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| Unit Number | Tile | Focus Area(s) | Description |
| 1 | Ancient Civilizations & Religions | Ancient Civilizations and World Religions | This unit is designed to examine the origin, rise, and fall of the ancient/classical civilizations of Mesopotamia, India, China, Greece and Rome. Students will examine the various cultural mechanisms that these societies used to reach their golden ages. Activities will focus on political, economic and cultural achievements of these civilizations. Students will consider how conflict and change helped create and destroy the civilizations. At times that conflict was between societies; at times the conflict was within the society. Students will learn how these civilizations created the rich cultures whose legacies continue to affect the world. An examination of the origins of world religions will help students understand diversity, conflict, and tolerance in the ancient and modern world. The study of governance will enable students to examine how more and more complex governments were needed to meet the needs of more advanced civilizations. Students will understand how individuals, groups and institutions affected societies in both positive and negative ways. Students will examine how movement and migration of various peoples influenced societal change. |
| 2 | Dark & Middle Ages | Medieval Asia, Africa, Middle East, Europe, and the Crusades | Unit 2 will focus on growth, trade, innovation, power, and authority. Through this focus students will see that the absence of a clear political authority may lead to complex political, economic, religious, and social systems which still provide security and stability. (i.e. Feudalism, serfdom, Monasticism, etc). |
| 3 | European Rebirth | The Italian Renaissance, Northern Renaissance, Protestant Reformation, English Reformation, and Counter-Reformation | This unit will focus on social, political, economic, and technological changes and how those changes affected the growth of nations. Students will learn how individuals impacted change and brought about complexity in governance. The roles of the church and government are introduced through the study of the Renaissance and Reformation.This unit will show how the role of leaders, religious ideas and new innovations affected the future growth of Europe and how this growth affected movement and migration. |
| 4 | First Global Age | Exploration  Colonization  Mesoamerica | This section will look deeper into the technological advancements from the Renaissance that facilitated exploration of the Americas; while also connecting them to the chief motivations for exploration and colonization included economic wealth, spread of Christianity, and the desire to expand a nation's territory and influence. This unit will examine both positive (e.g. exchange of new foods, animals, and technologies) and negative (e.g. destruction of indigenous peoples and the creation of the Atlantic Slave Trade) results that came out of the period of European exploration and colonization. |
| 5 | Absolutism | Absolute Monarchies | Here students should recognize that power can be used for both good and bad while also explaining the political, social and economic reasons for the rise of powerful centralized nation-states and empires |
| 6 | Age of Revolutions | The Enlightenment Period  Scientific Revolution  American Revolution  French Revolution  Latin American Revolution | This unit is centered around the idea that new ideas and theories of the universe altered political thought and affected economic and social conditions; while also  Analyzing political revolutions in terms of their causes and impact on independence, governing bodies and church state relation. Students will also evaluate key turning points of the modern era in terms of their lasting impact. |
| 7 | Age of Industry | Industrial Revolution | This will focus on: the variety of political, economic, and social factors (e.g. stable government, and the availability of natural resources - such as coal and water - and a labor pool) that contributed to the beginning of the Industrial Revolution in Great Britain. It will also look deeper into how industrialization can contribute to increased urbanization and may result in environmental and cultural changes to the geographic areas in which it occurs and how Industrialism and urbanization can transform social structure, government policies, and economic systems, creating new opportunities and challenges for peoples, groups, and nations. (e.g. new middle class, labor unions, socialism, Marxism, imperialism). |
| 8 | Social Change | Nationalism  Imperialism in Africa, South America, and Southeast Asia  Rise of Nationalism  Reactions to Imperialism in China and India  Unification of Italy & Germany | This unit will strive to answer the following questions:   1. What causes nationalism? 2. Why do people seek power over others? 3. What factors cause conflict between nations? 4. What developments contributed to imperialism?   By answering these questions students will see the interconnections between our countries today. |
| 9 | Early 20th Century | World War I  Totalitarianism  The Great Depression  Worldwide Economic Depression | With the focus primarily being on the efforts at international cooperation that began after World War I students will examine the attempt to address future conflicts and prevent war. Furthermore students will analyze these efforts and see they were unsuccessful initially, but they set the stage for the following World War II. |
| 10 | Mid-20th Century | WWII  Cold War  Globalization  Vietnam War  Korean War | In this unit we will attempt to dissect some deep questions. The first, how can unresolved problems or issues contribute to future conflicts? Ending with even bigger questions like, what is the responsibility of the international community to prevent human rights violations in other nations and is war ever justified? |
| 11 | Global Issues | Middle East Post-War Conflicts Terrorism Non-State Actors Arab Spring Revolutions Global Economic and Environmental Issues | With the final unit we will analyze the interdependence of our countries and the world today and look deeper into if ideas can ever change the world. |