

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 1: The First Global Age</p> <p>August</p>	<p>Analyze the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas.</p> <p>Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed.</p> <p>Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations.</p> <p>Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas</p> <p>Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and ways in which women and men worked.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will use the properties and functions of geographic representations and show how they can be used to represent, analyze and interpret geographic patterns and processes.</p>	<ul style="list-style-type: none"> • I can explain what motivated European exploration, and why it was successful. • I can identify factors gave the Europeans so much success in their encounters with non-European civilizations. • I can explain how the Europeans treated their Native American subjects. • I can analyze the impact that European rivalries had on the "New World." • I can identify the factors that led to the slave trade. • I can describe the Atlantic Slave Trade. • I can analyze the impacts that the slave trade had on the civilizations in Africa. • I can describe the social system established in Latin America. • I can explain how did European countries controlled their territories.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 2: Upheaval & Enlightenment</p> <p>September</p>	<p>Analyze the importance of discoveries in mathematics, physics, biology, and chemistry for European society.</p> <p>Explain the development and significance of the “scientific method.”</p> <p>Account for the coexistence of the new scientific rationalism with traditional learning and practices such as astrology, magic, and witchcraft.</p> <p>Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution.</p> <p>Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education</p> <p>Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions.</p> <p>Explain how academies, salons, and popular publishing contributed to the dissemination of Enlightenment ideas</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will use the properties and functions of geographic representations and show how they can be used to represent, analyze and interpret geographic patterns and processes.</p>	<ul style="list-style-type: none"> • I can analyze the causes and impacts of the Scientific Revolution • I can describe humanity's changing understanding of the universe. • I can explain how the way people understood and pursued knowledge changed at this time. • I can identify the major Enlightenment thinkers and explain their ideas. • I can identify ways in which Enlightenment ideas spread. • I can the extent to which some rulers allowed Enlightenment ideals to influence their countries.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 3: Revolution & Napoleon</p> <p>September-October</p>	<p>Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France.</p> <p>Compare the causes, character, and consequences of the American and French revolutions.</p> <p>Explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century</p> <p>Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women.</p> <p>Describe how the wars of the revolutionary and Napoleonic period changed Europe and assess Napoleon's effects on the aims and outcomes of the revolution.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	<ul style="list-style-type: none"> • I can trace the cause and course of the American Revolution. • I can explain the origins of French Revolution • I can trace the course of the French Revolution from the meeting of the Estates-General to the toppling of the Directory. • I can identify specific ways in which the Revolution changed French society. • I can identify the different factions in the French Revolution and what their general goals were. • I can trace the course of Napoleon's reign, from the overthrow of the Directory to his final exile. • I can assess the extent to which Napoleon preserved and spread the Revolution. • I can analyze the reasons for Napoleon's defeat. • I can analyze what the victorious powers were attempting to do at the Congress of Vienna, and how they went about doing it.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 4: The Industrial Revolution October-November</p>	<p>Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land-holding.</p> <p>Identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization.</p> <p>Assess the relative importance of geographical, economic, technological, and political factors that permitted or encouraged the rise of mechanized industry in England.</p> <p>Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities.</p> <p>Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	<ul style="list-style-type: none"> • I can explain the origins and causes of the Industrial Revolution, AND explain why it began in Great Britain. • I can trace the development of the Industrial Revolution from the spinning of cotton to the development of railroads. • I can explain where and how the Industrial Revolution spread. • I can identify ways in which the Industrial Revolution began changing societies. • I can analyze the different ways in which people wanted to organize their economies. • I can describe the impacts of the Second Industrial Revolution, and how it shaped society and contributed to a world economy. • I can describe the values and realities of the new social classes being created by the Industrial Revolution. • I can describe the role of women during this era, and the struggle for greater equality.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 5: The New Imperialism November-December</p>	<p>Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China</p> <p>Analyze the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America.</p> <p>Compare the political roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements.</p> <p>Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal..</p> <p>Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets.</p> <p>Analyze the internal and external causes of the Meiji Restoration.</p> <p>Analyze the goals and policies of the Meiji state and their impact on Japan's modernization.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	<ul style="list-style-type: none"> • I can analyze why Westerners embarked upon imperial conquests. • I can identify which countries were able to avoid being colonized, and how they did so. • I can explain the various methods Westerners used to control their territories. • I can analyze resistance to imperialism that emerged in colonized territories. • I can describe how British rule affected India. • I can describe what led to revolts in Latin America, why some were successful, and why others largely failed. • I can describe what kind of societies and leadership emerged in Latin America after independence. • I can trace the decline of the Qing Dynasty from their defeat in the Opium War to the final collapse of the Qing Dynasty. • I can describe the changes China's government went through following the Revolution of 1911. • I can trace Japan's transition from a victim of imperialism to an aggressive imperial power, from Matthew Perry through the Russ-Japanese War.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
Unit 5 Continued	Explain changes in Japan's relations with China and the Western powers from the 1850s to the 1890s.	Students will use the properties and functions of geographic representations and show how they can be used to represent, analyze and interpret geographic patterns and processes.	
Unit 6: The Great war and the Russian Revolution January	<p>Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war.</p> <p>Analyze the precipitating causes of the war and the factors that produced military stalemate.</p> <p>Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war."</p> <p>Explain how massive industrial production and innovations in military technology affected strategy, tactics, and the scale and duration of the war.</p> <p>Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p>	<ul style="list-style-type: none"> I can identify the long-term factors that set the stage for WWI. I can explain the chain of events that led to WWI, beginning with the assassination. I can evaluate who deserves blame for beginning the war. I can describe the type of warfare that emerged on the Western front, and compare it to the Eastern front. I can analyze the impact of technology on the military strategies of the war. I can explain why this was truly a "world" war. I can explain the effects of Total War on the civilian populations and the war effort. I can identify the causes of the Revolutions in Russia. I can analyze the ways that Lenin modified Marxist theory to fit his circumstances. I can identify who fought in the Russian Civil War, who won, and why.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
<p>Unit 6 Continued</p> <p>Unit 7: The Interwar Years February</p>	<p>Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical.</p> <p>Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia.</p> <p>Assess the effects of the New Economic Policy on Soviet society, economy, and government</p> <p>Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement.</p> <p>Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world</p> <p>Assess the human costs of the Depression, and compare its impact on economy and society in different countries and economic regions of the world.</p> <p>Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan.</p>	<p>Students will use the process of persuasion, compromise, consensus building, and negotiation to contribute to the resolution of conflicts and differences.</p> <p>Students will use the properties and functions of geographic representations and show how they can be used to represent, analyze and interpret geographic patterns and processes.</p> <p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p>	<ul style="list-style-type: none"> • I can explain what brought the Great War to a close. • I can analyze what the victorious powers were attempting to do at the Paris Peace Conference, and how they went about doing it. • I can identify where the principle of self-determination was followed, and where was it ignored. • I can analyze the failure of peacekeeping efforts in the Interwar era. • I can explain what caused the Great Depression, and how it became a global event. • I can analyze the different approaches economists and countries took in dealing with the Great Depression • I can analyze the basic characteristics, the goals, and the appeal of fascism. • I can analyze the ways that totalitarian dictators gained power in the Soviet Union, Italy, and Germany

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can . . .)
Unit 7 Continued	<p>Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II.</p> <p>Explain German, Italian, and Japanese military conquests and drives for empire in the 1930s.</p> <p>Analyze the precipitating causes of the war and the reasons for early German and Japanese victories.</p> <p>Analyze the motives and consequences of the Soviet nonaggression pacts with Germany and Japan.</p>	<p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p> <p>Students will use the process of persuasion, compromise, consensus building, and negotiation to contribute to the resolution of conflicts and differences.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	<ul style="list-style-type: none"> I can describe how Hitler and Stalin transformed their countries I can describe Hitler's goals for Germany and Europe. I can describe how totalitarian regimes used new technology to their purposes. I can describe how the Great Depression affected Japan. I can identify the various factions fighting in China at this time and what they were trying to accomplish. I can describe how Chiang-Kai Shek was trying to change China and evaluate how successful he was.
Unit 8: World War II & the Holocaust February-March	<p>Explain the major turning points of the war, and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific.</p> <p>Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p>	<ul style="list-style-type: none"> I can trace the steps of Axis aggression. I can explain how the Western powers responded to aggression, and why they took this approach.. I can explain why Japan went to war. I can trace the course of the European theater, from the invasion of Poland to the occupation of Berlin. I can identify the major turning points in the war.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can...)
<p>Unit 8 Continued</p>	<p>Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust.</p> <p>Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction.</p> <p>Assess the consequences of World War II as a total war.</p>	<p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p> <p>Students will use the process of persuasion, compromise, consensus building, and negotiation to contribute to the resolution of conflicts and differences.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	<ul style="list-style-type: none"> • I can trace the course of the Pacific theater, from the attack on Pearl Harbor to the final surrender of Japan. • I can analyze what factors persuaded Truman to drop the atomic bombs. • I can describe what the Nazis did in the territories that they conquered. • I can describe the goals of Nazi genocide, and how they went about achieving them. • I can describe Japanese colonial policies. • I can describe the economic mobilization necessary to fight the war. • I can analyze the impact of the war on civilian populations.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can...)
<p>Unit 9: The Cold War March-April</p>	<p>Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War.</p> <p>Analyze major differences in the political ideologies and values of the Western democracies and the Soviet bloc</p> <p>Explain the causes and international and local consequences of major Cold War crises, such as the Berlin blockade, the Korean War, the Polish workers' protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia.</p> <p>Analyze how political, diplomatic, and economic conflict and competition between the United States and the Soviet Union affected developments in such countries as Egypt, Iran, the Congo, Vietnam, Chile, and Guatemala.</p> <p>Analyze interconnections between superpower rivalries and the development of new military, nuclear, and space technology.</p>	<p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p> <p>Students will use the process of persuasion, compromise, consensus building, and negotiation to contribute to the resolution of conflicts and differences.</p>	<ul style="list-style-type: none"> • I can analyze the origin and nature of the Cold War. • I can trace the course of the Cold War from the end of World War II through the dissolution of the USSR. • I can describe how Western Europe recovered from World War II. • I can analyze how and where the Soviet Union was able to assert its will in Eastern Europe. • I can explain what the methods the US and USSR used to compete against each other. • I can analyze the impact of Sputnik. • I can describe nuclear strategy. • I can analyze the causes of the Cuban Missile Crisis, the options available to Kennedy, and the potential consequences of those courses of action • I can analyze the causes of the decline and collapse of the Soviet Union. • I can analyze the impact of the Cold War on countries around the world.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can...)
<p>Unit 9 Continued</p> <p>Unit 10: The Modern World</p> <p>April-May</p>	<p>Assess the impact of Indian nationalism on other movements in Africa and Asia and analyze why the subcontinent was partitioned into India and Pakistan</p> <p>Analyze why some African and Asian countries achieved independence through constitutional devolution of power and others as a result of armed revolution.</p> <p>Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states.</p> <p>Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority.</p> <p>Analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries.</p>	<p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>Students will use historical lessons to inform decision making.</p> <p>Students will use primary and secondary sources of information to analyze historical event and include an examination of the credibility of each source.</p> <p>Students will develop theses and use evidence to support or refute positions.</p> <p>Students will analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.</p> <p>Students will analyze issues through the critical use of information of various primary and secondary sources.</p>	<ul style="list-style-type: none"> • I can explain how India won its independence, and analyze its difficulties with Pakistan. • I can describe how former European colonies won their independence. • I can analyze the struggles former European colonies have faced politically and economically. • I can trace the course of the Israeli-Palestinian conflict from the Balfour Declaration to present. • I can analyze the major current issues in the Middle East, and the future outlook. • I can analyze why terrorism persists around the world. • I can explain what causes genocide and what can be done to prevent it in the future. • I can analyze the why some countries and peoples remain so much poorer than others. • I can analyze the role of the United States in the current, multipolar world.

World Studies HWS Pacing Guide

Content	National Standards from UCLA	Skills	AfL Standards (I can...)
Unit 10 Continued	<p>Analyze the causes, consequences, and moral implications for the world community of mass killings or famines in such places as Cambodia, Somalia, Rwanda, and Bosnia-Herzegovina.</p> <p>Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.</p> <p>Analyze causes and consequences of the world's shift from bipolar to multipolar centers of economic, political, and military power.</p>	<p>Students will use the process of persuasion, compromise, consensus building, and negotiation to contribute to the resolution of conflicts and differences.</p> <p>Students can analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p>	