

# **Social Studies Course of Study 2014**



Wickliffe City School District  
2221 Rockefeller Road  
Wickliffe, Ohio 44092

**Wickliffe City Schools**  
Grade Kindergarten Social Studies - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1 - August – September	Gov. 9 –Individuals have shared responsibilities toward the achievement of common goals in schools and communities.
Unit 2 – August –October	Gov.10 –The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.  H.1 –Time can be measured.
<b>Quarter 2</b>	
Unit	Standards
Unit 3 –November- January History/Geography	H.3 Heritage is reflected through the arts, customs, traditions, family celebrations and language. H.4 Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem. G. 5 Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. G.6 Models and maps represent real places.
<b>Quarter 3</b>	
Unit	Standard
Unit 4 – January - March  History/Geography	H.4 Nations are represented by symbols and practices. Symbols and practices of the United States include the American Flag, Pledge of Allegiance, and the National Anthem.  G.7 Humans depend on and impact the physical environment in order to supply food, clothing and shelter. G.8 Individuals are unique but share common characteristics of multiple groups.
<b>Quarter 4</b>	
Unit	Standard
Unit 5 – March - May History/Economics	H.2 –Personal history can be shared through stories and pictures. E. 11 – People have many wants and make decisions to satisfy those wants. These decisions impact others. E.12 –Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.

**Wickliffe City Schools**  
Grade 1 Social Studies -Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Government/Civic Participation (9 weeks)	Government 8: Individuals are accountable for their actions Government 9: Collaboration requires group members to respect the rights and opinions of others Government 10: Rules exist in different settings
<b>Quarter 2</b>	
Unit	Standards
History (9 weeks)	History 1: Time can be divided into categories (e.g. months of the year, past, present and future) History 2: Photographs, letters, artifacts, and books can be used to learn about the past History 3: The way basic human needs are met has changed over time
<b>Quarter 3</b>	
Unit	Standards
Geography (9 weeks)	Geography 4: Maps can be used to locate and identify places Geography 5: Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people) Geography 6: Families interact with the physical environment differently in different times and places Geography 7: Diverse cultural practices address basic human needs in various ways and may change over time
<b>Quarter 4</b>	
Unit	Standards
Economics (9 weeks)	Economics 11: People produce and consumer goods and services in the community Economics 12: People trade to obtain goods and services they want Economics 13: Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want Economics 14: Currency is used as a means of economic exchange

**Wickliffe City Schools**  
Grade 2 Social Studies -Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Government (9 weeks)	10. Personal accountability includes making responsible choices, taking responsibility for personal actions and 11. Groups are accountable for choices they make and actions they take. 12. There are different rules that govern behavior in different settings.
<b>Quarter 2</b>	
Unit	Standards
Geography (9 weeks)	5. Maps and their symbols can be interpreted to answer questions about location of places. 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. 7. Human activities alter the physical environment, both positively and negatively. 8. Cultures develop in unique ways, in part through the influence of the physical environment. 9. Interactions among cultures lead to sharing ways of life.
<b>Quarter 3</b>	
Unit	Standards
Economics (9 weeks)	13. Information displayed on bar graphs can be used to compare quantities. 14. Resources can be used in various ways. 15. Most people around the world work in jobs in which they produce specific goods and services. 16. People use money to buy and sell goods and services. 17. People earn income by working.
<b>Quarter 4</b>	
Unit	Standards
History (9 weeks)	1. Time can be shown graphically on calendars and timelines. 2. Change over time can be shown with artifacts, maps and photographs. 3. Science and technology have changed daily life.

**Wickliffe City Schools**  
Grade 3 Social Studies – Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1 – October 6 weeks	<p>Hist. 1 Events in local history can be shown on timelines organized by years, decades and centuries.</p> <p>Hist. 2 Primary sources, such as artifacts, maps and photographs, can be used to show change over time.</p> <p>Hist. 3. Local Communities change over time.</p> <p>Geo. 4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <p>Geo. 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</p> <p>Geo 6. Evidence of human modification of the environment can be observed in the local community.</p> <p>Geo. 7. Systems of transportation and communication move people, products and ideas from place to place.</p> <p>Geo 8. Communities may include diverse cultural groups.</p>
<b>Quarter 2</b>	
Unit	Standards
Unit 2 – January 6 weeks	<p>Econ. 14 Line Graphs are used to show changed in data over time.</p> <p>Econ. 15. Both positive and negative incentives affect people's choices.</p> <p>Econ. 16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p> <p>Econ. 17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p> <p>Econ. 18. A market is where buyers and sellers exchange goods and services.</p> <p>Econ. 19. Making decisions involves weighing costs and benefits.</p> <p>Econ. 20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>
<b>Quarter 3</b>	
Unit	Standards
Unit 3- March 6 weeks	<p>Govt. 9. Members of local communities have social and political responsibilities.</p> <p>Got. 10. Individuals make the community a better place by solving problems in a way that promotes the common good.</p> <p>Govt. 11. Laws and rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p> <p>Govt. 12. Governments have authority to make and enforce laws.</p> <p>Got. 13. The structure of local governments may differ from one community to another.</p>

**Wickliffe City Schools**  
Grade 3 Social Studies – Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
<p>Geography 9 weeks</p>	<p>Spatial Thinking and Skills - 9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>Places and Regions - 10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p> <p>Places and Regions - 11 The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p> <p>Human Systems – 12 People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.</p> <p>Human Systems -13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.</p> <p>Human Systems - 14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States</p>
<b>Quarter 2</b>	
Unit	Standards
<p>Government 9 weeks</p>	<p>Civic Participation and Skills - 15 Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>Civic Participation and skills - 16 Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p>

	<p>Civic Participation and Skills - 17          Effective participants in a democratic society engage in compromises          Rules and Laws - 18          Laws can protect rights, provide benefits and assign responsibilities.          Rules and Laws - 19          The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the first amendment.          Roles and Systems of Government - 20          A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.          Roles and Systems of Government - 21          The Ohio Constitution and U.S. Constitution separate the major responsibilities of government among three branches.</p>
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**Quarter 3**

Unit	Standards
<p>History            9 weeks</p>	<p>Historical Thinking and Skills - 1            The order of significant events in Ohio and the United States can be shown on a timeline.            Historical Thinking and Skills - 2            Primary and secondary sources can be used to create historical narratives            Heritage - 3            Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.            Heritage - 4            The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.            Heritage - 5            The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.            Heritage - 6            The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.            Heritage - 7            Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.            Heritage 8</p>

Many technological innovations that originated in Ohio benefited the United States.

**Quarter 4**

Unit

Standards

Economics  
9 weeks

Economic Decision Making and Skills - 22  
Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).  
Product Consumption - 23  
Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.  
Financial Literacy - 24  
Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.



**Wickliffe City Schools**  
Grade 5 Social Studies-Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1-Economics  13 (August) 15, 16 (September) 17, 14, 18 (October)	13—Economics—Economic Decision Making and Skills: Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. 15—Economics—Scarcity: The availability of productive resources (i.e., human resources, capital goods, and natural resources) promotes specialization that leads to trade. 16—Economics—Production and Consumption: The availability of productive resources and the division of labor impact productive capacity. 17—Economics—Markets: Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available. 14—Economics—Decision Making Skills: The choices people make have both present and future consequences. 18—Economics—Financial Literacy: Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.
<b>Quarter 2</b>	
Unit	Standards
Unit 2  1 (November) 2, 6 (December-January)	1—History—Historical Thinking: Multiple-tier timelines can be used to show relationships among events and places. 2—Geography—Spatial Thinking and Skills: Latitude and longitude can be used to make observations about location and generalizations about climate. 6—Geography—Spatial Thinking and Skills: Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
<b>Quarter 3</b>	
Unit	Standards
Unit 3  2 (January) 8, 10 (February) 12 (March)	2—History—Early Civilizations: Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products. 8—Geography—Human Systems: American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

	<p>10—Geography—Human Systems: The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p> <p>12—Government—Roles and Systems of Government: Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</p>
<b>Quarter 4</b>	
<b>Unit</b>	<b>Standards</b>
<p>Unit 4</p> <p>3 (March/April)</p> <p>7, 9 (April)</p> <p>11 (May)</p>	<p>3—History—Heritage: European exploration and colonization had lasting effects that can be used to understand the Western Hemisphere today.</p> <p>7—Geography—Human Systems: Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>9—Geography—Human Systems: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p>11—Government—Civic Participation and Skills: Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p>

**Wickliffe City Schools**  
Grade 6 Social Studies-Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Maps Themes of Geography United States Business/Economics Mexico	3. Globes and other geographic tools can be used to gather process and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed. 4. Latitude and longitude can be used to identify absolute location. 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic). 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce. 14. When regions and/or countries specialize, global trade occurs. 15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used. 16. When selecting items to buy, individuals can compare the price and quality of available goods and services.
<b>Quarter 2</b>	
Unit	Standards
Unit Central America & The Caribbean Southern Europe • Italy, Spain, Portugal, Greece West Central Europe • Germany, France, BENELUX Northern Europe Italy, UK, Scandinavia	1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic). 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. 11. Economists compare data sets to draw conclusions about relationships among them. 12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individual societies.
<b>Quarter 3</b>	

Unit	Standards
Russia Southwest & Central Asia <ul style="list-style-type: none"> <li>• Eastern Med, Turkey, Israel, Lebanon, Syria, Jordan</li> </ul> The Arabian Peninsula, Iran, Iraq	<p>2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</p> <p>10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p> <p>6. Variations among physical environments within the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p>

**Quarter 4**

Unit	Standards
South & East Asia <ul style="list-style-type: none"> <li>• India, China, Mongolia, Taiwan, Japan, Koreas</li> </ul> Africa <ul style="list-style-type: none"> <li>• North, East</li> </ul>	<p>2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices</p> <p>3. Globes and other geographic tools can be used to gather process and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed.</p> <p>5. c Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p> <p>12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individual societies.</p>

**Wickliffe City Schools**  
Grade 7 Social Studies-Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1 Geography & History Review 2 - 3 weeks	<p>G.STS 7.12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>G.HS 7.13 Geographic factors promote or impede the movement of people, products, and ideas</p> <p>E.EDM&amp;S 7.19 Individuals, governments and business must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>E.M.7.21 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged the specialization and transition from barter to monetary economies.</p>
Unit 2 Intro to Government and Ancient Greece 5 – 6 weeks	<p>H.EC 7.2 The civilization that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p>G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>G.RS of G 7.17 Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p>
<b>Quarter 2</b>	
Unit	Standards
Unit 3 Ancient Rome 5 – 6 weeks	<p>Standards</p> <p>H.EC 7.2 The civilization that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p>H.F&amp;T 7.3 Germanic Invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <p>G.HS. 7.15 Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p>G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>G.RS of G 7.17 Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p>

<p>Unit 4 Ancient Africa 2 – 3 weeks</p>	<p>H.FGA 7.8 Empires in Africa (Ghana, Mali, and Songhai) and Asia (Byzantine, Ottoman, Mongol and China) grew as commercial and cultural centers along trade routes.  G.HS 7.13 Geographic factors promote or impede the movement of people, products, and ideas  G.HS 7.14 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.  G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.  E.S.7.20 The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.  E.M.7.21 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged the specialization and transition from barter to monetary economies.</p>
<p>Unit 5 Culture &amp; World Religions 2-3 weeks</p>	<p>G.STS 7.12. Maps and other geographic representations can be used to trace the development of human settlement over time.  G.HS 7.14 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.  G.HS. 7.15 Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p>

<p><b>Quarter 3</b></p>	<p><b>Quarter 3</b></p>
<p>Unit</p>	<p>Standard</p>
<p>Unit 6 Islamic Conquests, &amp; Achievements 3-4 weeks</p>	<p>H.F&amp;T 7.5 Achievements in medicine, science, math, and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into the Western Europe a result of the Muslim Conquests, Crusades and trade, influencing the European Renaissance.  G.STS 7.12. Maps and other geographic representations can be used to trace the development of human settlement over time.  G.HS 7.13 Geographic factors promote or impede the movement of people, products, and ideas  G.HS 7.14 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.  G.HS. 7.15 Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.  G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>
<p>Unit 7 Middle Ages 5-6 weeks</p>	<p>H.HT&amp;S 7.1 Historians and archaeologists describe historical events and issues from the perspectives of people the time to avoid evaluating the past in terms of today’s norms and values.  H.F&amp;T 7.4 Mongol influences led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</p>

	<p>H.F&amp;T 7.5 Achievements in medicine, science, math, and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into the Western Europe a result of the Muslim Conquests, Crusades and trade, influencing the European Renaissance.</p> <p>G.STS 7.12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>G.HS 7.13 Geographic factors promote or impede the movement of people, products, and ideas</p> <p>G.HS 7.14 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</p> <p>G.RS of G 7.18 With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>E.S.7.20 The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade, and interdependence.</p> <p>E.M.7.21 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged the specialization and transition from barter to monetary economies.</p>
<b>Quarter 4</b>	<b>Quarter 4</b>
Unit	Standard
Unit 8 Renaissance 3 weeks	<p>H.HT&amp;S 7.1 Historians and archaeologists describe historical events and issues from the perspectives of people the time to avoid evaluating the past in terms of today’s norms and values.</p> <p>H.F&amp;T 7.5 Achievements in medicine, science, math, and geography by the Islamic civilization dominated most Mediterranean after the decline of the Roman Empire. These achievements were introduced into the Western Europe a result of the Muslim Conquests, Crusades and trade, influencing the European Renaissance.</p> <p>H.F&amp;T 7.6 The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, &amp; social changes.</p> <p>G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>G.RSofG 7.18 With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>
Unit 9 Reformation 3 weeks	<p>H.HT&amp;S 7.1 Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.</p> <p>H.F&amp;T 7.6 The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, &amp; social changes.</p> <p>H.F&amp;T 7.7 The Reformation introduced changes in religion including the emergence of the Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</p> <p>G.CPS 7.16 The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>G.RS of G 7.18 With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>

<p>Unit 10 Exploration &amp; Expansion into the Americas 3 weeks</p>	<p>H.F&amp;T 7.7 The Reformation introduced changes in religion including the emergence of the Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</p> <p>H.FGA 7.9 The advent of the Trans-Saharan slave trade had profound effects on both West and Central Asia and the receiving societies.</p> <p>H.FGA 7.10 European economic and cultural influences dramatically increased through explorations, conquests, and colonization.</p> <p>H.FGA 7.11 The Columbian Exchange (exchange of fauna, flora, and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>G.STS 7.12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>G.HS 7.13 Geographic factors promote or impede the movement of people, products, and ideas</p> <p>G.HS 7.14 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</p> <p>G.HS. 7.15 Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p>
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**Wickliffe City Schools**  
Grade 8 Social Studies -Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
	<p><b>Strand: History Colonization to Independence</b> European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.</p> <ol style="list-style-type: none"> <li>1. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</li> <li>2. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</li> <li>3. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</li> <li>4. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</li> </ol> <ol style="list-style-type: none"> <li>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</li> </ol>
<b>Quarter 2</b>	
Unit	Standards
Oct 27 – Jan 22	<p><b><i>A New Nation</i></b> The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution. Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy. Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits. Participation in social and civic groups can lead to the attainment of individual and public goals. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p>

	<p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits</p> <p>. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</p> <p>The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</p> <p>The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p> <p>The U.S. Constitution protects citizens' rights by limiting the powers of government.</p> <p>Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.</p> <p>Informed citizens understand how media and communication technology influence public opinion.</p>
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### Quarter 3

Unit	Standard
Unit	<p>The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.</p> <p>Actions of early presidential administrations</p> <p>The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.</p> <p>The United States added to its territory through treaties and purchases.</p> <p>Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p> <p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p> <p>The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole</p> <p>Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.</p> <p>The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>

Quarter 4	
Unit	Standard
	<p>Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.</p> <p>Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p>The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p> <p>Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.</p> <p>Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.</p> <p>Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p> <p>Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.</p> <p>The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>

**Wickliffe City Schools**  
Modern World History - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
<p>Historical Thinking and Skills (Incorporated throughout the duration of the quarter)</p> <p>Age of Enlightenment (1600-1800)</p> <p>Age of Revolutions (1750-1914): Part I</p>	<ol style="list-style-type: none"> <li>1. Historical events provide opportunities to examine alternative courses of action</li> <li>2. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>3. Historians develop theses and use evidence to support or refute positions.</li> <li>4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> </ol> <ol style="list-style-type: none"> <li>1. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.</li> <li>2. Enlightenment thinkers applied reason to discover natural laws guiding human nature in Social, political, and economic systems and institutions.</li> <li>3. Enlightenment ideas challenged practices related to religious authority, absolute rule, and mercantilism.</li> </ol> <ol style="list-style-type: none"> <li>1. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution, and Latin American Wars for independence.</li> </ol>
<b>Quarter 2</b>	
Unit	Standards
<p>Historical Thinking and Skills (Incorporated throughout the duration of the unit)</p> <p>Age of Revolutions (1750-1914): Part II</p> <p>Imperialism (1800-1914)</p>	<ol style="list-style-type: none"> <li>1. Historical events provide opportunities to examine alternative courses of action</li> <li>2. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>3. Historians develop theses and use evidence to support or refute positions.</li> <li>4. Historians analyze cause, effect, sequence, and correlation in historical events, including Multiple causation and long and short term causal relationships.</li> </ol> <ol style="list-style-type: none"> <li>1. Industrialization had social, political, and economic effects on Western Europe and the World.</li> </ol>

<p>Achievement and Crisis (1900-1945): Part I</p>	<ol style="list-style-type: none"> <li>1. Imperial expansion had political, economic, and social roots.</li> <li>2. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and direct political control.</li> <li>3. The consequences of imperialism were viewed differently by the colonizers and the colonized.</li> </ol> <ol style="list-style-type: none"> <li>1. Advances in technology, communication, and transportation improved lives, but also had negative consequences.</li> <li>2. The causes of World War I included militarism, imperialism, nationalism, and alliances.</li> </ol>
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**Quarter 3**

Unit	Standard
<p>Historical Thinking and Skills  (Incorporated throughout the duration of the quarter)</p> <p>Achievement and Crises (1900-1945): Part II</p> <p>The Cold War (1945-1991): Part I</p>	<ol style="list-style-type: none"> <li>1. Historical events provide opportunities to examine alternative courses of action</li> <li>2. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>3. Historians develop theses and use evidence to support or refute positions.</li> <li>4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> </ol> <ol style="list-style-type: none"> <li>1. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of appeasement which in turn led to WWII.</li> <li>2. Oppression and discrimination resulted in the Armenian Genocide during World War I, and the Holocaust, the state-sponsored mass murder of the Jews and other groups, during World War II.</li> <li>3. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</li> </ol> <ol style="list-style-type: none"> <li>1. The United States and the Soviet Union became superpowers and competed for global influence.</li> <li>2. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</li> </ol>

**Quarter 4**

Unit	Standard
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<p>Historical Thinking and Skills</p> <p>(Incorporated throughout the duration of the quarter)</p>	<ol style="list-style-type: none"> <li>1. Historical events provide opportunities to examine alternative courses of action</li> <li>2. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>3. Historians develop theses and use evidence to support or refute positions.</li> <li>4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> </ol>
<p>The Cold War (1945-1991): Part II</p>	<ol style="list-style-type: none"> <li>1. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</li> <li>2. Religious diversity, the end of colonial rule, and rising nationalism has led to regional conflicts in the Middle East.</li> <li>3. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</li> <li>4. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</li> </ol>
<p>Globalization (1991-Present)</p>	<ol style="list-style-type: none"> <li>1. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States, and the non-aligned world.</li> <li>2. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.</li> <li>3. Political and cultural groups have struggled to achieve self-governance and self-determination</li> <li>4. Emerging economic powers and improvements in technology have created a more interdependent global economy.</li> <li>5. Proliferation of nuclear weapons has created a challenge to world peace.</li> <li>6. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations, has created societal and governmental challenges.</li> <li>7. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness, and a movement for the sustainability of the world's resources.</li> </ol>

**Wickliffe City Schools**  
Honors Modern World History - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
<p>Historical Thinking and Skills (Incorporated throughout the duration of the quarter)</p> <p>Age of Enlightenment (1600-1800)</p> <p>Age of Revolutions (1750-1914): Part I</p>	<ol style="list-style-type: none"> <li>5. Historical events provide opportunities to examine alternative courses of action</li> <li>6. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>7. Historians develop theses and use evidence to support or refute positions.</li> <li>8. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> </ol> <ol style="list-style-type: none"> <li>4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.</li> <li>5. Enlightenment thinkers applied reason to discover natural laws guiding human nature in Social, political, and economic systems and institutions.</li> <li>6. Enlightenment ideas challenged practices related to religious authority, absolute rule, and mercantilism.</li> </ol> <ol style="list-style-type: none"> <li>2. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution, and Latin American Wars for independence.</li> </ol>
<b>Quarter 2</b>	
Unit	Standards
<p>Historical Thinking and Skills (Incorporated throughout the duration of the unit)</p> <p>Age of Revolutions (1750-1914): Part II</p> <p>Imperialism (1800-1914)</p>	<ol style="list-style-type: none"> <li>5. Historical events provide opportunities to examine alternative courses of action</li> <li>6. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>7. Historians develop theses and use evidence to support or refute positions.</li> <li>8. Historians analyze cause, effect, sequence, and correlation in historical events, including Multiple causation and long and short term causal relationships.</li> </ol> <ol style="list-style-type: none"> <li>2. Industrialization had social, political, and economic effects on Western Europe and the World.</li> </ol>

<p>Achievement and Crisis (1900-1945): Part I</p>	<ol style="list-style-type: none"> <li>4. Imperial expansion had political, economic, and social roots.</li> <li>5. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and direct political control.</li> <li>6. The consequences of imperialism were viewed differently by the colonizers and the colonized.</li> <li>3. Advances in technology, communication, and transportation improved lives, but also had negative consequences.</li> <li>4. The causes of World War I included militarism, imperialism, nationalism, and alliances.</li> </ol>
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**Quarter 3**

Unit	Standard
<p>Historical Thinking and Skills  (Incorporated throughout the duration of the quarter)</p> <p>Achievement and Crises (1900-1945): Part II</p> <p>The Cold War (1945-1991): Part I</p>	<ol style="list-style-type: none"> <li>5. Historical events provide opportunities to examine alternative courses of action</li> <li>6. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>7. Historians develop theses and use evidence to support or refute positions.</li> <li>8. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> <li>4. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of appeasement which in turn led to WWII.</li> <li>5. Oppression and discrimination resulted in the Armenian Genocide during World War I, and the Holocaust, the state-sponsored mass murder of the Jews and other groups, during World War II.</li> <li>6. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</li> <li>3. The United States and the Soviet Union became superpowers and competed for global influence.</li> <li>4. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</li> </ol>

**Quarter 4**

Unit	Standard
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<p>Historical Thinking and Skills</p> <p>(Incorporated throughout the duration of the quarter)</p>	<ol style="list-style-type: none"> <li>5. Historical events provide opportunities to examine alternative courses of action</li> <li>6. The use of primary and secondary sources of information includes an examination of the credibility of each source</li> <li>7. Historians develop theses and use evidence to support or refute positions.</li> <li>8. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relationships.</li> </ol>
<p>The Cold War (1945-1991): Part II</p>	<ol style="list-style-type: none"> <li>5. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</li> <li>6. Religious diversity, the end of colonial rule, and rising nationalism has led to regional conflicts in the Middle East.</li> <li>7. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</li> <li>8. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</li> </ol>
<p>Globalization (1991-Present)</p>	<ol style="list-style-type: none"> <li>8. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States, and the non-aligned world.</li> <li>9. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.</li> <li>10. Political and cultural groups have struggled to achieve self-governance and self-determination</li> <li>11. Emerging economic powers and improvements in technology have created a more interdependent global economy.</li> <li>12. Proliferation of nuclear weapons has created a challenge to world peace.</li> <li>13. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations, has created societal and governmental challenges.</li> <li>14. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness, and a movement for the sustainability of the world's resources.</li> </ol>

# Wickliffe City Schools

## US Studies - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
1. Industrialization and Progressivism	<p>10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p> <p>12. Immigration, internal migration and urbanization transformed American life.</p>
<b>Quarter 2</b>	
Unit	Standards
1. Industrialization and Progressivism	<p>13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized</p> <p>14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>
2. Foreign Affairs from Imperialism to Post-WWI (1898-1930)	<p>15. As a result of the overseas expansion, the Spanish-American War and WWI, the US emerged as a superpower</p> <p>16. After WWI, the US pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the US moved away from the role of world peacekeeper and limited its involvement in internal affairs</p>
<b>Quarter 3</b>	
Unit	Standards
1. Prosperity, Depression and the New Deal (1919-1941)	<p>17. Racial Intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after WWI</p> <p>18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions</p> <p>19. Movements such as the Harlem Renaissance, African American migration, women's suffrage and prohibition all contributed to social change</p> <p>20. The Great Depression was caused, in part, by the federal gov'ts monetary policies, stock market speculation, and increasing consumer debt. The role of the federal gov't expanded as a result of the</p>

<p>2. From isolation to World War (1930-1945)</p>	<p>Great Depression</p> <p>21. During the 1930s, the US gov't attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in EU and Asia until the beginning of WWII</p> <p>22. The US mobilization of its economic and military resources during WWII brought significant changes to American society</p> <p>Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age</p>
<p><b>Quarter 4</b></p>	
<p>Unit</p>	<p>Standards</p>
<p>1. The Cold War (1945-1991)</p> <p>2. Social Transformations in the US (1945-1994)</p> <p>3. The US and the Post-Cold War World (1991-Present)</p> <p>4. Historic Thinking and Skills (This Unit is revisited constantly throughout the</p>	<p>23. The US followed a policy of containment during the Cold War in response to the spread of communism</p> <p>24. The Second Red Scare and McCarthyism reflected Cold War fears in American Society</p> <p>25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>26. The collapse of communist gov'ts in Eastern EU and the USSR brought an end to the Cold War</p> <p>27. Following WWII, the US experienced a struggle for racial and gender equality and the extension of civil rights</p> <p>28. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life</p> <p>29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had a social and political effects</p> <p>30. Political debates focused on the extent of the role of gov't in the economy, environmental protection, social welfare and national security</p> <p>31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy</p> <p>32. The US faced new political, national security and the economic challenges in the post-Cold War world and following the attacks on Sept. 11, 2001</p> <p>33. Historical events provide opportunities to examine alternative courses of action</p> <p>34. The use of primary and secondary sources of info includes an examination of the credibility of each source</p> <p>35. Historians develop theses and use evidence to support or refute positions</p>

<p>year)</p> <p>5. Historic Documents (This unit is revisited constantly throughout the year)</p>	<p>36. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relations</p> <p>37. The Declaration of Independence reflects an application of the Enlightenment ideas to the grievances of British subjects in the American colonies</p> <p>38. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the US</p> <p>39. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the US. The frames of the Constitution applied ideas of Enlightenment in conceiving the new government</p>
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**Wickliffe City Schools**  
Honors US Studies - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
1. Industrialization and Progressivism	<p>40. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>41. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p> <p>42. Immigration, internal migration and urbanization transformed American life.</p>
<b>Quarter 2</b>	
Unit	Standards
3. Industrialization and Progressivism	<p>43. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized</p> <p>44. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>
4. Foreign Affairs	45. As a result of the overseas expansion, the Spanish-American War and WWI, the US emerged as a

from Imperialism to Post-WWI (1898-1930)	superpower 46. After WWI, the US pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the US moved away from the role of world peacekeeper and limited its involvement in internal affairs
<b>Quarter 3</b>	
Unit	Standards
3. Prosperity, Depression and the New Deal (1919-1941)	47. Racial Intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after WWI 48. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions 49. Movements such as the Harlem Renaissance, African American migration, women's suffrage and prohibition all contributed to social change 50. The Great Depression was caused, in part, by the federal gov'ts monetary policies, stock market speculation, and increasing consumer debt. The role of the federal gov't expanded as a result of the Great Depression
4. From isolation to World War (1930-1945)	51. During the 1930s, the US gov't attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in EU and Asia until the beginning of WWII 52. The US mobilization of its economic and military resources during WWII brought significant changes to American society Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age
<b>Quarter 4</b>	
Unit	Standards
6. The Cold War (1945-1991)	53. The US followed a policy of containment during the Cold War in response to the spread of communism 54. The Second Red Scare and McCarthyism reflected Cold War fears in American Society 55. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics 56. The collapse of communist gov'ts in Eastern EU and the USSR brought an end to the Cold War
7. Social Transformations in the US (1945-1994)	57. Following WWII, the US experienced a struggle for racial and gender equality and the extension of civil rights 58. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life

<p>8. The US and the Post-Cold War World (1991-Present)</p> <p>9. Historic Thinking and Skills (This Unit is revisited constantly throughout the year)</p> <p>10. Historic Documents (This unit is revisited constantly throughout the year)</p>	<p>59. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had a social and political effects</p> <p>60. Political debates focused on the extent of the role of gov't in the economy, environmental protection, social welfare and national security</p> <p>61. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy</p> <p>62. The US faced new political, national security and the economic challenges in the post-Cold War world and following the attacks on Sept. 11, 2001</p> <p>63. Historical events provide opportunities to examine alternative courses of action</p> <p>64. The use of primary and secondary sources of info includes an examination of the credibility of each source</p> <p>65. Historians develop theses and use evidence to support or refute positions</p> <p>66. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short term causal relations</p> <p>67. The Declaration of Independence reflects an application of the Enlightenment ideas to the grievances of British subjects in the American colonies</p> <p>68. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the US</p> <p>69. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the US. The frames of the Constitution applied ideas of Enlightenment in conceiving the new government</p>
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**Wickliffe City Schools**  
Government - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
I. Civic Involvement (2 Weeks)	<p>Content Statement 1 - Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</p> <p>Content Statement 2 - Political parties, interest groups and the media provide opportunities for civic involvement through various means.</p>
II. Civic Participation and Skills (3 Weeks)	<p>Content Statement 3 - Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</p> <p>Content Statement 4 - The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</p>
III. Basic Principles of the U.S. Constitution (4 Weeks)	<p>Content Statement 5 - As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <p>Content Statement 6 - The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</p> <p>Content Statement 7 - Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p>Content Statement 8 - The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p>Content Statement 9 - The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.</p> <p>Content Statement 10 - Amendments 16 through 19 responded to calls for reform during the Progressive Era.</p> <p>Content Statement 11- Four amendments have provided for extensions of suffrage to disenfranchised groups.</p> <p>Content Statement 12 - Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.</p> <p>Content Statement 13 - Amendments 11, 21 and 27 have addressed unique historical circumstances.</p>

<b>Quarter 2</b>	
Unit	Standards
III. Basic Principles of the U.S. Constitution (9 Weeks)	<p>Content Statement 8 - The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p>Content Statement 9 - The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.</p> <p>Content Statement 10 - Amendments 16 through 19 responded to calls for reform during the Progressive Era.</p> <p>Content Statement 11- Four amendments have provided for extensions of suffrage to disenfranchised groups.</p> <p>Content Statement 12 - Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.</p> <p>Content Statement 13 - Amendments 11, 21and 27 have addressed unique historical circumstances</p>
<b>Quarter 3</b>	
Unit	Standards
IV. Structures and Functions of the Federal Government (3 Weeks)	<p>Content Statement 14 - Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p>Content Statement 15 - The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p>
V. Role of the People ( 3 Weeks)	<p>Content Statement 16 - In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <p>Content Statement 17 - Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p>
VI. Ohio's State and Local Governments (3 Weeks)	<p>Content Statement 18 - The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.</p> <p>Content Statement 19 - As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p> <p>Content Statement 20 - Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p>
<b>Quarter 4</b>	
VII. Public Policy	Content Statement 21 - A variety of entities within the three branches of government, at all levels, address



(9 Weeks)	<p>public policy issues that arise in domestic and international affairs.</p> <p>Content Statement 22 - Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p> <p>Content Statement 23 - The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>Content Statement 24 - The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p>
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**Wickliffe City Schools**  
Honors Government - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
I. Civic Involvement (2 Weeks)	<p>Content Statement 1 - Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</p> <p>Content Statement 2 - Political parties, interest groups and the media provide opportunities for civic involvement through various means.</p>
II. Civic Participation and Skills (3 Weeks)	<p>Content Statement 3 - Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</p> <p>Content Statement 4 - The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</p>
III. Basic Principles of the U.S. Constitution (4 Weeks)	<p>Content Statement 5 - As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <p>Content Statement 6 - The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</p> <p>Content Statement 7 - Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p>Content Statement 8 - The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p>Content Statement 9 - The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.</p> <p>Content Statement 10 - Amendments 16 through 19 responded to calls for reform during the Progressive Era.</p> <p>Content Statement 11- Four amendments have provided for extensions of suffrage to disenfranchised groups.</p> <p>Content Statement 12 - Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.</p> <p>Content Statement 13 - Amendments 11, 21and 27 have addressed unique historical circumstances.</p>

<b>Quarter 2</b>	
Unit	Standards
III. Basic Principles of the U.S. Constitution (9 Weeks)	<p>Content Statement 8 - The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p>Content Statement 9 - The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.</p> <p>Content Statement 10 - Amendments 16 through 19 responded to calls for reform during the Progressive Era.</p> <p>Content Statement 11- Four amendments have provided for extensions of suffrage to disenfranchised groups.</p> <p>Content Statement 12 - Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.</p> <p>Content Statement 13 - Amendments 11, 21and 27 have addressed unique historical circumstances</p>
<b>Quarter 3</b>	
Unit	Standards
IV. Structures and Functions of the Federal Government (3 Weeks)	<p>Content Statement 14 - Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p>Content Statement 15 - The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p>
V. Role of the People ( 3 Weeks)	<p>Content Statement 16 - In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <p>Content Statement 17 - Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p>
VI. Ohio's State and Local Governments (3 Weeks)	<p>Content Statement 18 - The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.</p> <p>Content Statement 19 - As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p> <p>Content Statement 20 - Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p>
<b>Quarter 4</b>	
VII. Public Policy	Content Statement 21 - A variety of entities within the three branches of government, at all levels, address

(9 Weeks)	<p>public policy issues that arise in domestic and international affairs.</p> <p>Content Statement 22 - Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p> <p>Content Statement 23 - The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>Content Statement 24 - The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p>
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**Wickliffe City Schools**  
Citizenship - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Civic Participation and Skills - Americanism  - Voting and Political Parties  Sustainability	(CWI 3) Evaluate media messages that are created using different tools for different purposes; and explain how they affect people differently. (CWI 4) Identify how effective communicators address diverse audiences. (CWI 5) Demonstrate how individuals address global issues through world events, civil debate, and public process. (CWI 6) Create a chart which illustrates a citizen's involvement in effective civic participation to solve problems. (CWI 7) Describe how an individual's participation in a nongovernmental organization can help address humanitarian needs.  (CWI 11) Explain the intended and unintended consequences from decisions made through human activities. (CWI 12) Evaluate the varying perspectives on sustainability issues. (CWI 13) Develop a graphic organizer which illustrates how international associations and nongovernmental organizations (NGO) offer means of collaboration to address sustainability issues on national and international levels.
<b>Quarter 2</b>	
Unit	Standards
Foreign Policy	(CWI 16) Identify how nations seek to ensure security of geographic territories, institutions, economic systems, and ways of life and understanding political, social, and economic costs of maintaining those interests. (CWI 18) Investigate how organizations work together (in and outside of established systems) to influence their own security and the security of others. (CWI 9) Evaluate the intentions of nations and international organizations who pursue their own interests on issues related to civil and human rights, and its impact on minorities. (CWI 14) Analyze how the development and use of technology influences economic, political, ethical, and social issues. (CWI 8) Identify how the beliefs about civil and human rights vary among social and governmental systems. (CWI 10) Describe the individual, organizational and national issues related to the modern instances of genocide and ethnic cleansing.

Civil and Human Rights	<p>(CWI 17) Demonstrate how the UN uses diplomacy/cooperative efforts to resolve global conflicts.</p> <p>(CWI 8) Identify how the beliefs about civil and human rights vary among social and governmental systems.</p> <p>(CWI 9) Evaluate the intentions of nations and international organizations who pursue their own interests on issues related to civil and human rights, and its impact on minorities.</p> <p>(CWI 10) Describe the individual, organizational and national issues related to the modern instances of genocide and ethnic cleansing.</p>
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<b>Quarter 3</b>	
Unit	Standards
Fundamentals of Economics	<p>(E3) Recognize that there are unlimited wants but limited goods and services - Time, Money and Energy affect all choices in everyday life.</p> <p>(E4) Analyze how different economic systems (traditional, market, command, and mixed) allocate these resources and how this effects the global economy.</p> <p>(E5) Explain how supply and demand effect the price of a product and how these factors may lead to consumers and producers changing their decisions.</p> <p>(E6) Recognize how competition is a driving force in an economy and that consumers and producers competition is based on the price of a particular good or service.</p>
Global Connections and Economy	<p>(CWI 22) Compare and contrast the interdependency among nations and its impact on each nation's economic circumstances.</p> <p>(CWI 1) Explain how nations are interconnected by trade, alliances, treaties, and international organizations.</p> <p>(CWI 2) Demonstrate how communications technology has affected the ability to share information across national and cultural borders.</p> <p>(CWI 15) Evaluate the intended and unintended consequences of ever-developing technologies.</p> <p>(CWI 7) Analyze the economic indicators of various nations to determine its economic well-being.</p> <p>(CWI 9) Explain how nations use competition to create a comparative advantage in the global economy.</p>
<b>Quarter 4</b>	
Unit	Standards

Credit, Debt, and Risk Management	<p>(FL 20-21) Identify the costs and benefits of various sources of credit and the ability to maintain credit worthiness.</p> <p>(FL 22) Analyze and evaluate consumer protection laws that provide financial safeguards.</p> <p>(FL 24) Construct a plan to access various insurance necessary throughout one's life.</p> <p>(FL 23) Recognize and evaluate the importance of having insurance to protect against risk associated with increased expenses and loss of income.</p> <p>(FL 25) Recognize and evaluate the health, disability, and life insurance benefits that protect against potential loss of income and increased expenses.</p> <p>(FL 14) Create a financial plan that includes financial goals for budgets, savings, and insurance.</p>
Economic Decision Making and Skills	<p>(FL 1) Analyze multiple sources of data to predict trends, make inferences, and arrive at conclusion.</p> <p>(FL 2) Read financial reports (bank statements, mutual fund statements) and analyze decisions that will affect personal finance.</p> <p>(FL 15-18) Identify factors that are necessary to consider when saving and investing money over time.</p> <p>(FL 19) Explain how banks, brokerages, and insurance companies allow opportunity and access to various investments.</p> <p>(FL 11) Identify the factors that determine an individual's personal income.</p> <p>(FL 12) Interpret various information pertaining to an employee's earning statement.</p>

**Wickliffe City Schools**  
Honors Citizenship - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Civic Participation and Skills - Americanism - Voting and Political Parties Sustainability	(CWI 3) Evaluate media messages that are created using different tools for different purposes; and explain how they affect people differently. (CWI 4) Identify how effective communicators address diverse audiences. (CWI 5) Demonstrate how individuals address global issues through world events, civil debate, and public process. (CWI 6) Create a chart which illustrates a citizen's involvement in effective civic participation to solve problems. (CWI 7) Describe how an individual's participation in a nongovernmental organization can help address humanitarian needs.  (CWI 11) Explain the intended and unintended consequences from decisions made through human activities. (CWI 12) Evaluate the varying perspectives on sustainability issues. (CWI 13) Develop a graphic organizer which illustrates how international associations and nongovernmental organizations (NGO) offer means of collaboration to address sustainability issues on national and international levels.
<b>Quarter 2</b>	
Unit	Standards
Foreign Policy	(CWI 16) Identify how nations seek to ensure security of geographic territories, institutions, economic systems, and ways of life and understanding political, social, and economic costs of maintaining those interests. (CWI 18) Investigate how organizations work together (in and outside of established systems) to influence their own security and the security of others. (CWI 9) Evaluate the intentions of nations and international organizations who pursue their own interests on issues related to civil and human rights, and its impact on minorities. (CWI 14) Analyze how the development and use of technology influences economic, political, ethical, and social issues. (CWI 8) Identify how the beliefs about civil and human rights vary among social and governmental systems. (CWI 10) Describe the individual, organizational and national issues related to the modern instances of genocide and ethnic cleansing.



Civil and Human Rights	<p>(CWI 17) Demonstrate how the UN uses diplomacy/cooperative efforts to resolve global conflicts.</p> <p>(CWI 8) Identify how the beliefs about civil and human rights vary among social and governmental systems.</p> <p>(CWI 9) Evaluate the intentions of nations and international organizations who pursue their own interests on issues related to civil and human rights, and its impact on minorities.</p> <p>(CWI 10) Describe the individual, organizational and national issues related to the modern instances of genocide and ethnic cleansing.</p>
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<b>Quarter 3</b>	
Unit	Standards
Fundamentals of Economics	<p>(E3) Recognize that there are unlimited wants but limited goods and services - Time, Money and Energy affect all choices in everyday life.</p> <p>(E4) Analyze how different economic systems (traditional, market, command, and mixed) allocate these resources and how this effects the global economy.</p> <p>(E5) Explain how supply and demand effect the price of a product and how these factors may lead to consumers and producers changing their decisions.</p> <p>(E6) Recognize how competition is a driving force in an economy and that consumers and producers competition is based on the price of a particular good or service.</p>
Global Connections and Economy	<p>(CWI 22) Compare and contrast the interdependency among nations and its impact on each nation's economic circumstances.</p> <p>(CWI 1) Explain how nations are interconnected by trade, alliances, treaties, and international organizations.</p> <p>(CWI 2) Demonstrate how communications technology has affected the ability to share information across national and cultural borders.</p> <p>(CWI 15) Evaluate the intended and unintended consequences of ever-developing technologies.</p> <p>(CWI 7) Analyze the economic indicators of various nations to determine its economic well-being.</p> <p>(CWI 9) Explain how nations use competition to create a comparative advantage in the global economy.</p>
<b>Quarter 4</b>	
Unit	Standards

Credit, Debt, and Risk Management	<p>(FL 20-21) Identify the costs and benefits of various sources of credit and the ability to maintain credit worthiness.</p> <p>(FL 22) Analyze and evaluate consumer protection laws that provide financial safeguards.</p> <p>(FL 24) Construct a plan to access various insurance necessary throughout one's life.</p> <p>(FL 23) Recognize and evaluate the importance of having insurance to protect against risk associated with increased expenses and loss of income.</p> <p>(FL 25) Recognize and evaluate the health, disability, and life insurance benefits that protect against potential loss of income and increased expenses.</p> <p>(FL 14) Create a financial plan that includes financial goals for budgets, savings, and insurance.</p>
Economic Decision Making and Skills	<p>(FL 1) Analyze multiple sources of data to predict trends, make inferences, and arrive at conclusion.</p> <p>(FL 2) Read financial reports (bank statements, mutual fund statements) and analyze decisions that will affect personal finance.</p> <p>(FL 15-18) Identify factors that are necessary to consider when saving and investing money over time.</p> <p>(FL 19) Explain how banks, brokerages, and insurance companies allow opportunity and access to various investments.</p> <p>(FL 11) Identify the factors that determine an individual's personal income.</p> <p>(FL 12) Interpret various information pertaining to an employee's earning statement.</p>

# Wickliffe City Schools

## Psychology -Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Psychology (first half)	I can identify major contributors to the field of psychology I can explain basic methods of psychological research I can outline the principles involved in sensation and perception I can describe the research related to sleep and dreams I can break down and illustrate the techniques surrounding learning, including: classical conditioning, operant conditioning, punishment and omission training (First 9 weeks)
<b>Quarter 2</b>	
Unit	Standards
Psychology (second half)	I can apply major stages and theories of development from infancy to adulthood to my own life I can investigate the major causes, symptoms, prognosis and treatment of various psychological disorders I can examine the ways in which individuals become socialized and develop perspectives about their culture, including attitudes, communication, discrimination, and attraction (Second 9 weeks)

# Wickliffe City Schools

## Grade or Course 11<sup>th</sup>/12<sup>th</sup> (subject) Sociology -Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Sociology	I can define and describe concepts related to the field of sociology and the development of the sociological perspective I can investigate theories developed to explain social change I can apply sociological perspective theories to any culture (including my own) in order to gain further understanding about culture, including norms, values, and functions I can analyze aspects of inequality within societies including racism, gender roles, and ageism
<b>Quarter 2</b>	
Unit	Standards
Sociology	I can define and describe concepts related to the field of sociology and the development of the sociological perspective I can investigate theories developed to explain social change I can apply sociological perspective theories to any culture (including my own) in order to gain further understanding about culture, including norms, values, and functions I can analyze aspects of inequality within societies including racism, gender roles, and ageism

## **A.P. American History Syllabus**

Hello and Welcome to A.P. American History!

Advanced Placement US History is a rigorous two semester course that covers the study of political institutions, social and cultural developments, diplomacy, and economic trends in United States history from the age of exploration and discovery to the present. The course is designed to provide students with experiences equivalent to those offered by a college survey course. As such, upon completion of the AP Exam in May students earning a score of 3 or above may earn college credit. The course is offered to both sophomores and juniors as an option to fill the US Studies graduation requirement. Students that elect to schedule this course must be prepared to do considerable amounts of reading, essay writing, and studying in addition to traditional in class coursework.

### **Objectives**

Upon completion of this course students will:

- demonstrate an understanding of historical chronology
- possess a working knowledge of crucial skills related to the study of history
- master the ability to think conceptually about the past and analyze change over time
- analyze and interpret a wide variety of primary and secondary sources in order to use data to support an argument or position
- synthesize material in order to create analytical and interpretive essays such as document based questions and thematic essays
- identify the different schools of historiography and understand the contributions of recent scholarship to the study of history

### **Course Materials**

#### **Texts:**

- Bailey, Thomas A., David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. 11<sup>th</sup> edition. Boston, Houghton Mifflin Co., 1998.
- Dollar, Charles M., and Gary W. Reichard, eds. *American Issues: A Documentary Reader*. New York, Random House, 1988.
- Hofstadter, Richard. *Great Issues in American History from the Revolution to the Civil War, 1765-1865*. Volume II. New York, Random House Inc., 1982.
- Hofstadter, Richard and Beatrice K. Hofstadter, eds. *Great Issues in American History: From Reconstruction to the Present Day, 1864-1981*. Rev. ed. New York: Vintage Books, 1982.

#### **Review Materials:**

- Barnes, Thomas F. and Gordon Price Utz. *Multiple Choice and Free Response Questions with DBQ in Preparation for the AP United States History Examination*. 5<sup>th</sup> edition. Brooklyn, D&S Marketing Systems Inc., 2006.
- Crum, John W. PhD. *Master the A.P. U.S. History Test*. 8<sup>th</sup> edition. Lawrenceville, Thomson and ARCO, 2003.
- Epstein, Mark. *Fast Track to a 5: Preparing for the AP United States History Examination*. Evanston, Houghton Mifflin Co., 2006.
- Newman, John J. and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. New York, AMSCO School Publishing Inc., 2002.

### **Course Organization**

Our course will follow the organization outlined in your text. In addition, throughout the discussion of our chapters we will continually focus on the major themes found in the study of American history. These themes include American diversity, American identity, culture,

demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery, and war/diplomacy. There will be separate discussions and quizzes based on the existence of these themes through out the year. For every chapter you will have reading assignments, reading quizzes, discussion questions, in class activities, homework assignments, and a workbook/review assignment. Units will conclude with a (*single* or *multi* chapter) multiple choice test and either a DBQ or two FRQ's to complete. All assignments, quiz, and test dates will be listed on the board. Daily class sessions will include a combination of lecture, group work, role plays, web quests, debates, document research, discussions, and question and answering sessions. The activities and assignments are structured in such a way to tie in the information from the chapter with the themes, the recent scholarship, and the primary and secondary sources creating the most comprehensive picture of the period as possible.

### **Units:**

Unit I – Chapters 1-5: The age of discovery and the development of the American colonies (early sixteenth century – 1700)

Unit II – Chapters 6-7: The struggle between Britain and France over the New World and the causes of the American Revolution (early seventeenth century – 1775)

Unit III – Chapter 8: The American Revolution (1775-1783)

Unit IV – Chapter 9: The Articles of Confederation and the framing of the U.S. Constitution (1776-1790)

Unit V – Chapters 10-11: Jeffersonians, Hamiltonians, and the Marshall Supreme Court (1789-1812)

Unit VI – Chapter 12: The War of 1812 and the Era of good Feelings (1812-1824)

Unit VII – Chapters 13, 14, and 16: Jacksonian democracy and the Age of Reform (post War of 1812-1860)

Unit VIII – Chapter 15: The development of national and sectional economies (1790-1860)

Unit IX – Chapters 12 and 18: The Monroe Doctrine, territorial expansion, and Manifest Destiny (1812-1860)

Unit X – Chapters 17, 19, and 20: Slavery, sectionalism, and the road to war (1793-1860)

Unit XI – Chapters 21 and 22: The American Civil War (1861-1865)

Unit XII – Chapter 23: Reconstruction (1865-1877)

Unit XIII – Chapters 24, 25, and 26: Post Civil War economic and social developments (1870s-1890s)

Unit XIV – Chapter 27 and 28: The Agricultural Revolution, The Granger Movement, and the rise and decline of Populists (1865-1896)

Unit XV – Chapter 29: Territorial Expansion (1865-1890s)

Unit XVI – Chapter 30: Creating a global empire (1890s-early twentieth century)

Unit XVII – Chapter 31: The Progressives in Power (1900-early 1920s)

Unit XVIII – Chapters 32 and 33: The Road to War and US Involvement (1914-1918)

Unit XIX – Chapters 34 and 35: American Life and Politics in the Roaring 20s (1920s)

Unit XX – Chapters 36 and 37: The Great Depression and the New Deal (1920s-1941)

Unit XXI – Chapter 38: World War II and the end of U.S. neutrality (1941-1945)

Unit XXII – Chapters 39 and 40: The origins of the Cold War, the intensification of Cold War hostilities, the Containment Policy in Europe and Asia, and the Second Red Scare / McCarthyism (1940s-1950s)

Unit XXIII – Chapters 41 and 42: The Cold War becomes hotter (1960s-late 1970s)

Unit XXIV – Chapters 40 and 41: The transformation of American Culture, the Civil Rights Movement, and the Great Society (1960-1980)

Unit XXV – Chapters 43 and 44: The resurgence of the conservative, the end of the Cold war, and the challenges of the contemporary world (1980-present day)

**Web Resources:**

[http://www.collegeboard.com/student/testing/ap/sub\\_ushist.html](http://www.collegeboard.com/student/testing/ap/sub_ushist.html)

- sample questions (multiple choice, FRQs and DBQs)
  
- test strategies
  
- Calendar
  
- Fees/Info

# AP EUROPEAN HISTORY

## SYLLABUS

### COURSE OBJECTIVE

AP European History is a college level course where students who receive a three or above on their AP European History exam may receive college credit. The aim of this course is to foster an intellectual, institutional, and cultural study of European history and its development, interaction, and significance. The political, economic, social, and religious background of the major events of European history will be expounded upon. The students will be expected to develop their critical thinking skills to learn, interpret, and apply history as they prepare for their tests in school and lives after school. Practical application to life circumstances will be made whenever possible since those who do not learn history are destined to repeat it.

This syllabus is not designed to show all that we do in class. Instead, it is an overall guide that will help the students to see where we are starting and where we are going. It will allow them to pace themselves throughout the year. It will also give them a sense of accomplishment as they can highlight the assignments that they have accomplished as the year progresses.

The class is divided into four quarters. Each quarter has three units. Each unit is made up of the following things: First, teachings on the historical periods of European history taught through various methods of instruction and based on *A History Of The Modern World*. Second, free-response questions gathered from old AP European history exams and the internet. The students will work with the FRQ's as homework, class discussion, debate, and on tests. On the tests I will give the students three FRQ's of which they will have to pick one. Third, data-based questions gathered from old AP European history exams and the internet. The students will work with the DBQ's as homework, class discussion, debate, and on tests. Fourth, primary source readings. The students will read and be prepared to discuss and be tested on the reading material. Fifth, homework's that will be an assortment of multiple choice questions, maps, graphs, pictures, and drawings. The students will have to analyze the evidence and give their interpretations in their answers. Lastly, a large multiple choice test will be given at the end of each unit to gage the students comprehension of the material.

### TEXTS

Palmer, R.R., Joel Colton, and Lloyd Kramer. *A History Of The Modern World*. Ninth Edition. New York: McGraw-Hill, 2002.

Perry, Marvin. *Western Civilization, Volume 2*. Tenth Edition. New York: Wadsworth Cengage Learning, 2009.

Wood, Ethel. *AP World History Examination*. New York: D & S Marketing Systems, 2004.

Kishlansky, Mark. *Sources Of The West*. Sixth Edition. Volume I. New York: Pearson Longman, 2006.

Kishlansky, Mark. *Sources Of The West*. Sixth Edition. Volume II. New York: Pearson Longman, 2006.

Krieger, Larry. *AP European History Crash Course*. New Jersey: Research & Educational Association, Inc. 2013.  
February, 2014



## FIRST QUARTER

### CHAPTER 1: THE RISE OF EUROPE (C1)

#### BOOK READINGS (PALMER/COLTON/KRAMER)

1. Ancient Times: Greece, Rome, and Christianity
2. The Early Middle Ages: The Formation of Europe
3. The High Middle Ages: Secular Civilization
4. The High Middle Ages: The Church

#### PRIMARY SOURCE READINGS (C3)

*Summa Theologica*, Thomas Aquinas (Volume I, Pgs. 186-191)

### CHAPTER 2: THE UPHEAVAL IN CHRISTENDOM, 1300-1560

#### BOOK READINGS (PALMER/COLTON/KRAMER)

5. Disasters of the Fourteenth Century
6. The Renaissance in Italy
7. The Renaissance outside Italy
8. The New Monarchies

#### FREE RESPONSE QUESTION (FRQ) (C4)

- A. Assess the degree to which the Renaissance was primarily an episode in the history of art.
- B. In what ways did women's roles in pre-industrial society reflect men's opinions of what they should be?

#### PRIMARY SOURCE READINGS

*The Divine Comedy*, Dante (Volume I, Pgs. 191-195)

*Letters*, Francesco Petrarca (Volume I, Pgs. 217-221)

*In Praise Of Folly*, Desiderius Erasmus (Volume I, Pgs. 236-239)

*Utopia*, Sir Thomas More (Volume I, Pgs. 240-243)

#### HOMEWORK

25 Questions

#### TEST

55 Multiple Choice Questions

4 Matching Questions

#### BOOK READINGS (PALMER/COLTON/KRAMER)

9. The Protestant Reformation
10. Catholicism Reformed and Reorganized

#### FREE RESPONSE QUESTIONS (FRQ's)

- A. To what degree was controversy about the ceremony of the "mass" central to the Reformation?

February, 2014

B. Describe and analyze the impact of the Counter-Reformation on European history.

C. Describe and compare the major doctrines of the three prominent groups of the Protestant Reformation—Lutheranism, Calvinism, and Anabaptism.

D. The Reformation inaugurated by Martin Luther was primarily a religious protest. At the same time it unleashed or soon gave rise to a number of other diverse protests and calls for change in areas which, while related to social, political, and economic issues rather than spiritual matters, were advanced by religious groups. Discuss, giving specific examples of the various protests or calls for change.

DATA BASED QUESTION (DBQ) (C2)

Defend or refute the following statement: The Protestant Reformation was a unified movement of dissent against the Catholic Church.

PRIMARY SOURCE READINGS

*The Freedom Of The Christian & Of Marriage And Celibacy*, Martin Luther (Volume I, Pgs. 267-272)

*Institutes Of The Christian Religion & Catechism*, John Calvin (Volume I, pgs. 273-280)

*Spiritual Exercises*, Ignatius Loyola (Volume I, Pgs. 281-285)

*The Life Of St. Theresa*, Teresa Avila (Volume I, Pgs. 285-289)

HOMEWORK

24 Questions

TEST

59 Multiple Choice Questions

7 Matching Questions

CHAPTER 3: ECONOMIC RENEWAL AND WARS OF RELIGION, 1560-1648

BOOK READINGS (PALMER/COLTON/KRAMER)

11. The Opening of the Atlantic

12. The Commercial Revolution

13. Changing Social Structure

14. The Crusade of Catholic Spain: The Dutch and English

15. The Disintegration and Reconstruction of France

16. The Thirty Years' War, 1618-1648: The Disintegration of Germany

FREE RESPONSE QUESTIONS (FRQ's)

A. At the outset of the Age of Exploration and Discovery it was the nations of the Iberian Peninsula—Portugal and Spain—that led the way. Why? What particular circumstances, advantages, motives, favored these states taking the lead?

B. What are the most reliable sources used by historians to study the role of women in the seventeenth century?

C. Discuss the outcomes of the Thirty Years War (1618-1648). Which was most important?

PRIMARY SOURCE READINGS

*Letters From The First Voyage*, Christopher Columbus (Volume I, Pgs. 244-247)

*The Edict Of Nantes*, Henry IV (Volume I, Pgs. 313-315)

*The Political Testament*, Cardinal Richelieu (Volume I, Pgs. 315-318)

*A Defense Of Liberty Against Tyrants*, Philippe Duplessis-Mornay (Volume I, Pgs. 328-333)

February, 2014

*The Edict Of Nantes*, Henry IV (Volume II, Pgs. 3-4)

*The Political Testament*, Cardinal Richelieu (Volume II, Pgs. 5-8)

*Simplicissimus*, Hans Von Grimmelshausen (Volume II, 8-12)

*A Defense Of Liberty Against Tyrants*, Philippe Duplessis-Mornay (Volume II, Pgs. 18-23)

#### HOMEWORK

24 Questions

#### TEST

69 Multiple Choice Questions

5 Matching Questions

#### CHAPTER 4: THE ESTABLISHMENT OF WEST-EUROPEAN LEADERSHIP

##### BOOK READINGS (PALMER/COLTON/KRAMER)

17. The Grand Monarque and the Balance of Power

18. The Dutch Republic

19. Britain: The Puritan Revolution

20. Britain: The Triumph of Parliament

21. The France of Louis XIV, 1643-1715: The Triumph of Absolutism

22. The Wars of Louis XIV: The Peace of Utrecht, 1713

##### FREE RESPONSE QUESTIONS (FRQ's)

A. The Stuarts have been held at least partially accountable for the decline of monarchical power in Great Britain. Describe and analyze the justification for such a position.

B. Assess and analyze the extent to which the English Civil War and Glorious Revolution of 1688 advanced the cause of constitutionalism in England in the 17<sup>th</sup> century.

C. In the course of the 17<sup>th</sup> century “absolutistic” regimes spread, with varied degrees of success, across much of Continental Europe. Why? What were the conditions and forces at work to make this form of government desirable—or at least seem desirable?

D. Assess the successes and failures of the absolutist monarchy of King Louis XIV of France (1643-1715).

##### PRIMARY SOURCE READINGS

*True Law Of A Free Monarchy*, James I (Volume I, Pgs. 323-327)

*The Putney Debates*, Sir William Clarke (Volume I, Pgs. 333-339)

*Memoirs*, Duc De Saint-Simon (Volume I, Pgs. 353-356)

*True Law Of A Free Monarchy*, James I (Volume II, Pgs. 13-17)

*The Putney Debates*, Sir William Clarke (Volume II, Pgs. 23-29)

*The Would-Be Gentleman*, Moliere (Volume II, Pgs. 37-42)

*Memoirs*, Duc De Saint-Simon (Volume II, Pgs. 43-46)

*England's Treasure By Foreign Trade*, Thomas Mun (Volume II, 55-59)

#### HOMEWORK

24 Questions

February, 2014

TEST

52 Multiple Choice Questions

5 Matching Questions

CHAPTER 5: THE TRANSFORMATION OF EASTERN EUROPE, 1648-1740

BOOK READINGS (PALMER/COLTON/KRAMER)

23. Three Aging Empires

24. The Formation of an Austrian Monarchy

25. The Formation of Prussia

26. The “Westernizing” of Russia

27. The Partitions of Poland

HOMEWORK

21 Questions

TEST

37 Multiple Choice Questions

CHAPTER 6: THE STRUGGLE FOR WEALTH AND EMPIRE

BOOK READINGS (PALMER/COLTON/KRAMER)

28. Elite and Popular Cultures

29. The Global Economy of the Eighteenth Century

30. Western Europe after the Peace of Utrecht, 1713-1740

31. The Great War of the Mid-Eighteenth Century: The Peace of Paris, 1763

DATA BASED QUESTION (DBQ)

Analyze the scope of William Hogarth’s criticism of 18<sup>th</sup> century English society.

PRIMARY SOURCE READINGS

*Witchcraft Documents* (Volume I, Pgs. 209-213)

*The Idea Of A Patriotic King*, Viscount Bolingbroke (Volume II, Pgs. 71-73)

*Journals*, Captain James Cook (Volume II, Pgs. 86-90)

*Notes On The French Slave Trade*, Joseph Crassons De Medeuil (Volume II, Pgs. 90-94)

HOMEWORK

25 Questions

TEST

34 Multiple Choice Questions

4 Matching Questions

SECOND QUARTER

February, 2014

## CHAPTER 7: THE SCIENTIFIC VIEW OF THE WORLD

### BOOK READINGS (PALMER/COLTON/KRAMER)

32. Prophets of a Scientific Civilization: Bacon and Descartes

33. The Road to Newton: The Law of Universal Gravitation

34. New Knowledge of Human Beings and Society

35. Political Theory: The School of Natural Law

### FREE RESPONSE QUESTIONS (FRQ's)

A. Describe and analyze why the debate over a sun-centered versus earth-centered solar system was the primary controversy of the Scientific Revolution.

B. The Scientific Revolution of the 16<sup>th</sup> and 17<sup>th</sup> centuries was more than simply an advance in man's understanding of the physical world. It marked the inauguration of revolutions in man's perception of and relations with that world, with society, and with his fellow man: it was in essence, a social, cultural, intellectual, and political revolution. Discuss.

C. "Modern science (as it developed in the seventeenth and eighteenth centuries) sprang from the shift by which urban and industrial values replaced those appropriate to a mainly agrarian society." Assess the validity of this statement.

### PRIMARY SOURCE READINGS

*The Prince*, Niccolo Machiavelli (Volume I, Pgs. 232-235)

*Leviathan*, Thomas Hobbes (Volume I, Pgs. 339-342)

*Second Treatise Of Government*, John Locke (Volume I, Pgs. 343-346)

*Leviathan*, Thomas Hobbes (Volume II, Pgs. 29-32)

*Second Treatise Of Government*, John Locke (Volume II, Pgs. 33-36)

*Letter To The Grand Duchess Christina*, Galileo Galilei (Volume II, Pgs. 47-50)

*Discourse On Method*, Rene Descartes (Volume II, Pgs. 51-55)

### HOMEWORK

21 Questions

### TEST

54 Multiple Choice Questions

5 Matching

## CHAPTER 8: THE AGE OF ENLIGHTENMENT

### BOOK READINGS (PALMER/COLTON/KRAMER)

36. The Philosophes—And Others

37. Enlightened Despotism: France, Austria, Prussia

38. Enlightened Despotism: Russia

39. New Stirrings: The British Reform Movement

40. The American Revolution

### FREE RESPONSE QUESTIONS (FRQ's)

A. Describe and compare the political beliefs of the 18<sup>th</sup> century French *philosophes* Voltaire and Montesquieu.

B. “The French Enlightenment” was a fountainhead of humanitarian and libertarian principles; it articulated grievances and sought alternatives. The German Enlightenment was more abstract and less practical. Analyze and assess the validity of this statement, citing specific individuals.

#### PRIMARY SOURCE READINGS

*The Wealth Of Nations*, Adam Smith (Volume II, Pgs. 60-63)

*Memoirs*, Catherine the Great (Volume II, Pgs. 64-67)

*Testament*, Maria Theresa (Volume II, Pgs. 67-70)

*Candide*, Voltaire (Volume II, Pgs. 74-78)

*The Social Contract*, Jean-Jacques Rousseau (Volume II, Pgs. 78-82)

*Spirit Of The Laws*, Montesquieu (Volume II, Pgs. 82-85)

*The Declaration Of Independence*, Thomas Jefferson (Volume II, Pgs. 95-97)

*On Crimes And Punishments*, Cesare Beccaria (Volume II, Pgs. 98-100)

*The Progress Of The Human Mind*, Marquis De Condorcet (Volume II, Pgs. 101-103)

#### HOMEWORK

20 questions

#### TEST

51 Multiple Choice Questions

9 Matching Questions

#### CHAPTER 9: THE FRENCH REVOLUTION

##### BOOK READINGS (PALMER/COLTON/KRAMER)

41. Backgrounds

42. The Revolution and the Reorganization of France

43. The Revolution and Europe: The War and the “Second” Revolution, 1792

44. The Emergency Republic, 1792-1795: The Terror

45. The Constitutional Republic: The Directory, 1795-1799

46. The Authoritarian Republic: The Consulate, 1799-1804

##### FREE RESPONSE QUESTIONS (FRQ's)

A. Compare and contrast the characters and achievements of Ignatius Loyola (1491-1556) and Maximilien Robespierre (1758-1794).

B. Discuss the complaints and aspirations of the various social classes in France on the eve of the French Revolution.

C. Discuss and analyze the ideological legacy of the French Revolution of 1789.

##### DATA BASED QUESTION (DBQ)

Analyze the nature and causes of the Great Fear in the French Revolution of 1789, and assess the validity of the following statement about the Great Fear.

##### PRIMARY SOURCE READINGS

*What Is The Third Estate?* Abbe De Sieyes (Volume II, Pgs. 104-108)

*The Declaration Of The Rights Of Man*, The National Assembly (Volume II, Pgs. 109-111)

February, 2014

*The Declaration Of The Rights Of Women*, Olympe De Gouges (Volume II, Pgs. 111-113)

*Reflections On The Revolution In France*, Edmund Burke (Volume II, Pgs. 114-116)

*Memoirs*, Henrietta-Lucy, Madame De La Tour Du Pin (Volume II, Pgs. 143-146)

TEST

38 Multiple Choice Questions

5 Matching Questions

CHAPTER 10: NAPOLEONIC EUROPE

BOOK READINGS (PALMER/COLTON/KRAMER)

47. The Formation of the French Imperial System

48. The Grand Empire: Spread of the Revolution

49. The Continental System: Britain and Europe

50. The National Movements: Germany

51. The Overthrow of Napoleon: The Congress of Vienna

FREE RESPONSE QUESTIONS (FRQ's)

A. The nature and motivation for warfare in Europe has altered many times during the modern era. Describe, compare, and analyze the motivation for the Wars of Louis XIV and Napoleon.

B. Did Napoleon I (1801-1815) further the ideals of the French Revolution or bury them?

HOMEWORK

25 Questions

TEST

23 Multiple Choice Questions

CHAPTER 11: REACTION VERSUS PROGRESS, 1815-1848

BOOK READINGS (PALMER/COLTON/KRAMER)

52. The Industrial Revolution in Britain

53. The Advent of the "Isms"

54. The Dike and the Flood: Domestic

55. The Dike and the Flood: International

56. The Breakthrough of Liberalism in the West: Revolutions of 1830-1832

57. Triumph of the West European Bourgeoisie

FREE RESPONSE QUESTIONS (FRQ's)

A. In what ways did women's roles in pre-industrial society reflect men's opinions of what they should be?

B. The first industrial revolution that took place in Britain during the eighteenth and early nineteenth century was primarily the result of social and political factors not economic ones. Discuss.

C. The Agricultural and Industrial Revolutions of the 18<sup>th</sup> and early 19<sup>th</sup> centuries dramatically altered the economic base of English society. They also brought marked changes in its social and political structure and its demographic face. Discuss, giving specific examples of the changes wrought.

D. Describe and analyze the effects of the Industrial Revolution on European society in the 19<sup>th</sup> century.

E. Describe and assess the importance of primogeniture in creating a distinctive social structure in Great Britain, as compared to continental European nations such as France.

F. Describe and compare the policies of mercantilism and *laissez-faire*.

#### DATA BASED QUESTIONS (DBQ'S)

What advantages and disadvantages did female workers experience during the Industrial Revolution?

Assess the nature of the Peterloo Massacre of 1819, and assess the validity of the following statement about the event.

Describe and analyze the social, economic, and political considerations which induced some Englishmen, including aristocrats, to press for the passage of the 1832 Reform Bill.

#### PRIMARY SOURCE READINGS

*Political Arithmetic*, Arthur Young (Volume II, Pgs. 121-124)

*Self-Help*, Samuel Smiles (Volume II, Pgs. 125-128)

*Inquiry Into The Condition Of The Poor*, Sir Edwin Chadwick (Volume II, Pgs. 129-133)

*The Conditions Of The Working Class In England*, Friedrich Engels (Volume II, Pgs. 134-138)

*Pride And Prejudice*, Jane Austin (Volume II, Pgs. 139-143)

*Documents Of The Irish Potato Famine*, (Volume II, Pgs. 152-157)

*On Liberty*, J.S. Mill (Volume II, Pgs. 159-162)

*What Is Property?* Pierre Proudhon (Volume II, Pgs. 163-166)

*The Great Charter* (Volume II, Pgs. 167-170)

#### TEST

79 Multiple Choice Questions

9 Matching Questions

#### CHAPTER 12: REVOLUTION AND THE REIMPOSITION OF ORDER, 1848-1870

##### BOOK READINGS (PALMER/COLTON/KRAMER)

58. Paris: The Specter of Social Revolution in the West

59. Vienna: The Nationalist Revolution in Central Europe and Italy

60. Frankfurt and Berlin: The Question of a Liberal Germany

61. The New Toughness of Mind: Realism, Positivism, Marxism

62. Bonapartism: The Second French Empire, 1852-1870

##### FREE RESPONSE QUESTIONS (FRQ's)

A. Karl Marx made a number of assertions regarding how the governments would respond to the industrialization of society and expanding capitalism. Discuss the basic theses upon which he predicated these assertions and the specific nature of these assertions.

Having done this, discuss Marx's record as a "prophet," indicating the extent to which his predictions proved valid.



B. “Karl Marx (1818-1883) was the last ‘Philosophe’.” Assess the validity of this statement.

C. Describe and compare the origins and proposals of the utopian socialists, the Marxists, the anarchists, and the revisionists during the 19<sup>th</sup> century.

#### PRIMARY SOURCE READINGS

*The Communist Manifesto*, Karl Marx And Friederich Engels (Volume II, Pgs. 175-178)

#### HOMEWORK

24 Questions

#### TEST

30 Multiple Choice Questions

### THIRD QUARTER

#### CHAPTER 13: THE CONSOLIDATION OF LARGE NATION-STATES, 1859-1871

##### BOOK READINGS (PALMER/COLTON/KRAMER)

63. Backgrounds: The Idea of the Nation-State

64. Cavour and the Italian War of 1859: The Unification of Italy

65. Bismarck: The Founding of a German Empire

66. The Dual Monarchy of Austria-Hungary

67. Liberalization in Tsarist Russia: Alexander II

68. The United States: The American Civil War

69. The Dominion of Canada, 1867

70. Japan and the West

##### FREE RESPONSE QUESTIONS (FRQ's)

A. “The Crimean War, 1852-1856, was one of the silliest wars ever fought; yet its consequences were extraordinarily important for Russia and for Europe as a whole ...” – William H. McNeill, *A History of the World Community*. Discuss, briefly, the origins of this “silly war” and, having done so, indicate the “extraordinarily important” consequences of it on Russia and Europe.

B. Compare and contrast the characters and achievements of Count Camillo di Cavour (1810-1861) and Prince Otto von Bismarck (1815-1898).

C. Describe and compare the unification of Germany and Italy during the 19<sup>th</sup> century.

D. Compare and contrast the rise of Spain in the fifteenth and sixteenth centuries and Germany in the nineteenth.

##### PRIMARY SOURCE READINGS

*Letter To The Shogun*, William II (Volume II, Pgs. 171-173)

*Reply To The Government Of Holland*, Japanese Government (Volume II, Pgs. 174)

*The Emancipation Of The Serfs*, Alexander II And Prince Kropotkin (Volume II, Pgs. 179-182)

*Reflections And Reminiscences & Speech To The Reichstag*, Otto Von Bismarck (Volume II, Pgs. 182-187)

#### TEST

18 Multiple Choice Questions

February, 2014

## CHAPTER 14: EUROPEAN CIVILIZATION, 1871-1914: ECONOMY AND POLITICS

### BOOK READINGS (PALMER/COLTON/KRAMER)

71. The “Civilized World”

72. Basic Demography: The Increase of the Europeans

73. The World Economy of the Nineteenth Century

74. The Advance of Democracy: Third French Republic, United Kingdom, German Empire

### DATA BASED QUESTIONS (DBQ'S)

Analyze the political and social forces that helped bring about the Paris Commune of 1871, as well as those that led to its downfall.

Analyze the rivalry between Benjamin Disraeli and William Gladstone which dominated English politics from the late 1860's to 1880.

### PRIMARY SOURCE READINGS

*Modern Housewife*, Alexis Soyer (Volume II, Pgs. 147-149)

*Mrs. Beeton's Book Of Household Management*, Isabella Beeton (Volume II, Pgs. 149-151)

### TEST

26 Multiple Choice Questions

## CHAPTER 15: EUROPEAN CIVILIZATION, 1871-1914: SOCIETY AND CULTURE

### BOOK READINGS (PALMER/COLTON/KRAMER)

75. The Advance of Democracy: Socialism, Labor Unions, and Feminism

76. Science, Philosophy, the Arts, and Religion

75. The Waning of Classical Liberalism

### FREE RESPONSE QUESTIONS (FRQ's)

A. Describe and analyze the development of democracy in Great Britain during the 19<sup>th</sup> and 20<sup>th</sup> centuries.

### PRIMARY SOURCE READINGS

*Rerum Novarum (The Condition Of Labor)*, Pope Leo XIII (Volume II, Pgs. 188-194)

*The Descent Of Man*, Charles Darwin (Volume II, Pgs. 196-198)

*Beyond Good And Evil*, Friedrich Nietzsche (Volume II, Pgs. 199-204)

*The Interpretation Of Dreams*, Sigmund Freud (Volume II, Pgs. 204-208)

*History Of The Suffrage Movement*, E. Sylvia Pankhurst (Volume II, Pgs. 208-212)

*Women And The Factory Acts*, Beatrice Webb (Volume II, Pgs. 213-218)

### HOMEWORK

49 Questions

### TEST

51 Multiple Choice Questions

6 Matching Questions

## CHAPTER 16: EUROPE'S WORLD SUPREMACY, 1871-1914

February, 2014

## BOOK READINGS (PALMER/COLTON/KRAMER)

78. Imperialism: Its Nature and Causes

79. The Americas

80. The Dissolution of the Ottoman Empire

81. The Partition of Africa

82. Imperialism in Asia: The Dutch, the British, and the Russians

83. Imperialism in Asia: China and the West

84. The Russo-Japanese War and its Consequences

## FREE RESPONSE QUESTIONS (FRQ's)

A. Describe and assess the role of the British policy of “splendid isolation” in balance-of-power diplomacy in 19<sup>th</sup> century Europe.

B. Discuss the positive and negative aspects of European imperialism in Africa between 1880 and 1914.

C. Historians frequently speak of the “Old Imperialism,” that of the period between roughly 1500-1750, and the “New Imperialism” of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Compare and contrast these, indicating differences and similarities that may have existed and the reasons for changes which might have occurred.

D. Analyze the factors that made Britain a great power in the nineteenth century.

E. Assess the extent to which the overseas empires impacted upon European economic and political life from 1870 to 1914.

## DATA BASED QUESTIONS (DBQ'S)

Discuss and analyze the factors that led to the European Imperialism of the nineteenth century.

The view expressed by the author of Document I has long influenced historians of Imperialism, accepted by many, and subjected to modification or rejection by others. Utilizing the documents presented here, evaluate its validity or possible weaknesses.

## PRIMARY SOURCE READINGS

*Imperialism*, J.A. Hobson (Volume II, Pgs. 219-221)

*Confession Of Faith*, Cecil Rhodes (Volume II, Pgs. 222-224)

*Social Life Of The Swahilis*, Carl Veltin (Volume II, Pgs. 225-230)

*The White Man's Burden*, Rudyard Kipling (Volume II, Pgs. 231-237)

## HOMEWORK

21 Questions

## TEST

57 Multiple Choice Questions

## CHAPTER 17: THE FIRST WORLD WAR

### BOOK READINGS (PALMER/COLTON/KRAMER)

85. The International Anarchy

86. The Armed Stalemate

87. The Collapse of Russia and the Intervention of the United States

88. The Collapse of the Austrian and German Empires

89. The Economic, Social, and Cultural Impact of the War

February, 2014

## 90. The Peace of Paris, 1919

### FREE RESPONSE QUESTIONS (FRQ's)

A. At the Versailles Peace Conference Germany was forced to recognize its responsibility for the First World War. Discuss and analyze the causes which led to the outbreak of the war.

B. The peoples of Europe, convinced that their nations' causes were just, entered World War I in August of 1914 enthusiastically, in the belief that victory would be theirs by Christmas. What went wrong? Why did they, civilian and military alike, have such a mistaken concept of the nature of modern warfare? What changes had taken place in previous decades to so dramatically alter the nature of warfare?

C. It was unfortunate to incorporate the War Guilt Clause blaming Germany for causing World War I into the Treaty of Versailles. But was it unfair?

### PRIMARY SOURCE READINGS

*Voices From The Battle Of The Somme*, (Volume II, Pgs. 241-246)

*Storm Of Steel*, Ernst Junger (Volume II, Pgs. 247-250)

*The Fourteen Points*, Woodrow Wilson (Volume II, Pgs. 250-253)

### TEST

72 Multiple Choice Questions

3 Matching Questions

## CHAPTER 18: THE RUSSIAN REVOLUTION AND THE SOVIET UNION (C1)

### BOOK READINGS (PALMER/COLTON/KRAMER)

91. Backgrounds

92. The Revolution of 1905

93. The Revolution of 1917

94. The Union of Soviet Socialist Republics

95. Stalin: The Five-Year Plans and the Purges

96. The International Impact of Communism, 1919-1939

### FREE RESPONSE QUESTIONS (FRQ's)

A. Using the Glorious Revolution of 1688, the French Revolution of 1789, and the Russian Revolution of 1917, discuss and analyze the nature and scope of the revolutionary tradition in modern Europe.

B. Assess the strengths and weaknesses of Imperial Russia between the reigns of Alexander I and Nicholas II (1801-1917).

### PRIMARY SOURCE READINGS

*What Is To Be Done*, V.I. Lenin (Volume II, Pgs. 253-256)

*One Day In The Life Of Ivan Denisovich*, Alexander Solzhenitsyn (Volume II, Pgs. 290-294)

### HOMEWORK

46 questions

### TEST

30 Multiple Choice Questions

## FOURTH QUARTER

### CHAPTER 19: THE APPARENT VICTORY OF DEMOCRACY

#### BOOK READINGS (PALMER/COLTON/KRAMER)

- 97. The Advance of Democracy after 1919
- 98. The German Republic and the Spirit of Locarno
- 99. Anti-Imperialist Movements in Asia
- 100. The Great Depression: Collapse of the World Economy

#### PRIMARY SOURCE READINGS

*A Room Of One's Own*, Virginia Woolf (Volume II, Pgs. 285-289)

#### TEST

20 Multiple Choice

### CHAPTER 20: DEMOCRACY AND DICTATORSHIP (C1)

#### BOOK READINGS (PALMER/COLTON/KRAMER)

- 101. The United States: Depression and New Deal
- 102. Trials and Adjustments of Democracy in Britain and France
- 103. Italian Fascism
- 104. Totalitarianism: Germany's Third Reich

#### FREE RESPONSE QUESTIONS (FRQ's)

- A. Describe and analyze the causes for the rise of fascism in Germany and Italy.
- B. Describe and analyze the characteristics of fascism.
- C. A question which as long intrigued historians is that of the "hero" – the "great man" in history. Is history shaped by the "strong man," the dynamic individual, or are such individuals simply a product of their times – the consequence of the political, social, cultural, etc., conditions of the age? With this question in mind, assess the rise of Adolf Hitler to dominance in Germany. Was his ascent to power inevitable, or simply a consequence of the times?

#### DATA BASED QUESTIONS (DBQ'S)

The last four centuries, centuries which saw the evolution of the national State in its modern form, have produced almost endless debates as to the rights and obligations of the individual citizen in relation to the State and the nature of the State itself. On the basis of the concepts advanced in the documents present here, discuss the diverse and changing views related to the citizen and the State which they reveal.

#### PRIMARY SOURCE READINGS

*The Economic Consequences Of The Peace*, J.M. Keynes (Volume II, Pgs. 257-260)

*Women And A Changing Civilization*, Winifred Holtby (Volume II, Pgs. 260-263)

*Fascist Doctrine*, Benito Mussolini (Volume II, Pgs. 264-268)

*Mein Kampf*, Adolf Hitler (Volume II, Pgs. 268-272)

#### HOMEWORK

February, 2014

24 Questions

TEST

32 multiple choice questions

#### CHAPTER 21: THE SECOND WORLD WAR

BOOK READINGS (PALMER/COLTON/KRAMER)

105. The Weaknesses of the Democracies: Again to War

106. The Years of Axis Triumph

107. The Western-Soviet Victory

108. The Foundations of the Peace

FREE RESPONSE QUESTIONS (FRQ's)

A. Assess and analyze the extent to which the peace settlements in Europe at the end of WWI became causes of WWII.

B. Compare the regimes established by Napoleon I (1801-1815) and Adolf Hitler (1933-1945). Were they more alike or different?

DATA BASED QUESTIONS (DBQ'S)

To what extent was Italy's aggression in Ethiopia significant in the outbreak of World War II?

Assess the validity of this statement: The events that led Europe into World War II were precipitated by Germany's dissatisfaction with the terms of the Versailles treaty of World War I.

PRIMARY SOURCE READINGS

*Memories Of The Holocaust*, (Volume II, Pgs. 272-277)

*Speeches*, Winston Churchill (Volume II, Pgs. 278-280)

*Testimony*, Adolf Eichmann (Volume II, Pgs. 281-284)

TEST

46 Multiple Choice Questions

#### CHAPTER 22: THE POSTWAR ERA: COLD WAR AND RECONSTRUCTION

BOOK READINGS (PALMER/COLTON/KRAMER)

109. The Cold War: The Opening Decade, 1945-1955

110. Western Europe: Economic Reconstruction

111. Western Europe: Political Reconstruction

112. Reshaping the Global Economy

113. The Communist World: The U.S.S.R. and Eastern Europe

114. The Communist World: Mao Zedong and the People's Republic of China

FREE RESPONSE QUESTIONS (FRQ's)

A. Assess and analyze how problems in the World War II alliance of the United States, Great Britain, and the Soviet Union helped lead to the Cold War.

PRIMARY SOURCE READINGS

*The Iron Curtain*, Winston Churchill (Volume II, Pgs. 303-307)

February, 2014

*Report To The Communist Party Congress, Nikita Khrushchev (Volume II, Pgs. 307-310)*

*Charter Of The United Nations, (Volume II, Pgs. 324-327)*

#### HOMEWORK

25 questions

#### TEST

60 multiple choice questions

#### CHAPTER 23: EMPIRES INTO NATIONS: THE DEVELOPING WORLD (C1)

##### BOOK READINGS (PALMER/COLTON/KRAMER)

115. End of the European Empires in Asia

116. The African Revolution

117. Ferment in the Middle East

118. Changing Latin America

119. The Developing World

##### PRIMARY SOURCE READINGS

*The Charter Of Economic Rights And Duties Of States, (Volume II, Pgs. 328-333)*

#### CHAPTER 24: A WORLD ENDANGERED: COEXISTENCE AND CONFRONTATION IN THE COLD WAR

##### BOOK READINGS (PALMER/COLTON/KRAMER)

120. Confrontation and Détente, 1955-1975

121. Collapse and Recovery of the Global Economy: The 1970's and 1980's

122. The Cold War Rekindled

123. China After Mao

#### CHAPTER 25: A WORLD TRANSFORMED (C1)

##### BOOK READINGS (PALMER/COLTON/KRAMER)

124. The Crisis in the Soviet Union

125. The Collapse of Communism in Central and Eastern Europe

126. The Collapse of the Soviet Union

127. After Communism

128. Intellectual and Social Currents

129. Facing the Twenty-First Century

##### FREE RESPONSE QUESTIONS (FRQ's)

A. Why has the European Union been successful?

B. Did the United States "win" the Cold War or the Soviet Union lose it?

##### DATA BASED QUESTIONS (DBQ'S)

Describe and analyze European attitudes towards Gypsies between 1930 and 1982.

February, 2014

PRIMARY SOURCE READINGS

*Existentialism*, Jean-Paul Sartre (Volume II, Pgs. 295-297)

*The Second Sex*, Simone De Beauvoir (Volume II, Pgs. 298-302)

*Perestroika*, Mikhail Gorbachev (Volume II, Pgs. 311-316)

*The End Of History?* Francis Fukuyama (Volume II, Pgs. 317-322)

*Report On The Fall Of Srebrenica*, Kofi Annan (Volume II, Pgs. 334-342)

*Report Of The 9/11 Commission*, (Volume II, Pgs. 343-347)

HOMEWORK

25 Questions

TEST

75 multiple choice questions



February, 2014