**Calloway Co. High School**

**Social Studies Department**

**World Civ. Core Content Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates Covered** | **Chapter** | **Core Content** | **Main Topics** |
| Week 1 &2 | 1 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.1  Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.  DOK 2 | * Renaissance(Italian and Northern) * Protestant Reformation * Counter Reformation |
| Week 3 & 4 | 2 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.2  Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.  DOK 2 | * Exploration * Conquistadors * Colonies * Columbian Exchange * Atlantic Slave Trade * Mercantilism |
| Week 5 | 4 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.2  Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.  DOK 2 | * Absolute Monarchs * Divine Right * Golden Age * Spanish Armada * Palace at Versailles * English Civil War * English Bill of Rights |
| Week 6 & 7 | 5 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  SS-HS-1.1.2  Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).  DOK ⁵  SS-HS-1.2.1  Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the “common good” (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).  DOK 3  SS-HS-1.2.2  Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the “common good.”  DOK 3  *SS-HS-⁵.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.3  Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.  DOK 3 | * Scientific Revolution * Scientific Method * Enlightenment * American Revolution |
| Week 8 &9 | 6 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  SS-HS-1.1.2  Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).  DOK 2  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3 | * The French Revolution * Reign of Terror * Napoleon’s Reign |
| Week 9 & 10 | 7 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-3.2.1  Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.  DOK 2  *SS-HS-3.2.2*  *Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.*  SS-HS-3.4.2  Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.  DOK 2  SS-HS-4.3.1  Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.2.2  Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.  DOK 2  SS-HS-5.2.4  Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s  DOK 3 | * Agricultural Revolution * Industrial Revolution * Immigration * Growth of the Middle Class * Capitalism * Socialism * Labor Unions |
| Week 11 | 8 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-3.4.2  Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.  DOK 2  SS-HS-4.3.2  Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.  DOK 2  *SS-HS-4.4.1*  *Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.2.2  Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.  DOK 2  SS-HS-5.2.4  Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s  DOK 3 | * Second Industrial Revolution * Advances in Technology * Scientific and Medical Achievements * Changes in Society and daily life |
| Week 12 &13 | 10 | SS-HS-2.1.1  Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 2  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.2.4  Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s  DOK 3  SS-HS-5.3.4  Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).  DOK 3 | * Nationalism * Italian Unification * German Unification * Dual Monarchy * Balkan and Crimean Wars * Balfour Declaration * October Revolution |
| Week 13 &14 | 11 | *SS-HS-⁵.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.2.4  Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s  DOK 3  SS-HS-5.3.4  Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).  DOK 3 | * Age of Imperialism * Ghandi * Social Darwinism * Taking over Africa * Decline of Qing Dynasty * Rise of imperialist Japan |
| Week 15 &16 | 12 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-3.3.1  Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.4  Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).  DOK 3 | * World War I * Trench warfare * New weapons * Russian Revolution * Armenian Genocide * Zimmerman Note * Treaty at Versailles * League of Nations |
| Week 16 | 13 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-3.1.1  Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.  DOK 2  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.2.4  Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s  DOK 3  SS-HS-5.2.5  Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).  DOK 3  SS-HS-5.3.4  Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).  DOK 3 | * Unrest in Asia and Africa * Great Depression * Japanese Imperialism * Growth of European Dictators- Stalin, Hitler, Mussolini |
| Week 17 &18 | 14 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-3.1.1  Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.  DOK 2  SS-HS-5.2.5  Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).  DOK 3  SS-HS-5.3.4  Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).  DOK 3  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3 | * World War II * Holocaust * Bombing of Hiroshima and Nagasaki * Yalta and Potsdam Conference * United Nations |
| Week 18 | 15 | *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3  SS-HS-5.3.5  Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.  DOK 3 | * Cold War * Berlin Airlift * NATO * Cuban Missile Crisis * Korean and Vietnam Wars * Ethnic Cleansing in Eastern Europe * European Union * War on Terrorism |