**20th Century World History – Semester 1**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| History Imperialism(Historical Analysis)Semester 1 | Knowledge of concepts such as:-Causes and motives for imperialism (political and economic competition)-Methods of control used by imperialists (forms of rule) -Impacts of imperialism Specific vocabulary such as:ethnicity, culture, language, ethno-centrism, prejudice, discrimination, racism, cultural diffusion, industrialization, imperialism | Discuss the motives/causes for imperialism, using two specific examples. Explain, with examples, methods of control used by imperialists. Describe how imperialism impacted the people, the politics, and the economy of a specific country or region.  | Is imperialism ever justified? Take a stand and support your position using specific examples from history.  |  |  |  |  |
| HistoryWorld War I(C&C)Semester 1 | Knowledge of concepts such as:-causes for WWI; describe changes in technology/war; effects of WWISpecific vocabulary such as:-militarism, alliances, nationalism, imperialism, assassination (Franz Ferdinand); Central v. Allied Powers (Triple Entente v. Triple Alliance); trench warfare; Treaty of Versailles; League of Nations, total war | Explain three causes of World War I. Determine how these causes led to world war.Explain the impact of new technology or strategies used in World War I, providing at least two examples. Describe, using examples, the political, social, and economic impacts of World War I. | Evaluate whether or not World War I was inevitable using specific examples from history.  |  |  |  |  |
| History World War II(Historical Change)Semester 1 | Knowledge of concepts such as:communism, fascism, totalitarianism, democracy; global depression; causes of WWII; Axis and Allied Powers, methods and strategies of war, effects of WWIISpecific vocabulary/events/leaders such as: Adolf Hitler, J. Stalin, Tojo, Roosevelt, Churchill, appeasement, blitzkrieg , Pearl Harbor, Stalingrad, D-Day, atomic bomb, United Nations  | Explain, using examples, the causes of World War II. Explain the impact of new technology or strategies used in World War II, providing at least two examples. Describe the political, social, and economic impacts of World War II.  | Was World War II inevitable?Use specific examples from history to help support your argument.  |  |  |  |  |
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| Source AnalysisSemester 1 | Determines the central idea by citing evidence, but fails to accurately address historical context and/or author’s point of view.  | Accurately determines the central idea by citing evidence, addressing the historical context, and explaining the author’s point of view.  | In addition to meeting the level 3 expectation, the response includes the use of extended, content-specific vocabulary or makes connections to prior learning and/or current events. |  |  |  |  |
| Writing Informative TextSemester 1 | Writes informative/explanatory text.A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the level 3 standard in two areas.* *\*A level 1 writing sample fails to meet the level 3 standard in all areas, but a valid attempt was made by the student.* | Writes informative/explanatory text. -Introduce a topic (sentence or a full paragraph);-Organize ideas and concepts (chronologically or thematically);-Develop the topic with relevant facts, evidence and accurate examples that are appropriate to the topic; uses extended definitions;-Provide a concluding statement that supports the information or explanation presented. | Writes informative/explanatory text that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues.  |  |  |  |  |

**20th Century World History – Semester 2**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| HistoryCold War(Historical Analysis)Semester 2 | Knowledge of concepts such as:-Cold War players and their goals-communism, democracy (as political ideology and characteristics of each system)-spread of communism vs containment-Marshall Plan, Truman Doctrine, NATO, Warsaw PactSpecific vocabulary such as:-containment, satellite state, iron curtain, spheres of influence, deterrents, proxy war | Compare and contrast forms of government: communism and democracy.Describe the goals of the USSR and the US. Be sure to include terms such as sphere of influence, satellite state, and containment. Describe an example of a proxy war. | How did the struggle between communism and democracy change the world? Evaluate which factor was most important in the Cold War conflict: political ideology or power politics (i.e. the arms race). Defend your position with evidence and examples from history.  |  |  |  |  |
| History20th Cent Crises(Historical Change)Semester 2 | Basic knowledge & concepts such as: -causes and effects of conflict, -genocide examples: Holocaust and Rwanda-conflict example: Israel/PalestineVocabulary such as: majority group, minority group, genocide, United Nations | Analyze the causes and effects of a 20th Century genocide.Analyze the causes and effects of a 20th Century conflict. | Critique the responses of the world community to specific examples of genocide or conflict.  |  |  |  |  |
| History Contemp. Themes(C&C)Semester 2 | Identify and describe at least three concepts from 20th Century World History.Concepts: imperialism, militarism, nationalism, alliances, technology, global depression/recession, forms of government (democracy, communism, totalitarianism), causes of conflict, results of conflict, genocide | Interpret how the identified three concepts are still applicable and relevant to the present day. | Justify which of the identified concepts you believe will have the greatest impact during your lifetime. |  |  |  |  |

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| Analyzing Multiple Sources (DBQ)Semester 2 | Attempts to use more than one document on the same topic to take a stand on an issue (thesis). Evidence used from the sources to explain and support the position (claim) may have some misconceptions or inaccuracies.  | Uses at least three documents on the same topic to take a stand on an issue (thesis). Accurately uses evidence from three or more sources to explain and support the position (claim).  | In addition to meeting the level 3 expectation, the response includes prior knowledge or outside information to enhance the position and recognizes and responds to the opposing viewpoint (counter claim).  |  |  |  |  |
| Writing Informative TextSemester 2 | Writes informative/explanatory text.A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the level 3 standard in two areas.* *\*A level 1 writing sample fails to meet the level 3 standard in all areas, but a valid attempt was made by the student.* | Writes informative/explanatory text. -Introduce a topic (sentence or a full paragraph);-Organize ideas and concepts (chronologically or thematically);-Develop the topic with relevant facts, evidence and accurate examples that are appropriate to the topic; uses extended definitions;-Provide a concluding statement that supports the information or explanation presented. | Writes informative/explanatory text that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues.  |  |  |  |  |