duration: Industrial Revolution**  **(3 weeks)**  **(For 2022 this will be 1 week in January)** | **Objectives:**  **Students will be able to:** | **Tasks/Activities**  **Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lectures – The Industrial Revolution and 18th and 19th Century Reform Movements**  **4. Evaluate the IR – Match pictures to the appropriate readings and present evidence of positive or negative effects of the IR. Will write a 2 sentence summary – what was it? Why positive or negative?**  **5. DBQ – Reasons for the start of the IR in Industrial Revolution Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **6. Small group – put together an essay using sentence strips regarding the DBQ question**  **7. Small group List and describe Protest Movements of the 19th century**  **8. Video – Engineering an Empire-Britain, Blood and Steel – Take notes using guide** | **Standard**  4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include: a. conditions that promoted industrialization; b. how scientific and technological innovations brought about change; c. 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; | **Formative/Summative Assessments** |
| **Imperialism (For 2022 this will be one week in January)**  **(2 weeks)**  **During this Unit Mrs. Gordon’s class also reads about Imperialism in Africa** |  | **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lectures – Imperialism in Africa and India and Imperialism in East Asia and Latin America.**  **4. DBQ – What was the Driving Force Behind European Imperialism in Africa? Hook, Background Essay, Docs A-F: highlight, annotate, GPERSIA, Big Pic Question Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **5. Industrialization and Imperialism Cause and Effect Chart**  **6. Industrialization and Imperialism Map and events using lecture notes** | 2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations;  5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include: a. clash of cultures; b. British empire expands around the world; c. 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); |  |
| **2nd Semester** | | | | |
| **Unit Name/Duration:**  **WWI**  **(4 weeks)**  **During this unit Mrs. Gordon’s class reads “All Quiet on the Western Front”, chemistry studies poison gas, and the math classes do something regarding trajectory using trench warfare.** | **Objectives:**  **Students will be able to: Analyze the impact of the unit subjects had on politics, society, religion, demographics, art, and economic development in various global locations.** | **Tasks/Activities**  **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Murder at Sarajevo – individual or pair create a 6-8 comic based on reading “Murder at Sarajevo.”**  **4. Lectures – Long Term Causes of WWI, Early Years of the War, The First Modern War, American Entry and Allied Victory, Two Plans for Peace**  **5. Video Peoples Century WWI-the Killing Fields – use the note-taking guide**  **6. DBQ – What were the Underlying Causes of WWI: Hook, background essay, documents 1-9: Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **7. WWI Culture Activity – in the Trenches and on the Home front: Analyzing Art, literature, Warfare and technology, propaganda, and the role of women.**  **8. US involvement in the war: The sinking of the Lusitania**  **9. Map – The Alliances of Europe**  **10. Negotiating the Peace: the Fourteen Points and excerpts from the Treaty of Versailles – Compare and contrast**  **11. DBQ – How did the Treaty of Versailles Cause WWII? Docs A-D Highlight, annotate, scaffolding questions – small group and whole class discussions.**  **10. Web review for WWI** | **Standards**  7. Analyze and evaluate the causes, events and effects of World War I, to include: a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck’s leadership); b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire); c. major turning points and the importance of geographic, military and political factors in decisions and outcomes; d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks); e. effects of loss of human potential through devastation of populations and their successive generations; f. effects of the Russian revolution and the implementation of communist rule; | **Formative/Summative Assessments**  **For all units: Analysis of primary and secondary sources, review of note-taking skills, annotation and MS-HAPP, Ids, Short answer quizzes, MC Tests, projects** |
| **Unit Name/Duration:**  **Between the Wars (3 weeks)** | **Objectives:**  **Students will be able to:** | **Tasks/Activities**  **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lectures-Two Revolutions on Russia, Lenin and Stalin, Late 19th century and Early 20th century Ideas, World Economy in the 1920s and 1930s**  **4. Fill in the Interwar Years Timeline – Date, and description**  **5. Video – People’s Century – Breadline using guided video notes**  **6. Russia Last Tsar – with video note taking guide**  **7. People’s Century: Red Flag-Communism in Russia with video note taking guide**  **8. Characteristics of Late 19th/early 20th century art and literature: read summaries of various Impressionism, Art Nouveau, Surrealism, cubism, Dada, and Modern Architecture, identify various art work and literary excepts, fill in the chart.**  **9. Project – choose one of the visual art styles and create your own artwork in that style that addresses a historically significant aspect of one of the following topics: Russian Civil War, Stalin’s rule in USSR, psychoanalysis, flappers, Great Depression, Chinese Civil War, Italian fascism, rise of Nazism in Germany**  **10. DBQ – Interwar Years Highlight, annotate, scaffolding questions – small group and whole class**  **11. Read “Preface to the Ukrainian Edition of *Animal Farm* and Richard Pipe’s regarding Lenin and Socialism** | **Standards**  7. Analyze and evaluate the causes, events and effects of World War I, to include: a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck’s leadership); b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire); c. major turning points and the importance of geographic, military and political factors in decisions and outcomes; d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks); e. effects of loss of human potential through devastation of populations and their successive generations; f. effects of the Russian revolution and the implementation of communist rule; | **Formative/Summative Assessments** |
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| **Unit Name/Duration:**  **WWII (3 weeks)** | **Objectives:**  **Students will be able to:** | **Tasks/Activities**  **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. The Road to War Picture Walk –Chart Id 3 visible elements, what do you think is going on?**  **4. Lectures – The Rise of Totalitarianism, Early Acts of Aggression, Fighting from 1939-1941, the Home front/War in the Pacific, War in Europe/Aftermath of WWII**  **5. Map – WWII, label, place events on the map, create a symbol, and describe the event. Use lecture notes. Fill out after each section of notes**  **6. DBQ – Analyze the various causes of WWII: Axis Aggression, weakness of League of Nations, and appeasement - Highlight, annotate, scaffolding questions – small group and whole class**  **7. Video – People’s Century – WWII – Master Race: Nazism Overtakes Germany – use note-taking guide**  **8. Video – People’s Century – WWII – Home front– use note-taking guide** | **Standards**  8. Analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include: a. failures and successes of the treaty of Versailles and the league of nations; rise of totalitarianism (e.g., Nazi Germany’s policies of European domination, holocaust); b. political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito June 2009 4 Mussolini, Francisco Franco); c. 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 dropped on Japan); | **Formative/Summative Assessments** |
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| **Unit Name/Duration:**  **Cold War (4 weeks)** | **Objectives:**  **Students will be able to:** | **Tasks/Activities**  **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3. Lectures – Origins of the Cold War, the Cold War in the 1950s and 1960s, The Vietnam War to the fall of the Soviet Union, Communism in China**  **4. Timeline – fill in with descriptions using lecture notes, include dates**  **5. Video – People’s Century – Communism Guerrilla War – use note-taking guide**  **6. . Video – People’s Century – The Cold War Begins – use note-taking guide**  **7. Readings – Cold war: Churchill vs. Stalin**  **8. Readings – NATO vs. Warsaw Pact**  **9. Readings – The Cuban Missile Crisis**  **10. DBQ – Who was responsible for the rising tensions during the Cold War - Highlight, annotate, scaffolding questions – small group and whole class**  **11. Readings – Cold War in Vietnam**  **12. DBQ – Analyze political, economic, and military aspects of the Cold War - Highlight, annotate, scaffolding questions – small group and whole class**  **13. Video-Cold War in China – use note taking guide**  **14. DBQ – Great Leap Forward and Cultural Revolution in China**  **15. Video – China’s Lost Girls – note taking guide**  **16. DBQ – China’s One-Child Policy: Was it a good Idea? - Highlight, annotate, scaffolding questions – small group and whole class**  **DBQ – MLK, Gandhi, and Mandela Why did Non-Violence Work? Highlight, annotate, scaffolding questions – small group and whole class** | **Standards**  9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include: 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 Soviet Union and the end of the cold war; l. use of technology in the information age; 10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include: a. French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh); b. Mohandas Gandhi’s non-violence movement for India’s independence; c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu); d. middle east conflicts (Israel, Palestine, Egypt); | **Formative/Summative Assessments** |
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| **Unit Name/Duration: Decolonization and Nationalism (6 weeks)** | **Objectives:**  **Students will be able to:** | **Tasks/Activities**  **1. Define vocabulary for this unit. Definitions are posted on my Weebly. Review in small groups the Nutshell: annotate using GPERSIA and relate to the Big picture question.**  **2. Complete reading guides – divide them up, share out and all must be handwritten in their 5 Stars.**  **3.Lectures: Globalism and a New World, Modern Latin America, Modern Africa and Asia, Middle East**  **4. Map**  **5. Videos - Colonial Rule is Overthrown in India and Africa** | **Standards 11. Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include: a. expansion of democracy in western hemisphere; b. immigration and migration issues; c. changes in foreign policy brings spiraling impact on each nation and international relations, trade; 12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: a. analyze perspectives that have shaped the structures of historical knowledge; b. describe ways historians study the past; c. explain connections made between the past and the present and their impact.** | **Formative/Summative Assessments** |
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| **Unit Name/Duration:** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |