7th Grade: World History
- Marking Period One: August 20, 2018 to October 23, 2018

- August 20th to August 24th:
  - Introduction to classroom expectations and classroom technology
  - Specific technology to cover includes Weebly, Google Docs, Google Slides, email, Apple Classroom, Keynote, Pages, Reminders, and Notes

- August 27th to August 31st:
  - Practice Social Studies skills: analysis of maps, mapping, charts, graphs, and primary vs. secondary sources
  - Pre-Assessments should be used during this week to gauge prior knowledge

- September 4th to September 21st:
  - Growth and Impact of Global Trade and Colonial Exploration
    - Standards: 7-1.1, 7-1.3, 7-1.4, and 7-1.5
    - 1.1: Compare the colonial claims and the expansion of European powers through 1770
      - 1.1: How do you think the locations of European settlements through 1770 have impacted culture today?
    - 1.2: How did the use of new technologies increase the wealth of European nations?
    - 1.3: Summarize the policy of mercantilism as a way of building a nation’s wealth, including government policies to control trade
      - 1.3: How is mercantilism used by European countries to build wealth?
    - 1.4: Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, and the rise of the middle class
      - 1.4: How did capitalism develop as a result of colonial expansion?
    - 1.5: Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns on the continents of Asia, Africa, and the Americas
      - 1.5: What effects did Europeans have on Asian and African culture?
  - Skills
    - Infer how technology contributed to the conquering of native peoples
    - Differentiate between the economic policies of mercantilism and capitalism
    - Attribute the emerging market economy in Europe to the new wealth of the middle class
    - Analyze the impact of European colonization on the culture of Asian and African nations
  - Vocabulary and People
    - Spain
Sarah Kathan  
Allegro Charter School of Music  
2018-2019 Curriculum Planning  
Middle School Social Studies

- Portugal  
- England  
- France  
- Netherlands  
- Colonies  
- Asia  
- Africa  
- Colonization  
- Line of Demarcation  
- Caravel  
- Compass  
- Astrolabe  
- Mercantilism  
- Capitalism  
- Market Economy  
- Middle Class  
- International Trade  
- Isolationism  
- Plantation System  
- Colonial Settlement  
- Trading Post

• Quiz on this unit will be on Friday, September 21st

• September 24th to September 28th:  
  - The Age of Absolutism: Limited and Unlimited Governments  
  • Standard 7-2.1  
    - Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s  
      • 2.1: How are an absolute and constitutional monarchy different? How did these forms of government evolve in Europe over time?

• Skills  
  - Differentiate between a limited and an unlimited government

• Vocabulary and People  
  - Limited Government  
  - Unlimited Government  
  - Absolutism  
  - Constitutional Monarchy  
  - Authoritarian

• Quiz on this unit will be on Friday, September 28th
• October 1st to October 23rd:
  - Scientific Revolution, Enlightenment, English Civil War, and Constitutions
  - Standards: 7-2.2, 7-2.3, 7-2.4, and 7-2.5
    - 2.2: Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton
    - 2.2: How did the Scientific Revolution begin to challenge the ideas and beliefs of the people?
    - 2.3: Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenge absolutism and influenced the development of limited government
    - 2.3: How do Enlightenment ideas encourage rebellion?
    - 2.4: Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government
    - 2.4: How did the events of the English Civil War and the Glorious Revolution change the government of England?
    - 2.5: Explain how the Enlightenment influenced the American and French Revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good
    - 2.5: Why is a constitution important?
  • Skills
    - Organize the different Enlightenment ideas of Locke, Rousseau, Montesquieu, and Voltaire
    - Attribute Enlightenment ideas to the development of limited governments
    - Interpret how the heliocentric theory challenged the authority of the Catholic Church
    - Summarize the events of the English Civil War and Glorious Revolution
    - Explain how the Enlightenment influenced the French and American Revolutions
  • Vocabulary and People
    - Enlightenment
    - Geocentric
    - Heliocentric
    - Scientific Method
    - Philosopher
    - Divine right
    - Executive
    - Legislative
    - Judicial
- Social contract
- Separation of powers
- Checks and balances
- Popular sovereignty
- Natural Rights
- Glorious Revolution
- English Civil War
- Constitution
- Ptolemy
- Copernicus
- Newton
- Galileo
- Bacon
- Catholic Church
- John Locke
- Rousseau
- Montesquieu
- Voltaire
- King Charles I
- Parliament
- Royalists
- King Charles II
- Oliver Cromwell
- King James II
- William and Mary

- Final quiz on this unit will be on Friday, October 19th

- End of the marking period test will take place on Tuesday, October 23rd

- Calendar

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<th>August 2018</th>
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## 2018-2019 Curriculum Planning
### Middle School Social Studies

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<th><strong>FIRST DAY OF SCHOOL &amp; START OF MP</strong></th>
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<p>| <strong>September 2018</strong>                  |                            |                            |                                                               |
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**Marking Period Two: October 24, 2018 to January 18, 2019**

- October 29th to November 9th:
  - French Revolution
  - Standard 7-3.1

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**EARLY RELEASE & MID MARKING PERIOD**

**EARLY RELEASE**

**START OF MP 2**

**MAKE UP DAY**
- 3.1: Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power
  - 3.1: What are the causes and effects of the French Revolution?
• Skills
  - Explain the causes, events, and effects of the French Revolution.
• Vocabulary and People
  - 1st estate
  - 2nd estate
  - 3rd estate
  - Radical
  - Clergy
  - Nobility
  - Estates-General
  - National Assembly
  - Tennis Court Oath
  - Bastille
  - Reign of Terror
  - Committee of Public Safety
  - National Convention
  - The Directory
  - Napoleonic Code
  - Napoleon Bonaparte
  - Robespierre
  - King Louis XVI
  - Jacobins

• Final Quiz on this topic will be on Friday, November 9th

• November 12th to November 30th:
  - Nationalism and Unification
    • Standard 7-3.2
    - 3.2: Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy
    - 3.2: How did the aftermath of the Napoleonic Wars lead to the increase in Nationalism across Europe?
• Skills
  - Attribute the unification of Germany and Italy to the rise of Nationalism
  - Explain how Napoleon’s actions sparked nationalism across Europe
• Vocabulary and People
- Otto Von Bismarck
- Wilhelm I
- Giuseppe Garibaldi
- Camillo di Cavour
- Red Shirts
- Napoleon Bonaparte
- Nationalism
- Unification
- Revolution
- Congress of Vienna
- Realpolitik

• Quiz on this unit will be on Friday, November 30th

• December 3rd to December 12th:
  - Latin American Revolutions
    • Standard 7-3.3
      - 3.3: Explain how the Haitian, Mexican, and South American Revolutions were influenced by Enlightenment ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.
      - 3.3: How did the Enlightenment, nationalism, and revolutionary movements influence Latin American independence?
    • Skills
      - Compare the Haitian, South American, and Mexican revolutions
      - Attribute Enlightenment ideas and the successes of the French and American Revolutions to the outbreak of Latin American Revolutions
  • Vocabulary and People
    - Simon Bolivar
    - Jose San Martin
    - Father Miguel Hidalgo
    - Toussaint L’Ouverture
    - Peninsulares
    - Mestizos
    - Creoles
    - Mulattos
    - Grand Colombia
  • Quiz on this unit will be on Wednesday, December 12th

• December 13th to January 18th:
  - Industrial Revolution
    • Standard 7-3.4
- 3.4: Explain how the Industrial Revolution caused economic, cultural, and political changes around the world
  - 3.4: How did the Industrial Revolution change the way of life across the world?
- Skills
  - Classify the technological, social, and political advances of the Industrial Revolution
  - Compare the economic ideologies of socialism and capitalism
- Vocabulary and People
  - Karl Marx
  - Friedrich Engels
  - Eli Whitney
  - Mass production
  - Agricultural revolution
  - Cottage industry
  - Interchangeable parts
  - Textile industry
  - Urbanization
  - Spinning Jenny
  - Steam Engine
  - Cotton gin
  - Union
  - Communist Manifesto
  - Socialism
  - Capitalism
  - Minimum wage
  - Free market
  - Industry
  - Standardization
  - Rural to urban migration
  - Social Darwinism
- Quiz on this unit will be held on Monday, January 14th
- Final Marking Period test will be held on Thursday, January 17th

- Calendar

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**January 2019**

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- **Marking Period Three: January 22, 2019 to March 22, 2019**

- January 22nd to February 8th:
  - Age of Imperialism
    - Standards: 7-3.5, 7-3.6, and 7-3.7
      - 3.5: Analyze the ways that industrialization contributed to imperialism in Japan, India, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884
      - How did the Industrial Revolution cause the Age of Imperialism
    - 3.6: Explain the reactions to imperialism that resulted from growing nationalism including the Zulu Wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration
      - How did native groups respond to European Imperialism
    - 3.7: Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power
      - What were the causes and effects of the Spanish-American War?
  - Skills
    - Evaluate the motives of European nations toward Imperialism
    - Compare native reactions of the Zulus, Boxers, and Sepoys to European imperialism
    - Interpret how the Spanish-American War led to U.S. Imperialism
    - Explain how the sale of opium led to foreign influence in China
    - Analyze how the Meiji Restoration changed Japan’s status in the world
  - Vocabulary and People
    - Shaka Zulu
    - Rudyard Kipling
    - Charles Darwin
    - Commodore Matthew Perry
    - Theodore Roosevelt
    - James Monroe
    - “White Man’s Burden”

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- Imperialism
- Social Darwinism
- Sphere of Influence
- Meiji Restoration
- Berlin Conference
- Open Door Policy
- Opium Wars
- “Scramble for Africa”
- Sino-Japanese War
- Russo-Japanese War
- Monroe Doctrine
- Roosevelt Corollary
- Panama Canal
- Great White Fleet
- Spanish-American War
- Raw Materials
- Natural Resources
- Sepoy Rebellion
- Zulu War
- Boxer Rebellion

• Quiz on this unit will be held on Friday, February 8th

• February 11th to March 1st:
  - World War One
  • Standards: 7-4.1 and 7-4.2
    - 4.1: Explain the causes and course of World War I including militarism, alliances, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia’s withdrawal from, and the US’s entry into the war
      • 4.1: What caused WWI? What were the events of the war?
    - 4.2: Explain the outcomes of WWI including the creation of President Wilson’s 14 points, the Treaty of Versailles, the shifts in national borders, and the League of Nations
      • 4.2: What were the outcomes of WWI? How effective was the Treaty of Versailles at keeping peace?

• Skills
  - Organize the key events of WWI
  - Explain the major causes of WWI
  - Infer the significance of the treaty of Versailles

• Vocabulary and People
  - Woodrow Wilson
- Archduke Francis Ferdinand
- Nicholas II
- Vladimir Lenin
- 4 “M.A.I.N.” causes
- Flamethrowers
- Machine guns
- Tanks
- Trench warfare
- 14 points
- League of Nations
- Lusitania
- U boat
- Russian Revolution
- Zimmerman Telegram
- Unrestricted submarine warfare
- Isolationism
- Treaty of Versailles
- “War guilt clause”
- Reparations
- Paris Peace Conference
- Bolshevik Revolution

• Quiz on this unit will be held on Friday, March 1st

March 4th to March 22nd:
- The Great Depression & Rise of Totalitarian Governments
  - Standards: 7-4.3 and 7-4.4
  - 4.3: Explain the causes and effects of the worldwide depression that took place in the 1930s, including the effects of the economic crash of 1929
    • How did the Great Depression impact economics across the world?
  - 4.4: Compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression
    • How did the Great Depression lead to the development of Nazism, fascism, communism, and socialism around the world?

• Skills
  - Summarize the causes of the Great Depression
  - Interpret how the great depression contributed to the rise of Totalitarian governments
  - Compare ideologies of Democracy, Nazism, Fascism, Communism, and Socialism

• Vocabulary and People
  - Franklin Roosevelt
- Joseph Stalin
- Adolf Hitler
- Benito Mussolini
- Hirohito
- Tojo
- Great Depression:
- Black Tuesday
- Stock Market
- New Deal
- Protectionist policy
- Unemployment
- Gold standard
- Totalitarianism:
- Ideology
- Fascism
- Nazism
- Communism
- Socialism
- Collectivization
- Totalitarianism
- Commune
- “Great Purge”
- 5 Year Plan
- Nazi Party
- Swastika
- Mein Kampf
- Furhrer
- Aryan
- Gestapo
- Propaganda

• Quiz on this unit will be held on Monday, March 18th

• Final MP Test will be held on Thursday, March 21st

• Calendar

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- **Marking Period Four: April 1, 2019 to June 6, 2019**

  • April 1st to April 18th:
    - World War II and the Holocaust
      - Standards: 7-4.5 and 7-4.6
        - 4.5: Summarize the causes and course of World War II, including drives for empire, appeasement and isolationism, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the “Final Solution,” the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki
        - 4.5: What caused WWII? What were the events?
    - 4.6: Analyze the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region
      - 4.6: What was the impact of the Holocaust on European and Jewish culture?
  
  • Skills
    - Summarize the causes and course of WWII
    - Analyze the policies of the Nazi party toward Jews and the resulting Nuremberg trials
  
  • Vocabulary and People
    - Eisenhower
    - Rommel
    - Trotsky
    - Truman
    - Churchill
    - Hitler
    - Stalin
    - Franklin Roosevelt
    - Mussolini
    - Tojo
- Hirohito
- Axis powers
- Allied powers
- European and Pacific Theaters
- Sudetenland
- Battle of Britain
- Battle of Midway
- Guadalcanal
- Stalingrad
- D-Day
- Neutrality acts
- Blitzkrieg
- Appeasement
- Munich Conference
- Aircraft carrier
- “island hopping”
- Lend-lease act
- Atomic Bomb
- Pearl Harbor
- Anti-Semitism
- Holocaust
- Nuremberg trial
- Final solution
- Ghettos
- Genocide
- Kristallnacht

• Quiz on this unit will be held on Thursday, April 18th

• April 23rd to May 10th:
  - The Cold War Era
  • Standards: 7-5.1, 7-5.2, 7-5.3, 7-5.4, 7-5.5, and 7-6.1
  - 5.1: Compare the political and economic ideologies of the United States and the Soviet Union during the Cold War
    • 5.1: What are the differences between Communism and Capitalism?
  - 5.2: Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the Cold War
    • 5.2: What were the contributing factors to the escalating tension during the Cold War?
- 5.3: Explain the spread of communism in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state containment, and the domino theory
  • 5.3: What are the domino and containment theories? How do they tie into the Cold War era?
- 5.4: Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation
  • 5.4: How did the USSR and the US compete using technology during the Cold War?
- 5.5: Analyze the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including the growth of resistance movements in Eastern Europe, the policies of Mikhail Gorbachev and Ronald Reagan, and the failures of communist economic systems
  • 5.5: What led to the collapse of the Soviet Union? Why did Communism fail?
- 6.1: Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU)
  • 6.1: How did the collapse of the Soviet Union impact Europe?

• Skills
- Classify the political, economic, and social differences between Communism and Capitalism
- Compare the policies of the USSR and United States towards Europe after WWII
- Explain the policies of containment and domino theory toward the spread of Communism
- Organize the importance of various conflicts in relation to the course of the Cold War
- Attribute how specific events led to the collapse of the Soviet Union
- Explain the impact of the collapse of the Soviet Union on Europe

• Vocabulary and People
- Harry Truman
- Mao Zedong
- Fidel Castro
- Ho Chi Minh
- Ngo Dinh Minh
- Lyndon Johnson
- John F. Kennedy
- Lech Walesa
- Mikhail Gorbachev
- Ronald Reagan
- Boris Yeltsin
- Vladimir Putin
- Slobodan Milosevic
- Marshall Tito
- Cold War
- Yalta conference
- Occupation zone
- USSR
- Truman doctrine
- Marshall plan
- United Nations
- NATO
- Warsaw Pact
- Berlin Blockade
- Berlin Airlift
- Berlin Wall
- Domino theory
- “Satellite nation”
- Containment
- Cuban Missile Crisis
- Korean War
- Vietnam war
- “Iron curtain”
- 38th parallel
- Demilitarized zone
- Sputnik
- NASA
- Nuclear annihilation
- Perestroika
- Glasnost
- Democratization
- Strategic defense initiative
- Russian federation
- Commonwealth of independent states
- European Economic community
- NAFTA
- EU
• Quiz on this unit will be held on Friday, May 10th

• May 13th to May 24th:
  - The Modern World
    • Standards: 7-6.2, 7-6.3, 7-6.4, 7-6.5, and 7-7.6
      - 6.2: Compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi’s role in the non-violence movement for India’s independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa
        • 6.2: What are similarities between independence movements in India, South Africa, and Asia?
      - 6.3: Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan
        • 6.3: Explain the ongoing conflict the middle east. (include the Creation of Israel and resulting conflict from 7-4.6)
      - 6.4: Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions
        • 6.4: Describe the differences in women’s rights in various cultures around the world
      - 6.5: Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet
        • 6.5: How has technology changed the way information spreads?
      - 6.6: Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment
        • 6.6: How is the environment at risk in the modern world?

• Skills
  - Attribute the Israeli/Palestinian conflict to political and religious issues in the Middle East
  - Summarize the key events that led to current crises in the Middle East
  - Compare the post-WWII independence in Africa, Asia, and India
  - Compare the economic and political opportunities of women across cultures
  - Interpret the impact of technology and the spread of information on daily life
  - Explain how humans impact the natural environment

• Vocabulary and People
- Yasser Arafat
- George Bush
- Saddam Hussein
- Osama Bin Laden
- Mohandas Gandhi
- Nelson Mandela
- Stephen Biko
- Jomo Kenyatta
- F.W. DeKlerk
- Saddam Hussein
- Zionism
- Mau Mau
- Palestine
- Balfour Declaration
- Diaspora
- Gaza strip
- West bank
- Suez crisis
- PLO
- Six day war
- Yun Kippur War
- Camp David Accord
- Oslo Peace accords
- 1948 Universal Declaration of Human Rights
- Amnesty International
- Persian Gulf War
- Operation Gulf Storm
- Al Queda
- Sept. 11th
- Terrorism
- Ground Zero
- Taliban
- Iran/Iraq war
- Biological weapons
- Weapons of mass destruction
- Apartheid
- African National Congress
- Salt March
- International Space Station
- Satellite
- Population Growth
- Urbanization
- Global warming
- “Green” Revolution
- CFC
- Ozone layer
- Feminism

- Quiz on this unit will be held on Tuesday, May 21st

- Final MP Test will be held on Friday, May 24th

- End of Course Project will run from Tuesday, May 28th to Friday, May 31st
  - Timelines, People Profiles, and Vocabulary Game

- End of Course Test will be held on Tuesday, June 4th

- Calendar

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