

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> Do art and literature reflect culture, or do they shape it?					
<b>STRAND:</b> History			<b>BENCHMARK:</b> I-C – Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.		
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
1 <sup>st</sup> Ni n e W e ek s	<b>PEFORMANCE STANDARD</b>  1a. development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare);  RH 2,4,6 WHST 6,8	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Renaissance/Reformation-Arts and Education  Renaissance Humanism Secular Patron Perspective Leonardo da Vinci Michelangelo Utopia William Shakespeare	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 14</b>  Define key terms related to the Renaissance  Students will write a paragraph explaining why the Renaissance began in Italy.  Students will demonstrate understanding of the term <i>perspective</i> by creating a simple or complex drawing using the technique  Research artists and writers, and inventors (e.g., Michelangelo, Leonardo da Vinci, Shakespeare, Gutenberg). Students will compare and contrast the pre-Renaissance period and the Renaissance era to determine the effect that artists and writers had on society and culture and continue to have today. Students will create a presentation for the class.	<b>ASSESSMENTS</b>  Completed paragraph  Completed drawing  Rubric Teacher observation	<b>STUDENT MATERIALS AND RESOURCES</b>  Textbook and Glossary  Definition and examples of <i>perspective</i> ; paper  Internet Library resources Handout <a href="http://www.history.com/topics/renaissance-art">http://www.history.com/topics/renaissance-art</a>  <a href="http://www.renaissanceart.org/">http://www.renaissanceart.org/</a>  <a href="https://www.biography.com/people/johannes-gutenberg-9323828">https://www.biography.com/people/johannes-gutenberg-9323828</a>

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTION: What new ideas and values led to the Reformation, and what social and political effects did the Reformation cause?</b>					
<b>STRAND: History</b>			<b>BENCHMARK: 9-12 Benchmark 1-C.</b> World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>					
1st Ni ne W ee ks	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b> Renaissance/Reformation –Religion  Martin Luther Indulgence Reformation Excommunicate Lutheran Protestant Peace of Augsburg Henry VIII Annul	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 15</b>  Students will define key terms related to the Reformation  Students will research Catholicism prior to, during, and immediately after Martin Luther’s unveiling of the 95 Theses. They will compare and contrast Catholicism and Protestant theology. The students will produce a graphic organizer on a poster board and will present their findings to the class.  Students will create a Venn Diagram to compare the beliefs of Martin Luther with those of John Calvin.	<b>ASSESSMENTS</b>  Rubric Teacher observation Peer evaluation rubric    Completed Venn Diagram	<b>STUDENT MATERIALS AND RESOURCES</b>  Textbook Internet Library resources Teacher handout
					<a href="http://www.history.com/topics/reformation">http://www.history.com/topics/reformation</a> <a href="https://www.britannica.com/topic/Roman-Catholicism">https://www.britannica.com/topic/Roman-Catholicism</a> <a href="http://www.history.com/topics/martin-luther-and-the-95-theses">http://www.history.com/topics/martin-luther-and-the-95-</a>
					Textbook and other biographical sources

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTION</b> Why does religion cause conflict?					
<b>STRAND: History</b>			BENCHMARK: <b>9-12 Benchmark 1-C.</b> World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD: Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>					
9 We ds  1 s t	<b>PERFORMANCE STANDARDS</b>  1c. religious conflict and persecutions (e.g., Spanish inquisition) RH 2 WHST 2,8	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master  CC= Reading and Writing Standards for Literacy in History/Social Studies  Renaissance/Reformation Religion	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> Module 15  Students will research persecution and conflicts throughout the Reformation. They will then compile information using Google Slides. This can be either submitted to the teacher or presented to the class.	<b>ASSESSMENTS</b>  Summation Rubric Peer editing Teacher observation	<b>STUDENT MATERIALS AND RESOURCES</b>  Textbook Library resources Community resources (pastors, priests, religious leaders)  <a href="http://www.history.com/topics/thirty-years-war">http://www.history.com/topics/thirty-years-war</a>  <a href="https://www.britannica.com/event/Massacre-of-Saint-Bartholomews-Day">https://www.britannica.com/event/Massacre-of-Saint-Bartholomews-Day</a> <a href="https://www.britannica.com/topic/HuguenotBartholomews-Day">https://www.britannica.com/topic/HuguenotBartholomews-Day</a>  <a href="https://www.britannica.com/topic/Spanish-Inquisition">https://www.britannica.com/topic/Spanish-Inquisition</a>

**3 \*At the high school level all competencies are to be mastered.**

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade\_9-12\_World History**

<b>ESSENTIAL QUESTION: Why were peoples of the Age of Exploration willing to risk lives and fortunes to expand the influence of their homelands?</b>					
<b>STRAND: History</b>			BENCHMARK: 9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD: Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>					
9 We ds 1 s t	<b>PERFORMANCE STANDARDS</b>  2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations. RH 2 WHST 2,8	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master  <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b>  <ul style="list-style-type: none"> <li>• Prince Henry</li> <li>• Bartolomeu Dias</li> <li>• Vasco de Gama</li> <li>• Treaty of Tordesillas</li> <li>• Dutch East India Company</li> <li>• Christopher Columbus</li> <li>• Colony</li> <li>• Hernando Cortes</li> <li>• Conquistador</li> <li>• Francisco Pizarro</li> <li>• Atahualpa</li> <li>• Mestizo</li> <li>• <i>Encomienda</i></li> <li>• New France</li> <li>• Jamestown</li> <li>• Pilgrims</li> <li>• Puritans</li> <li>• New Netherland</li> </ul>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 16</b>  Students will define key terms related to exploration and colonization.  Students will write a paragraph explaining motives behind European exploration in the 1400s.  Students will create a timeline of events that occurred as Spain established an empire in in the Americas.  Students will create a graphic organizer listing the names of European settlements in the Americas, the locations of the settlements, and the reasons for settlement. Students will label maps of the 13 original colonies and note key details about the colonies.  Students will create an outline and fill it in with key points about the consequences of the slave trade in Africa and in the Americas. Students will use their outline notes to decide which consequence was the most important and why.  Students will create a 3-column graphic organizer that lists food/livestock/disease in the first column. The second column will list the place of origin and the third column will list the effect.	<b>ASSESSMENTS</b>  Paragraph with rubric  Timeline  Graphic Organizer  Outline	<b>STUDENT MATERIALS AND RESOURCES</b>  Textbook Library resources  <a href="https://www.slideshare.net/cbgobble/columbian-v-triangle">https://www.slideshare.net/cbgobble/columbian-v-triangle</a>  <a href="http://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/empire-americas-spanish">http://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/empire-americas-spanish</a>  <a href="http://www.history.com/topics/jamestown">http://www.history.com/topics/jamestown</a>  <a href="http://ic.galegroup.com/ic/suic/ReferenceDetailsPage/ReferenceDetailsWindow?query=&amp;prodId=SUIC&amp;contentModules=&amp;displayGroupName=Reference&amp;limiter=&amp;disableHighlighting=false&amp;displayGroups=&amp;sortBy=&amp;search_within_results=&amp;p=SUIC&amp;action=2&amp;catId=&amp;activityType=&amp;documentId=GALe%7CEJ2104240804&amp;source=Bookmark&amp;u=la99595&amp;jsid=853c471d7bd85bc12846e3dcdda15fb9">http://ic.galegroup.com/ic/suic/ReferenceDetailsPage/ReferenceDetailsWindow?query=&amp;prodId=SUIC&amp;contentModules=&amp;displayGroupName=Reference&amp;limiter=&amp;disableHighlighting=false&amp;displayGroups=&amp;sortBy=&amp;search_within_results=&amp;p=SUIC&amp;action=2&amp;catId=&amp;activityType=&amp;documentId=GALe%7CEJ2104240804&amp;source=Bookmark&amp;u=la99595&amp;jsid=853c471d7bd85bc12846e3dcdda15fb9</a>

4 \*At the high school level all competencies are to be mastered.

**Portales Municipal Schools  
Social Studies Curriculum Map-Updated May 2018**

<b>ESSENTIAL QUESTIONS: In what ways were the ideas introduced by European scientists and thinkers between the 1500s and 1700s revolutionary?</b>					
<b>STRAND:</b> History			<b>BENCHMARK:</b> 9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD:</b>					
1 <sup>st</sup> NineWeek s	<p><b>PEFORMANCE STANDARD</b></p> <p>3. Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects on political, economic and cultural institutions, to include:</p> <p>e. enlightenment philosophies used to support events leading to American and French revolutions;</p> <p>f. Napoleonic era (e.g., codification of law); Latin America's wars of independence;</p> <p><b>RH 1,2,3,4</b> <b>WHST 1,9</b></p>	<p><b>CONCEPTS/SKILLS</b></p> <p>Review/Extend previously introduced skill unless noted I= Introduce</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">* M=Master</p> <p style="color: purple;">CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>-Enlightenment philosophies used to support events leading to American and French Revolutions</p> <p>-Napoleonic Era (e.g., codification of law)</p> <p>Enlightenment Social Contract John Locke Philosophe Rationalism Voltaire Montesquieu Rousseau Salons Baroque Neoclassical Enlightened Despot Old Regime Estate National Assembly</p>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b></p> <p><b>Module 18</b></p> <p>Students will define key terms related to the Enlightenment</p> <p>Teacher will lead a discussion on the enlightenment philosophies used to support events leading to American and French Revolutions. Following the discussion students will divide into groups of three and develop a comparison matrix of the philosophies.</p> <p>Students will create a Venn Diagram comparing the <i>Declaration of the Rights of Man and Citizen</i> with the <i>Declaration of the Rights of Woman</i>. Students will analyze the structure of the U.S. government and list the contributions of Enlightenment thinkers. Students will compare the Napoleonic Code with the American Bill of Rights and list similarities and differences</p>	<p><b>ASSESSMENTS</b></p> <p>Teacher observation Comparison Matrix Rubric</p> <p>Venn Diagram with rubric</p> <p>Chart</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Textbook Library Resources <a href="http://www.biographyonline.net/people/famous/enlightenment.html">http://www.biographyonline.net/people/famous/enlightenment.html</a></p> <p><a href="http://en.historylapse.org/french-revolution/the-influence-of-the-enlightenment-on-the-revolution">http://en.historylapse.org/french-revolution/the-influence-of-the-enlightenment-on-the-revolution</a></p> <p><a href="http://www.ushistory.org/gov/2.asp">http://www.ushistory.org/gov/2.asp</a></p> <p>Copies of the <i>Declaration of the Rights of Man and Citizen</i> and the <i>Declaration of the Rights of Woman</i>.</p> <p>Copy of the U.S. Constitution, websites listed above</p>

**4 \*At the high school level all competencies are to be mastered.**

Grade\_9-12\_World History\_\_\_\_

Portales Municipal Schools

Social Studies Curriculum Map-Updated May 2018

<b>ESSENTIAL QUESTIONS:</b> What impact did the Industrial Revolution have on Western economics, politics, and society?				
<b>STRAND: History</b>			<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience	
<b>STANDARD: Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>				
1 <sup>s</sup> t N i n e W e e k s	<b>PEFORMANCE STANDARD</b> 4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include: a. conditions that promoted industrialization; b. how scientific and technological innovations brought about change RH 3	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend * M=Master  <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b> Industrial Revolution -Promotion of -Innovations <b>KEY TERMS</b> Industrial Revolution Factors of Production Entrepreneur Urbanization Middle Class Economic Interdependence Corporation Laissez-faire Adam Smith Capitalism Socialism Karl Marx Communism	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 21</b> Students will define key terms related to the Industrial Revolution.  Students will list major inventions of the Industrial Revolution and explain how each invention impacted society.	<b>ASSESSMENTS</b>  Teacher template Rubric Teacher observation
	<b>STUDENT MATERIALS AND RESOURCES</b>  Internet Library resources Textbook <a href="http://www.history.com/topics/industrial-revolution">http://www.history.com/topics/industrial-revolution</a>  <a href="http://www.brighthubeducation.com/history-www.history.com/topics/industrial-revolution">http://www.brighthubeducation.com/history-www.history.com/topics/industrial-revolution</a>			

5 \*At the high school level all competencies are to be mastered.

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> What are some reasons for moving to a new location?					
<b>STRAND:</b> History		<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience			
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
1 <sup>st</sup> Ni ne Wee ks	<p><b>PERFORMANCE STANDARD</b></p> <p>4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include</p> <p>c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);</p> <p>d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)</p> <p>RH 7</p>	<p><b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted</p> <p>I= Introduce  R=Review and Extend  *M=Master</p> <p><b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b></p> <p>Industrial Revolution</p> <ul style="list-style-type: none"> <li>-Population</li> <li>-Labor</li> <li>-Immigration</li> <li>-Migration</li> </ul>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b></p> <p><b>Module 21</b></p> <p>(What and How)</p> <p>Students will track, plot, and label changes in population by continent as a result of the Industrial Revolution. They will then post and briefly explain their findings.</p> <p>Students will identify problems caused by population growth, urbanization, immigration, workplace conditions. They will analyze attempts to solve problems and evaluate the effectiveness of each solution.</p>	<p><b>ASSESSMENT</b></p> <p>Rubric  Teacher observation  Peer evaluation</p> <p>Teacher chart  rubric</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Maps</p> <p><a href="https://www.thoughtco.com/population-growth-and-movement-industrial-revolution-1221640">https://www.thoughtco.com/population-growth-and-movement-industrial-revolution-1221640</a></p> <p>Map templates (2 for each continent)</p> <p><a href="https://www.britannica.com/topic/history-of-Europe/Revolution-and-the-growth-of-industrial-society-1789-1914">https://www.britannica.com/topic/history-of-Europe/Revolution-and-the-growth-of-industrial-society-1789-1914</a></p> <p><a href="http://www.nationalarchives.gov.uk/pathways/citizenship/stuggle_democracy/trade_unionism.htm">http://www.nationalarchives.gov.uk/pathways/citizenship/stuggle_democracy/trade_unionism.htm</a></p>

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> What are some benefits and drawbacks of sharing everything equally?					
<b>STRAND:</b> History		<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience			
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
1st Ni ne Wee ks	<p><b>PEFORMANCE STANDARD</b></p> <p>4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include</p> <p>e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx);</p> <p>f. status and roles of women and minorities</p> <p>RH 9</p> <p>WHST 2b</p>	<p><b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted</p> <p>I= Introduce  R=Review and Extend  * M=Master</p> <p>CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Industrial Revolution</p> <ul style="list-style-type: none"> <li>- Economic and Political Theories</li> </ul>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b></p> <p><b>Modules 21 and 22</b></p> <p>Students will define Socialism and Capitalism</p> <p>Students will find examples of political cartoons illustrating each concept. Students will analyze the cartoons and explain the meaning.</p> <p>The students will explain how the Industrial Revolution impacted women and minorities. They will address the abolition of slavery, the fight for women's rights, and democratic reforms in Britain.</p>	<p><b>ASSESSMENTS</b></p> <p>Rubric  Teacher Observation  Peer Evaluation</p> <p>Teacher rubric and evaluation</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Internet  Library resources  Teacher Handout  <a href="https://www.biography.com/people/adam-smith-9486480">https://www.biography.com/people/adam-smith-9486480</a>  <a href="http://www.history.com/topics/karl-marx">http://www.history.com/topics/karl-marx</a></p> <p>Internet  Library resources  Textbook</p>



**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> What role did imperialism play in shaping the modern world?					
<b>STRAND:</b> History			<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
2 <sup>nd</sup> Ni ne Wee ks	<p><b>PERFORMANCE STANDARD</b></p> <p>5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:</p> <p>a. clash of cultures;</p> <p>b. British empire expands around the world;</p> <p>c. nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations) <b>RH 4</b></p> <p><b>WHST 2,10</b></p>	<p><b>CONCEPTS/SKILLS</b></p> <p>Review/Extend previously introduced skill unless noted</p> <p>I= Introduce  R=Review and Extend  * M=Master</p> <p><b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b></p> <p>19<sup>th</sup> Century Imperialism  -Clash of Cultures  -Expansion of British Empire  -Reasons for and effects</p>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b></p> <p><b>Module 23</b></p> <p>Students will define key terms related to imperialism</p> <p>Students will write a paragraph explaining why the “sun never set” on the British Empire</p> <p>Students will create a chart listing positive and negative effects of European imperialism on the indigenous populations of Africa and Asia.</p> <p>Berlin Conference Activity</p>	<p><b>ASSESSMENTS</b></p> <p>paragraph</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Textbook</p> <p><a href="http://www.newworldencyclopedia.org/entry/British_Empire">http://www.newworldencyclopedia.org/entry/British_Empire</a></p> <p><a href="https://www.britannica.com/event/Indian-Mutiny">https://www.britannica.com/event/Indian-Mutiny</a></p> <p>Textbook</p>

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> How did imperialism, economic instability, and revolution affect China and Japan?					
<b>STRAND:</b> History			<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
2 <sup>nd</sup> Ni ne W ee ks	<b>PEFORMANCE STANDARD</b> 6. Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia. ) RH 4 WHST 2,10	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b> <ul style="list-style-type: none"> <li>• Shinto</li> <li>• Shogun</li> <li>• Samurai</li> <li>• Bushido</li> <li>• Tang Taizong</li> <li>• Wu Zhao</li> <li>• Gentry</li> <li>• Ming Dynasty</li> <li>• Manchus</li> <li>• Qing Dynasty</li> <li>• Daimyo</li> <li>• Tokugawa Shogunate</li> <li>• Haiku</li> <li>• Kabuki</li> <li>• Opium War</li> <li>• Extraterritorial Rights</li> <li>• Taiping Rebellion</li> <li>• Sphere of Influence</li> <li>• Open Door Policy</li> <li>• Boxer Rebellion</li> </ul>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Modules 9, 16, 24</b>  Students will compare and contrast the Tang and Song Dynasties using a Venn Diagram.  Students will create a timeline of major events in Japan's early history  Students will write two paragraphs comparing the European Renaissance to the flowering of Chinese Culture during the Ming and Qing dynasties  Students will create a chart listing China's internal and external problems in the 1800s.  Students will create a list of steps the Meiji emperor took to modernize Japan.	<b>ASSESSMENTS</b>  Venn Diagram  Timeline  Paragraph with rubric  Chart with Rubric	<b>STUDENT MATERIALS AND RESOURCES</b> Textbook <a href="http://study.com/academy/.../chinese-civilizations-influence-in-east-asia-korea-japan.html">http://study.com/academy/.../chinese-civilizations-influence-in-east-asia-korea-japan.html</a> <a href="http://www.chinahighlights.com/travelguide/china-history/the-song-dynasty.htm">http://www.chinahighlights.com/travelguide/china-history/the-song-dynasty.htm</a> <a href="http://www.chinahighlights.com/travelguide/china-history/the-tang-dynasty.htm">http://www.chinahighlights.com/travelguide/china-history/the-tang-dynasty.htm</a> <a href="https://www.britannica.com/topic/Qing-dynasty">https://www.britannica.com/topic/Qing-dynasty</a> <a href="https://www.britannica.com/topic/Ming-dynasty-Chinese-history">https://www.britannica.com/topic/Ming-dynasty-Chinese-history</a> <a href="https://www.britannica.com/topic/Opium-Wars">https://www.britannica.com/topic/Opium-Wars</a> <a href="http://afe.easia.columbia.edu/special/japan_1750_meiji.htm">http://afe.easia.columbia.edu/special/japan_1750_meiji.htm</a>

**ESSENTIAL QUESTIONS:** How might World War I have been avoided?

**STRAND:** History

**BENCHMARK:** analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present,

**STANDARD:** Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history

<p>2d Ne Wds</p>	<p><b>PERFORMANCE STANDARD</b></p> <p>7. Analyze and evaluate the causes, events and effects of World War I, to include:  a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership);  b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire) <b>WHST 6</b></p> <p>9. <b>*At the high school level all competencies are to be mastered.</b></p>	<p><b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted  <b>I= Introduce</b>  <b>R=Review and Extend *M=Master</b>  <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b></p> <p>World War I</p> <p>-Nationalism</p> <ul style="list-style-type: none"> <li>• -Ethnic and ideological conflicts</li> <li>• Militarism</li> <li>• Triple Alliance</li> <li>• Triple Entente</li> <li>• Central Powers</li> <li>• Allies</li> <li>• Schlieffen Plan</li> <li>• Trench Warfare</li> <li>• Unrestricted Submarine Warfare</li> <li>• Total war</li> <li>• Propaganda</li> <li>• Rationing</li> <li>• Armistice</li> <li>• Fourteen Points</li> <li>• Treaty of Versailles</li> <li>• League of Nations</li> </ul>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b></p> <p><b>Modules 20 and 25</b></p> <ul style="list-style-type: none"> <li>• Students will define key terms related to the causes of WWI</li> <li>• Students will explain how the unification of Germany and Italy led to the rise of nationalism in Europe.</li> </ul>	<p><b>ASSESSMENTS</b></p> <p>Teacher rubric  Teacher observation  Peer evaluation  Self evaluation</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Video: "Causes and Effects of World War I"  Video handout  Internet  Textbook  Library resources  Teacher resources</p> <p><a href="https://www.awesomestories.com/asset/view/Assassin-of-Archduke-Franz-Ferdinand-Gavrilo-Princip">https://www.awesomestories.com/asset/view/Assassin-of-Archduke-Franz-Ferdinand-Gavrilo-Princip</a></p> <p><a href="http://www.history.com/topics/otto-von-bismarck">http://www.history.com/topics/otto-von-bismarck</a></p> <p><a href="https://www.britannica.com/biography/Giuseppe-Garibaldi">https://www.britannica.com/biography/Giuseppe-Garibaldi</a></p> <p><a href="https://www.britannica.com/biography/Camillo-Benso-conte-di-Cavour">https://www.britannica.com/biography/Camillo-Benso-conte-di-Cavour</a></p> <p><a href="http://www.historyonthenet.com/world-war-one-causes-2/">http://www.historyonthenet.com/world-war-one-causes-2/</a></p> <p><a href="https://www.biography.com/people/franz-ferdinand-9300680">https://www.biography.com/people/franz-ferdinand-9300680</a></p> <p><a href="https://www.britannica.com/place/Ottoman-Empire/The-empire-from-1807-to-1920">https://www.britannica.com/place/Ottoman-Empire/The-empire-from-1807-to-1920</a></p>
--------------------------	---	--	--	--	---



**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> Does nationalism unite or divide?					
<b>STRAND:</b> History		<b>BENCHMARK:</b> 9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience			
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
9 we eks  2 n d	<b>PERFORMANCE STANDARD</b> 7. Analyze and evaluate the causes, events and effects of World War I, to include: f. effects of the Russian Revolution and the implementation of communist rule <b>RH 3</b> <b>WHST 6</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless <b>no I= Introduce</b> <b>R=Review and Extend * M=Master</b> <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b> <ul style="list-style-type: none"> <li>• WII</li> <li>• Effects of the Russian Revolution</li> <li>• Proletariat</li> <li>• Bolsheviks</li> <li>• Lenin</li> <li>• Soviet</li> <li>• Communist Party</li> <li>• Provisional Government</li> <li>• Joseph Stalin</li> <li>• Totalitarianism</li> <li>• Great Purge</li> <li>• Command economy</li> <li>• Five-Year Plan</li> <li>• Collective Farm</li> </ul>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 26</b> Students will define key terms related to the Russian Revolution.  Students will compare/contrast Russian government before WWI with government after the Bolshevik revolution. This will be presented through Google Slides.	<b>ASSESSMENTS</b>  Rubrics Teacher observations Peer observations	<b>STUDENT MATERIALS AND RESOURCES</b> Textbook Library resources <a href="http://www.history.com/topics/russian-revolution">http://www.history.com/topics/russian-revolution</a>  <a href="http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?zid=dcc9d0d206242325281cfeee7a64562f&amp;action=2&amp;catId=&amp;documentId=GALE%7CCX3048600073&amp;userGroupName=seat24826&amp;jsid=887400bc157db40d4db452da4506fcb4">http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?zid=dcc9d0d206242325281cfeee7a64562f&amp;action=2&amp;catId=&amp;documentId=GALE%7CCX3048600073&amp;userGroupName=seat24826&amp;jsid=887400bc157db40d4db452da4506fcb4</a>  <a href="https://www.britannica.com/place/Soviet-Union">https://www.britannica.com/place/Soviet-Union</a>

**11 \*At the high school level all competencies are to be mastered.**

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018 Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS: Why would people follow a bad leader?</b>					
<b>STRAND: History</b>			<b>BENCHMARK: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.</b>		
<b>STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in NM, U.S., and world history in order to understand the complexity of the human experience.</b>					
3 r d g w e k s	<b>PERFORMANCE STANDARD</b>  8). Analyze and evaluate the causes, events, and impacts of WWII from various perspectives, to include: Failures and successes of the Treaty of Versailles and the League of Nations; rise of totalitarianism; political, diplomatic, and military leadership; principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes. RH 4 WHST 2	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b>  WWII	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Modules 27 and 28</b>  The student will be able to: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies and draw a picture proving comprehension of each term.  List the failures and successes of the Treaty of Versailles and the League of Nations by constructing a T Chart.  Research in small groups what life was like for people living in a totalitarian (fascist or Communist) nation and create a PowerPoint or poster that displays the information.  Create a chart that includes information about WWII leaders, including the country that they lead, their political philosophy, and their allies.  Research major battles and turning points of WWII and explain in an essay how weather and geographic location impacted the outcome of these battles.	<b>ASSESSMENTS</b>  Definitions and pictures  T Chart  PowerPoint or Poster  Chart  essay with rubric	<b>STUDENT MATERIALS AND RESOURCES</b>  Glossary and paper  T Chart Template and textbook  <a href="http://www.history.com/topics/world-war-i/treaty-of-versailles">http://www.history.com/topics/world-war-i/treaty-of-versailles</a> <a href="https://www.biography.com/people/adolf-hitler-9340144">https://www.biography.com/people/adolf-hitler-9340144</a> <a href="https://www.biography.com/people/benito-mussolini-https://www.biography.com/people/joseph-stalin-https://www.biography.com/people/franklin-d-roosevelt-">https://www.biography.com/people/benito-mussolini-https://www.biography.com/people/joseph-stalin-https://www.biography.com/people/franklin-d-roosevelt-</a> <a href="http://www.history.com/topics/world-war-ii/hirohito">http://www.history.com/topics/world-war-ii/hirohito</a> <a href="https://www.biography.com/people/winston-churchill-9248164">https://www.biography.com/people/winston-churchill-9248164</a> <a href="http://www.historylearningsite.co.uk/world-war-two/famous-battles-of-world-war-two/">http://www.historylearningsite.co.uk/world-war-two/famous-battles-of-world-war-two/</a>
		League of Nations Totalitarianism Nazism Holocaust Winston Churchill FDR Joseph Stalin Adolf Hitler Emperor Hirohito Benito Mussolini Francisco Franco Pearl Harbor Island hopping D-day Stalingrad Atomic bomb  Aryan Holocaust	Students will use the Shoah Foundation website and		

**12 \*At the high school level all competencies are to be mastered.**

**Portales Municipal Schools  
Social Studies Curriculum Map-Updated May 2018**

**Grade\_9-12\_World History\_\_**

<b>ESSENTIAL QUESTIONS: How would you feel if someone built a house on your property?</b>					
<b>STRAND: History</b>			<b>BENCHMARK: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.</b>		
<b>STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in NM, U.S., and world history in order to understand the complexity of the human experience.</b>					
3 r d 9 w e d s	<b>PEFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	9). Analyze and evaluate international developments following WWII, the Cold War, and post-Cold War, to include: War crime trials; creation of the state of Israel and resulting conflicts in the Middle East; rebuilding of Western Europe; Soviet control of Eastern Europe; creation and the role of the United Nations; Mao Zedong and the Chinese Revolution; national security in the changing world order; technology's role in ending the Cold War; RH 4, 6, 8, WHST 2, 4	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	<b>Module 29</b> <b>Classroom discussion about arms race and Cold War</b>	Classroom discussion Cause-and-effect chart	Internet and chart template
		POST-WWII Nuremburg Trials Creation of Israel Middle Eastern conflicts Rebuilding Western Europe United Nations Iron Curtain Berlin Wall Mao Zedong Spread of communism technology	Research how the creation of the nation of Israel led to multiple middle eastern conflicts and organize information on a cause-and-effect chart. The students will compare points of view of the two sides of this topic including which details are included and emphasized from each respective point of view.	paragraph and rubric	<a href="http://www.history.com/topics/world-war-">http://www.history.com/topics/world-war-</a> <a href="http://www.history.com/topics/cold-">http://www.history.com/topics/cold-</a> <a href="http://www.history.com/this-day-in-">http://www.history.com/this-day-in-</a>
			Explain in a paragraph the steps taken to rebuild Western Europe and prevent communism from spreading to war-torn areas.  Label a world map of countries that became communist following WWII.  Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies and draw a picture proving comprehension	Map  Key terms and illustrations	Textbook and paper  Textbook and map template  Glossary and paper



**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018 Grade\_9-12\_World History\_\_\_**

<b>ESSENTIAL QUESTIONS: In Asia, how did the Cold War flare into actual wars supported mainly by the Superpowers?</b>					
<b>STRAND:</b> History			<b>BENCHMARK: 9-12 Benchmark 1-C.</b> World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD: Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>					
9 w e b s 4 t h	<p><b>PERFORMANCE STANDARD</b></p> <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</p> <p>a. French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh);</p> <p><b>RH 3</b> <b>WHST 6</b></p>	<p><b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I= Introduce</b></p> <p style="text-align: center;"><b>R=Review and Extend</b> <b>M=Master</b></p> <p><b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b></p> <ul style="list-style-type: none"> <li>• Emerging third world countries -French Indochina and the Vietnam War</li> <li>• 38<sup>th</sup> Parallel</li> <li>• Douglas MacArthur</li> <li>• Ho Chi Minh</li> <li>• Domino Theory</li> <li>• Ngo Dinh Diem</li> <li>• Vietcong</li> <li>• Vietnamization</li> <li>• Khmer Rouge</li> </ul>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b></p> <p><b>Module 29</b></p> <p>Students will define key terms related to the Korean and Vietnam Wars.</p> <p>Students will research the causes and outcomes of the Korean and Vietnam Wars. They will compare and contrast elements of each war and display information on a poster board or through a Google Presentation.</p>	<p style="text-align: center;"><b>ASSESSMENTS</b></p> <p>Rubric Teacher observation Poster or Google presentation</p>	<p style="text-align: center;"><b>STUDENT MATERIALS AND RESOURCES</b></p> <p>Textbook Library resources Map handouts <a href="http://www.history.com/topics/korean-war">http://www.history.com/topics/korean-war</a> <a href="https://www.britannica.com/event/Korean-War">https://www.britannica.com/event/Korean-War</a>  <a href="http://www.history.com/topics/vietnam-war/vietnam-war-history">http://www.history.com/topics/vietnam-war/vietnam-war-history</a></p>

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> What are some ways people can protest without being violent?						
<b>STRAND:</b> History			<b>BENCHMARK:</b> 9-12 Benchmark 1-C. World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience			
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.						
9 We & s  4 th	<b>PEFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>	
	10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:  Gandhi's non-violence movement for India's independence RH 9	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	<ul style="list-style-type: none"> <li>• Ideologies of emerging third world countries</li> <li>• -Gandhi's non-violence movement</li> <li>• Rowlett Acts</li> <li>• Amritsar Massacre</li> <li>• Civil Disobedience</li> <li>• Mohandas K. Gandhi</li> <li>• Salt March</li> <li>• Congress Party</li> <li>• Muslim League</li> <li>• Partition</li> </ul>	<p>Module 30</p> <p>Students will define key terms related to the Indian Independence Movement</p> <p>Students will analyze Gandhi's non-violent movement for Indian independence by gathering information through research and teacher provided information. They will compare and contrast</p>	<p>Rubric</p> <p>Student evaluation</p> <p>Teacher observation</p>	<p>Internet</p> <p>Library resources</p> <p>Teacher</p> <p>Textbook</p> <p><a href="http://www.history.com/topics/mahatma-gandhi">http://www.history.com/topics/mahatma-gandhi</a></p> <p><a href="http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=4">http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=4</a></p> <p><a href="http://www.bl.uk/reshelp/findhelpregion/asia/india/indianindependence/">http://www.bl.uk/reshelp/findhelpregion/asia/india/indianindependence/</a></p>

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> How can ethnic and racial conflicts hinder democracy?					
<b>STRAND:</b> History			<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience		
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
9 We ek s  4 th	<p><b>PERFORMANCE STANDARD</b></p> <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:  c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu);  RH 8  WHST 2d</p>	<p><b>CONCEPTS/SKILLS</b>  Review/Extend previously introduced skill unless noted  I= Introduce  R=Review and Extend *  M=Master  CC= Reading and Writing Standards for Literacy in History/Social Studies</p> <p>Ideologies of emerging third world countries</p> <ul style="list-style-type: none"> <li>• -Apartheid</li> <li>• Evolving white minority in South Africa</li> <li>• Nelson Mandela</li> </ul>	<p><b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>  <b>Module 31</b></p> <p>Students will define key terms related to apartheid in South Africa</p> <p>The students will use online resources to research the end of apartheid and the moving away from a white minority government in South Africa. They will then write a one-page paper describing apartheid and the movement away from this form of government.</p>	<p><b>ASSESSMENTS</b></p> <p>Rubric  Teacher observation</p>	<p><b>STUDENT MATERIALS AND RESOURCES</b></p> <p><a href="http://www.history.com/topics/nelson-mandela">http://www.history.com/topics/nelson-mandela</a></p> <p><a href="http://www.history.com/topics/apartheid">http://www.history.com/topics/apartheid</a></p>

16 \*At the high school level all competencies are to be mastered.

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS:</b> How do conflicts in one region of the world affect other far-reaching regions?					
<b>STRAND:</b> History		<b>BENCHMARK:</b> analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience			
<b>STANDARD:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
9 e k s	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include: d. middle east conflicts (Israel, Palestine, Egypt) RH 2, 3	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies  <ul style="list-style-type: none"><li>• Middle East Conflicts</li><li>• Israel</li><li>• Palestine</li><li>• Egypt</li><li>• Anwar Sadat</li><li>• Golda Meir</li><li>• PLO</li><li>• Yasir Arafat</li><li>• Camp David Accords</li><li>• Intifada</li><li>• Oslo Peace Accords</li><li>• Menachem Begin</li><li>• Yitzhak Rabin</li></ul>	<b>Module 30</b> Students will define key terms related to conflicts in the Middle East.  The students will research the origins of Middle East conflicts (Israel, Palestine, Egypt) in relation to the modern-day conflict. Within groups of three the class will create a graphic organizer demonstrating these conflicts and the differences among them.	Rubric Teacher observation Peer evaluation Graphic organizer	Internet Teacher Library  <a href="http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/htm">http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/htm</a> <a href="http://besthistorysites.net/modern-history/middle-east-conflict/">http://besthistorysites.net/modern-history/middle-east-conflict/</a>

17 \*At the high school level all competencies are to be mastered.

**Portales Municipal Schools**  
**Social Studies Curriculum Map-Updated May 2018**  
**Grade 9-12 World History**

<b>ESSENTIAL QUESTIONS: What does it mean for a nation to be democratic?</b>					
<b>STRAND</b> History			<b>BENCHMARK: 9-12 Benchmark 1-C.</b> World: analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present, to develop an understanding of the complexity of the human experience.		
<b>STANDARD:</b> 11. Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include:					
9 e k s	<b>PEFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master  <b>CC= Reading and Writing Standards for Literacy in History/Social Studies</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>Module 31</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
	11). a.expansion of democracy in western hemisphere; a.immigration and migration issues; b.changes in foreign policy brings spiraling impact on each nation and international relations, trade;  RH 3	<ul style="list-style-type: none"> <li>• Expansion of Democracy</li> <li>• Land Reform</li> <li>• Standard of Living</li> <li>• Recession</li> <li>• PRI</li> <li>• Glasnost</li> <li>• Perestroika</li> <li>• “Shock Therapy”</li> <li>• Solidarity</li> <li>• Reunification</li> </ul>	<p>Students will define key terms related to the expansion of democracy.</p> <p>Power point presentation on 10 modern day historical events that led to the expansion of democracy throughout the world.</p> <p>Students will be divided into groups and present an oral report with any type of visual aid to describe the event(s) they were assigned. Their topics should include expansion of democracy, immigration and migration issues, changes in foreign policy, and international relations/trade.</p>	<p>Quiz</p> <p>Teacher observation Rubric</p>	<p>PowerPoint of events provided by teacher</p> <p>Internet Library Resources Textbook <a href="https://www.britannica.com/topic/democracy/The-spread-of-democracy-in-the-20th-century">https://www.britannica.com/topic/democracy/The-spread-of-democracy-in-the-20th-century</a></p>