

Unit	Block Days	Trad. Days	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
<u>Unit 1</u> Industrialization	6 days	12 days	Students explore the role of governments and geography in the creation of industrial economies while evaluating both intended and unintended consequences of industrialization. Students read primary source accounts of workers and capitalists, summarizing based on evidence to assess benefits and costs of industrializing. They begin analyzing sources to determine perspective and using evidence from sources to write historical explanations.	10.1.2: Factors of production 10.1.3: Capitalism 10.1.6: Technology	D1.4: Emerging questions D4.2: Construct explanations  Apply to each unit: D3.1: Sources D4.3: Present information D4.6: Analyze problems	RH.9-10.4: Vocabulary WHST.9-10.2: Explanatory writing  Apply to each unit: RH.9-10.1: Cite evidence RH.9-10.2: Central idea RH.9-10.10: Comprehension WHST.9-10.4: Appropriate	10.1.1, 10.1.4, 10.1.7, 10.1.8
Unit 2 Imperialism and Independence	9 days	18 days	Students investigate colonialism in Africa, Asia, and Latin America, including the European desire for natural resources and the varying responses of societies to contact with Europeans. Students read primary accounts of colonization that examine how cultural beliefs shaped interactions between indigenous people and colonists. Students continue examining sources to construct explanations.	10.2.4: Industrialization 10.2.5: Responses 10.3.3: China	D1.4: Emerging questions D4.2: Construct explanations	writing WHST.9-10.5: Writing process WHST.9-10.9: Using evidence WHST.9-10.10: Write routinely	10.2.1-10.2.3, 10.3.1, 10.3.2, 10.3.4-10.3.8
<u>Unit 3</u> World War I	11 days	22 days (End of 1 <sup>st</sup> Advisory 10/31)	Students consider the interconnecting factors that caused World War I and examine major turning points of the conflict. They analyze the consequences of the war, particularly the debate about collective security emerging from Versailles. Students deeply analyze primary and secondary sources to determine credibility, and use evidence from sources to construct explanatory essays.	10.4.1: Causes 10.4.3: Turning points 10.5.3: Fourteen Points 10.5.4: Versailles Treaty	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	RH.9-10.9: Primary and secondary sources WHST.9-10.2: Explanatory writing	10.4.2, 10.4.5-10.4.7, 10.5.1, 10.5.2, 10.5.11, 10.5.12
Unit 4 Rise of Totalitarian Leaders and World War II	12 days	24 days	Students analyze the causes of World War II, including the results of World War I, economic instability, and growing nationalism. They study the events of the war, while examining theaters of war and the Holocaust. Students read primary and secondary accounts of leaders, citizens during the war, and Holocaust victims. Students take a more active role in considering compelling and supporting questions, framing their explanations in response to overarching questions for the unit.	10.7.2: Great Depression 10.7.4: Instability 10.8.1: Allied and Axis powers 10.8.3: Turning points 10.8.5: Holocaust	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations		10.5.10, 10.6.1- 10.6.4, 10.7.1, 10.7.3, 10.8.2, 10.8.4, 10.8.6

1200 First Street, NE | Washington, DC 20002 | T 202.442.5885 | F 202.442.5026 | dcps.dc.gov

Unit	Block Days	Trad. Days	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Unit 5 Cold War and Post-war shifts	11 days (End of 1 <sup>st</sup> Advisory 10/31 End of 3 <sup>rd</sup> Advisory 4/3)	22 days (End of 2 <sup>nd</sup> Advisory. 1/23)	Students consider the conflicting ideologies of the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.	10.9.7: Econ/Military shifts 10.10: Cold War 10.13.1: Soviet Union collapse	D1.2/1.3: Compelling/ Supporting questions D4.1: Construct arguments	RH.9-10.3: Cause/effect RH.9-10.6: Point of view WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	10.9.1, 10.9.3- 10.9.6, 10.10.1-10.10.5, 10.13.3-10.13.5
Unit 6  Modern Africa and Latin America	10 days	20 days	Students analyze the lasting consequences of colonialism on the development of nations in Africa and Latin America, considering the factors that led to pan-Africanism and the challenges in post-colonial states. Students read complex texts and analyze textual structure to determine meaning and critique arguments. Students write argumentative essays, drawing textual evidence to support their claims.	10.11.3: Pan- Africanism 10.11.11: Challenges 10.14.2: Latin American revolutions	D1.2/1.3: Compelling/ Supporting questions D4.1/4.4: Construct/Critique arguments	RH.9-10.5: Structure RH.9-10.8: Argument WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	10.11.1, 10.11.2, 10.11.4-10.11.6, 10.11.8, 10.11.9, 10.11.12, 10.14.1, 10.14.4, 10.14.5, 10.14.9
<u>Unit 7</u> Post-War Asia	7 days	14 days (End of 3 <sup>rd</sup> Advisory 4/3)	Students examine the impact of political ideology and religion on the development of Asian nations after World War II, with particular focus on the Communist revolution in China, the partitioning of India, or economic development in East and Southeast Asia. Students draw on diverse types of sources for their historical analysis, assessing historical precedents for action in preparation for argument writing.	10.12.2: Communist China 10.12.4: Partition of India 10.12.7: Southeast Asia 10.12.9: Economic Rise	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.7: Construct arguments/ Assess options for action		10.12.1, 10,12.3, 10.12.5, 10.12.8, 10.12.10
<u>Unit 8</u> <u>Modern</u> <u>Middle East</u>	6 days	12 days	Students consider the political, social, and economic spheres of nations in the Middle East, including war in the region, Islamic fundamentalism, and oil-rich economies. Students read accounts from Arab and Israeli perspectives to understand the influence of point of view. Students write increasingly sophisticated argument essays, refining their claims through the revision process and beginning to take action to apply what they have learned.	10.15.1: Persian Gulf nations 10.15.2: Arab/ Israeli conflict 10.15.7: Islamic radicalism	D1.5: Kinds of sources D3.4: Refine claims D4.1/4.7/4.8: Construct arguments/ Assess options for action/Take action	RH.9-10.7: Integrate different info (visuals, text) WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	10.15.3-10.15.6, 10.15.8, 10.15.9
Unit 9 Globalization and the Modern World	8 days (End of 2 <sup>nd</sup> Advisory 1/23 End of 4 <sup>th</sup> Advisory 6/17)	16 days (End of 4 <sup>th</sup> Advisory 6/17)	Students investigate the influence of advanced communication on the creation of an increasingly global society, tracing the impact of international interactions on economics. Students read texts to trace the development of argument through the author's craft and apply advanced strategies for argument development to their own writing. Students take informed action based on their arguments.	10.14.6: Economic crises 10.16.2: Advancement 10.16.3: Economic globalism 10.16.5: Internet	D1.1: Enduring issues D3.2: Source credibility and valuation D4.1/4.8: Construct arguments/Take action	RH.9-10.8: Argument WHST.9-10.6: Technology	10.14.8, 10.16.1, 10.16.4, 10.16.6, 10.16.7

	Γ		T	
Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
<u>Unit 1</u>	<b>10.1.2:</b> Explain the	<b>D1.4:</b> Explain how	RH.9-10.4: Determine the meaning of words	<b>10.1.1:</b> Describe the growth of population, rural to
Industrialization	connections among natural	supporting questions	and phrases as they are used in a text,	urban migration, and growth of cities.
Block: 6 days Traditional: 12 days	resources, entrepreneurship, labor, and capital in an industrial economy.  10.1.3: Analyze the	contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	including vocabulary describing political, social, or economic aspects of history/social science.  WHST.9-10.2: Write informative/explanatory	<b>10.1.4:</b> Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from
Students explore the role	emergence of capitalism as a		texts, including the narration of historical	Classicism in Europe.
Students explore the role of governments and geography in the creation of industrial economies while evaluating both intended and unintended consequences of industrialization. Students read primary source accounts of workers and capitalists, summarizing based on evidence to assess benefits and costs of industrializing. They begin analyzing sources to determine perspective and using evidence from sources to write historical explanations.	emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, and Karl Marx).  10.1.6: Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Ellijah McCoy, Henry Bessemer, Louis Pasteur, and Thomas Edison).	D4.2: Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	events, scientific procedures/ experiments, or technical processes.  (a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  (b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  (c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (f) Provide a concluding statement or section	Classicism in Europe.  10.1.7: Trace the evolution of work and labor, including the demise of the slave trade, problems caused by harsh working conditions, and the effects of immigration, mining and manufacturing, division of labor, and the union movement.  10.1.8: Explain the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span.
			that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of	
			the topic).	

		C3 Framework	Common Core Literacy Standards	
Unit	DC Content Power	Indicators	RH.9-10.1, 9-10.2, 9-10.10	DC Content Supporting Standards
Information	Standards	D3.1, D4.3 and D4.6 apply to	WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to	be content supporting standards
		each unit.	each unit.	
Unit 1		Apply to each unit:	Apply to each unit:	
Industrialization	(see previous page)			(see previous page)
(continued)		<b>D3.1:</b> Gather relevant	RH.9-10.1: Cite specific textual evidence to	
<u>(continueu)</u>		information from multiple	support analysis of primary and secondary	
		sources representing a wide	sources, attending to such features as the	
		range of views while using	date and origin of the information.	
		the origin, authority,		
		structure, context, and	RH.9-10.2: Determine the central ideas or	
		corroborative value of the	information of a primary or secondary source;	
		sources to guide the	provide an accurate summary of how key	
		selection.	events or ideas develop over the course of	
		D4 3. Duscout adoutations of	the text.	
		<b>D4.3:</b> Present adaptations of arguments and explanations	RH.9-10.10: By the end of grade 10, read and	
		that feature evocative ideas	comprehend history/social studies texts in the	
		and topics to reach a range	grades 9–10 text complexity band	
		of audiences and venues	independently and proficiently.	
		outside the classroom using	independently and proneiently.	
		print and oral technologies	WHST.9-10.4: Produce clear and coherent	
		(e.g., posters, essays, letters,	writing in which the development,	
		debates, speeches, reports,	organization, and style are appropriate to	
		and maps) and digital	task, purpose, and audience.	
		technologies (e.g., Internet,		
		social media, and digital	WHST.9-10.5: Develop and strengthen writing	
		documentary).	as needed by planning, revising, editing,	
			rewriting, or trying a new approach, focusing	
		D4.6: Use disciplinary and	on addressing what is most significant for a	
		interdisciplinary lenses to	specific purpose and audience.	
		understand the		
		characteristics and causes of	WHST.9-10.9: Draw evidence from	
		local, regional, and global	informational texts to support analysis,	
		problems; instances of such	reflection, and research.	
		problems in multiple		
		contexts; and challenges and	WHST.9-10.10: Write routinely over extended	
		opportunities faced by those	time frames (time for reflection and revision)	
		trying to address these	and shorter time frames (a single sitting or a	
		problems over time and	day or two) for a range of discipline-specific	
		place.	tasks, purposes, and audiences.	

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Imperialism and Independence  Block: 9 days Traditional: 18 days  Students investigate colonialism in Africa, Asia, and Latin America, including the European desire for natural resources and the varying responses of societies to contact with Europeans. Students read primary accounts of colonization that examine how cultural beliefs shaped interactions between indigenous people and colonists. Students continue examining sources to construct explanations.	10.2.4: Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; and material issues, such as land, resources, and technology).  10.2.5: Explain the varied immediate and long-term responses by the people under colonial rule.  10.3.3: Explain the growing Western encroachment on China's sovereignty, the Boxer Rebellion, and Sun Yat-Sen and the 1911 Republican Revolution.	p1.4: Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.  D4.2: Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	RH.9-10.4: 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 science.  WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  (a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  (b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  (c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<ul> <li>10.2.1: Explain the role of religious wars in Europe and the search for natural resources and new markets as prelude to the Berlin Conference.</li> <li>10.2.2: Describe the Berlin Conference and the rise of modern colonialism in the 19th century.</li> <li>10.2.3: Describe the locations of colonies established by such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</li> <li>10.3.1: Analyze Africa's interaction with imperialism (Zulu Wars, Mahdist Movement, Ashanti Wars, and African resistance and/or collaboration throughout the continent).</li> <li>10.3.2: Explain the importance of Ethiopia's Battle of Adowa and the defeat of Italian invaders to remain independent.</li> <li>10.3.4: Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion.</li> <li>10.3.5: Describe American imperialism of the Philippines and the fight for freedom in the Philippine-American War led by Emilio Aquinaldo.</li> <li>10.3.6: Explain the military interventions of the United States in Central America and the Caribbean, the subsequent occupation of some of the territories, and local resistance to growing U.S. influence, as evidenced in Cuba, Puerto Rico, Haiti, the Dominican Republic, Panama, and Nicaragua.</li> <li>10.3.7 Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico; César Augusto Sandino in Nicaragua; Jacobo Arbenz in Guatemala; and Farabundo Martí in El Salvador.</li> <li>10.3.8 Explain the emergence of populist and democratic leaders in Latin America, such as Juan Perón, Getulio Vargas, José Figueres, Luis Muñoz Marín, and Rómulo Betancourt.</li> </ul>

Unit DC Information	OC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
World War I  Block: 11 days Traditional: 22 days (End of 1 <sup>st</sup> Advisory 10/31)  Students consider the interconnecting factors that caused World War I and examine major turning points of the conflict. They analyze the consequences of the war, particularly the debate about collective security emerging from Versailles. Students deeply analyze primary and secondary sources to determine credibility, and use evidence from sources to construct explanatory essays.  for ente by leade Great W  10.4.3: principa major tu importa factors outcom waterw. climate!  10.5.3: negotiat leaders, Wilson's the cause oplitics.  10.5.4: aims an confere versaille	3: Identify and explain the ipal theaters of battle, r turning points, and the rtance of geographic rs in military decisions and omes (e.g., topography, rways, distance, and te).  3: Analyze the aims and tiating roles of world ers, including Woodrow on's Fourteen Points, and auses and effects of the id States' rejection of the ue of Nations on world	agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.  D1.3: Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.  D3.2: Evaluate the credibility of a source by examining how experts value the source.  D4.2: Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).  D4.5: Critique the use of reasoning, sequencing, and supporting details of explanations.	RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.  WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  (a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  (b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  (c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	10.4.2: Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of "total war."  10.4.5: Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.  10.4.6: Describe human rights violations and genocide, including the Armenian genocide in Turkey.  10.4.7: Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare.  10.5.1: Describe advances in tank and aerial warfare, the belief that the "Great War" would end war, and disarmament movements.  10.5.2: Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.  10.5.11: Analyze the objectives and achievements of women's political movements in the context of World War I and its aftermath.  10.5.12: Explain the influence of World War I on literature, art, and intellectual life (e.g., Pablo Picasso, the Jazz Era music of the Harlem Hellfighters 369th Regiment Band and James Reese Europe; the "lost generation" of Gertrude Stein and Ernest Hemingway).

### C3 Framework **Common Core Literacy Standards** Unit **DC Content Power** RH.9-10.1. 9-10.2. 9-10.10 **Indicators DC Content Supporting Standards** Information **Standards** WHST.9-10.4. 9-10.5. 9-10.9 and 9-10.10 apply to D3.1, D4.3 and D4.6 apply to each unit. each unit. 10.7.2: Describe the collapse of D1.2: Explain points of RH.9-10.9: Compare and contrast treatments of 10.5.10: Explain the widespread disillusionment with Unit 4 international economies in 1929 agreement and disagreement the same topic in several primary and secondary prewar institutions, authorities, and values that resulted in **Rise of Totalitarian** that led to the Great Depression, experts have about sources. a void that was later filled by totalitarians. **Leaders and** including the relationships that interpretations and applications had been forged between the of disciplinary concepts and WHST.9-10.2: Write informative/explanatory texts, 10.6.1: Identify the causes and consequences of the **World War II** U.S. and European economies ideas associated with a including the narration of historical events, Bolshevik Revolution and civil war in Russia, including after World War I. compelling question. scientific procedures/ experiments, or technical Lenin's use of totalitarian means to seize and maintain Block: 12 days control (e.g., the Gulag). processes. **10.7.4:** Describe how economic D1.3: Explain points of Traditional: 24 days (a) Introduce a topic and organize ideas, concepts, instability led to political agreement and disagreement and information to make important connections 10.6.2: Trace Stalin's rise to power in the Soviet Union and instability in many parts of the experts have about and distinctions; include formatting (e.g., headings), the connection between economic policies, political Students analyze the world and helped to give rise to interpretations and applications graphics (e.g., figures, tables), and multimedia policies, the absence of a free press, and systematic causes of World War II. dictatorial regimes such as Adolf of disciplinary concepts and when useful to aiding comprehension. violations of human rights (e.g., the Terror Famine in Hitler's in Germany and the ideas associated with a (b) Develop the topic with well-chosen, relevant, Ukraine). including the results of military's in Japan. supporting question. and sufficient facts, extended definitions, concrete World War I, economic details, quotations, or other information and 10.6.3: Analyze the assumption of power by Adolf Hitler in instability, and growing 10.8.1: Compare the German, D3.2: Evaluate the credibility of examples appropriate to the audience's knowledge Germany, the resulting acts of oppression and aggression, nationalism. They study Italian, and Japanese drives for a source by examining how of the topic. and the human costs of the totalitarian regime. empire in the 1930s, including experts value the source. (c) Use varied transitions and sentence structures the events of the war, the 1937 Rape of Nanking, other to link the major sections of the text, create 10.6.4: Describe Mussolini's rise to power in Italy and his while examining theaters creation of a fascist state through the use of state terror atrocities in China, Italian **D4.2:** Construct explanations cohesion, and clarify the relationships among ideas of war and the Holocaust. invasion of Ethiopia, German using sound reasoning, correct and concepts. and propaganda. Students read primary and militarism, and the Stalin-Hitler sequence (liner or non-linear), (d) Use precise language and domain-specific Pact of 1939. examples, and details with vocabulary to manage the complexity of the topic 10.7.1: Explain the impact of restrictive monetary and secondary accounts of significant and pertinent and convey a style appropriate to the discipline and leaders, citizens during the information and data, while context as well as to the expertise of likely readers. 10.8.3: Identify and locate the war, and Holocaust Allied and Axis powers and the acknowledging the strengths (e) Establish and maintain a formal style and **10.7.3**: Describe issues of unemployment and inflation. victims. Students take a major turning points of the war, and weaknesses of the objective tone while attending to the norms and the principal theaters of conflict, explanation given its purpose conventions of the discipline in which they are **10.8.2:** Explain the role of appearement, nonintervention more active role in (isolationism), and the domestic distractions in Europe and key strategic decisions, and the (e.g., cause and effect, considering compelling chronological, procedural, (f) Provide a concluding statement or section that the United States prior to the outbreak of World War II. resulting war conferences and and supporting questions, political resolutions, with technical). follows from and supports the information or framing their explanations emphasis on the importance of explanation presented (e.g., articulating 10.8.4: Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin geographic factors. **D4.5:** Critique the use of implications or the significance of the topic). in response to overarching reasoning, sequencing, and Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito questions for the unit. 10.8.5: Explain the background of supporting details of Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight the Holocaust (including its roots explanations. Eisenhower). in 19th century ideas about race and nation); the dehumanization 10.8.6: Describe the human costs of the war, with of the Jews through law, attitude, particular attention to the civilian and military losses in and actions such as badging, Russia, Germany, Britain, the United States, China, and ghettoization, and killing Japan. processes; and how the Nazi persecution of gypsies, homosexuals, and others who

failed to meet the Aryan ideal.

Unit 1  10.97: Compare the economic difference of the common of the comm			C3 Framework	Common Core Literacy Standards	
Information  Unit 5 Cold War and Post-war Shifts  Block: 11 days (End of 1" Advisory 10/31 Traditional: 22 days (End of 2" Advisory 1/23) Traditional: 23 days (End of 2" Advisory 1/23) Traditional: 24 days (End of 2" Advisory 1/23) Traditional: 25 days (End of 2" Advisory 1/24) Traditional: 25 days (End of	Unit	DC Content Power		I	DC Content Composition Standards
Unit 5 Cold War and Post-war Shifts Shifts Slock: 11 days Each unit. Shifts Shifts Slock: 11 days Each of 1st Advisory 10/31 End of 3st Advisory 10/	Information	Standards		, ,	DC Content Supporting Standards
Unit 5 Cold War and Post-war Shifts Shifts Block: 11 days (End of 1th Advisory 10/31 Traditional: 22 days (End of 2th Advisory 4/3) Traditional: 22 days (End of 2th A				each unit.	
And military power shifts caused a greement and disagreement by the war, industing the Yaltary Bart, the development of nucleasy Block: 11 days (End of 3" Advisory 4/3) Traditional 22 days (End of 2"d Advisory 4/3) the United States and the Soviet Union (e.g. freedom) between growth and the socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflicting ideologies of the first of the soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  The social state of	Unit 5	10.9.7: Compare the economic		RH.9-10.3: Analyze in detail a series of events	10.9.1: Identify the goals, leadership, and postwar plans of
Shifts  Block: 11 days  Block: 11 days  End of 3" Advisory 1/31  Traditional: 22 days  (End of 2" Advisory 1/32)  Traditional: 22 days		and military power shifts caused	agreement and disagreement	described in a text; determine whether earlier	the principal allied leaders: the Atlantic Conference (The
Block: 11 days (End of 3" Advisory 4/3) End of 3" Advisory 4/3) Traditional: 22 days (End of 2" Advisory 1/23) Students consider the conflicting (deologies of the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialism conomy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Heaps of the soviet were to the conflict played out interpretation using evidence to support their claims as they move to argumentative writing.  Heaps of the soviet were commendated by the conomy supports their claims as they move to argumentative writing.  Heaps of the soviet were conomy. Students consider the conflict played out interpretation using evidence to support their claims as they move to argumentative writing.  Heaps of the soviet were conomy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Heaps of the soviet were conomy. Students consider the conflicts played out interpretation using evidence to support their claims as they move to argumentative writing.  Heaps of the soviet were conomy.  Heaps of the soviet were cono		, ,	experts have about	events caused later ones or simply preceded them.	Four Freedoms), Yalta, and the Potsdam Conference.
Easter European nations, and the economic recoveries of Germany and Japan.  Easter European nations, and the economic recoveries of Germany and Japan.  10.10: Students explain the case of Students explain the conflicting ideologies of the Soviet command economy, the burders of Soviet military conflicting ideologies of the Soviet command economy the burders of Soviet military conflicting ideologies of the Soviet command economy the burders of Soviet military conflicting ideologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military conflicting in decologies of the Soviet command economy the burders of Soviet military collapse.  10.13: Itelant points of agreement and disagreement surgicial points of disciplinary conflicting in the soviet to military explaints of the Soviet to military e	<u>Shifts</u>	•	interpretations and		
the economic recoveries of Eriod of \$\frac{1}{2}\text{Advisory 1/23}\). End of \$\frac{3}{2}\text{Advisory 4/23}\) Traditional: 22 days (End of \$\frac{2}{2}\text{Advisory 4/23}\) and emphasize in their respective accounts.  Students consider the conflicting (deologies of the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, demorcary vs. equality, capitalism vs. socialism, demorcary vs. equality, capitalism vs. socialism, demorcary vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationships between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  **WHST.9-10.3: Gather relevant information from multiple sources on the subject, demonstrating understanding the carginal and responsible to the role of various leaders in responsing the value of proporate, yether even willing subject under investigation and existing process and subject, demonstrating understanding the conflicts in follows from or supports the exist, and the causes, major events, and global content and the socialist economy.  Students consider the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationships between devices and provided the relationships between devices and the properties of the socialist economy.  Students debate historiographical interpretation using evidence to support their claims as they will be a support of the conflicts of the cause of the cause and properties and the conflict played out internationally and conventions of the discipline in which they are writing.  WHST.9-10.3: Conduct short as well as more subject, demonstrating understanding of the subject, demonstrating under				I	
Comparison of \$1^\times Advisory 4/031   Traditional: 22 days (End of \$2^\times Advisory 4/123)	· · · · · · · · · · · · · · · · · · ·	•	'	<u> </u>	I
End of 3" Advisory 4/3 Traditional: 22 days (End of 7" Advisory 1/23)  Students consider the conflicting ideologies of the United States and the Soviet Command economy, the burdens of Soviet Milary conflicts imaging designation of the United States and the Soviet Unitro, nallyzing the rise and fall of the Soviet Unitro, nallyzing the relationship between government and the socialist economy. Students debate protection using evidence to support their claims as they move to argumentative writing.  But of 18" Advisory 4/3 Traditional: 22 days (End of 7" Advisory 1/23)  Students consider the conflicting ideologies of the United States and the Soviet Command economy, the burdens of Soviet Milary commitments, and its eventual collapse.  10.13.1: Identify the weaknesses of the Soviet Command economy, the burdens of Soviet Milary commitments, and its eventual collapse.  10.24.1: Construct arguments designed and internate or opposing claims, and creat an organization that establishes clear relationships among the claim(s), distinguish the claim(s) from alternate or opposing claims, and creat an organization that establishes clear relationships among the claim(s), counterclaims and survey and such and knowledgeable claims, with evidence from multiple sources, while extremely and limitations of both claim(s) and counterclaims fairly, supplying data and edvience or each while pointing out the strength and limitations of both claim(s) and counterclaims and edvience or can be advisence or can be advisenced for each while pointing out the strength and limitations of the	(End of 1 <sup>st</sup> Advisory 10/31		with a compelling question.	, , , , , , , , , , , , , , , , , , , ,	_
Traditional: 22 days [End of 2" Advisory 1/23]  Students consider the causes, major events, and global consequences of the Cold War.  Students consider the conflicting ideologies of the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflicting layed out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialist economy.  Students debate historiographical evidence to support their claims as they move to argumentative writing.  Author to the weaknesses of the Cold War.  Students debate historiographical interpolation to argumentative writing.  Author to the weaknesses of the Cold War.  Sudents debate historiographical interpolation to argumentative writing.  Author to the weaknesses of the Cold War.  Author to the weaknesses of the Cold War.  Author to the sudence should be the socialist economy.  Students debate historiographical evidence to support their claims as they move to argumentative writing.  Author to the weaknesses of the Cold War.  Author to the sudiness formatic or opposing claims, and evidents of relationship and counterclaims, and evidentiary weaknesses.  Author to the defense of world affairs, consistent of the location and established claims (in the proper share) and interporporate form and connections in the text, create cohesion, and carried the major sections of the text, create cohesion, and converted in the major sections of the text, create cohesion, and converted in the major sections	End of 3 <sup>rd</sup> Advisory 4/3)	, , , , , , , , , , , , , , , , , , , ,	D4 3: Fundain mainta af		_ · · · · · · · · · · · · · · · · · · ·
Causes, major events, and global consequences of the Cold War. Students consider the conflicting ideologies of the United States and the Soviet Command conomy the burdens of Soviet military commitments, and its eventual collapse.	Traditional: 22 days	•	' '	l ~	
Students consider the conflicting ideologies of the Swiet command economy, the burdens of Soviet military concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts and ideas associated with a supporting question. So disciplinary concepts the administration of NATO, and division of Germany. Created and splications of the supporting concepts and ideas associated with a supporting question. So				' ' '	
Students consider the conflicting ideologies of the United States and the United States and the United States and the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the fire and fall of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  10.13.1: identify the weaknesses of the Soviet command economy, the burdens of Soviet military composition of the United as a organization that establishes clear relationships associated with a supporting question. On the surport their claims and isolated and vidence for each while pointing and counterclaims in a disciplinary on the strengths and limitations of both claim(s) and counterclaims in a disciplinary weaknesse. (d) Use words, phrases, and clauses to limit the strabilishes clear relationships as provided at an evidence. (b) Develop Claim(s) and counterclaims in a disciplinary on word and internationally. They study the role of the location and establishment of Israel on world affairs. (a) Use words, phrases, and clauses to limit the strabilishes clear relationships as sometimes of the disciplinary on the strengths and limitations of both claim(s) and counterclaims in a disciplinary on the strengths and limitations of both claim(s) and counterclaims in a disciplinary on the strengths and limitations of both claim(s) and counterclaims in a disciplinary on the strengths and limitations of both claim(s) and counterclaims in a disciplinary on the world and extended to with supporting question. (d) Use words, phrases, and clauses to limit the relationships among the deeper and concertions of the disciplinary on the surport of the soviet Union, analyzing the relationship between claim(s) and counterclaims and evidence, and conventions of both claims,	(2.16 6) 2 7.60.166.7 2, 257	consequences of the Cold War.	'	, , , , , , , , , , , , , , , , , , , ,	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
onflicting ideologies of the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Office of the Soviet ommand economy, the burdens of Soviet military of the Boviet on Growth military and how the conflict globe of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Office of the Soviet Command economy, the burdens of Soviet military of comminments, and its eventual collapse.  Of the United States and the Soviet Union, analyzing the relationships and and evidence and between claim(s) and counterclaims in a discipline-appropriate form and counterclaims in a discipline-appropriate form and counterclaims in a discipline-appropriate form and counterclaims and evidence should expert the evidence from multiple authoritations of both claim(s) and counterclaims in a discipline appropriate form and counterclaims in a discipline-appropriate form and counterclaims. In a discipline-appropriate form and counterclaims and evidence should be well-and counterclaims. (a) Establish and maintain a formal style and objective tone while attending to the norms and presented.  Soviet Union, analyzing the relationships between claim(s) and counterclaims and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and objective tone while attending to the norm	Students consider the	10 13 1: Identify the weaknesses	•	1 , ,	or NATO, and division of Germany).
the United States and the Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialiste conomy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  With a supporting question.  D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  D4.2: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidence from and in a manner that anticipates the audience's knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  (c) Use words, phrases, and clauses to link the manage reasons, between reasons and evidence, and between dain(s) and counterclaims. (d) Evations of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West functions of the the subject bed and counterclaims and counterclaims. (lip out the strengths and dimitations of both claim(s) and counterclaims. (lip out the strengths and dimitations of both claim(s) and counterclaims. (lip out the strengths and dimitations of both claim(s) and counterclaims. (lip out the strengths and d		1			<b>10.9.5:</b> Explain the significance and effects of the location
Soviet Union (e.g. freedom vs. equality, capitalism vs. socialism, democracy vs. totalism/anism, individualism vs. collectivism) and how the collectivism) and how the collectivism) and how the collectivism and fall of the Soviet Union, analyzing the relationship between government and the socialiste conomy.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST-9-10.8: Gather relevant information from multiple sources on the august advanced searches effectively; systems the argument of the arms control agreements, including the amount of the arms control agreements, including the subject under investigation.  10.9 bevoer for each while pointing out the strengths and limitations of both claim(s) and sicipline-appropriate form and in a manner that anticipate the adience's location and conventions of the text create cohesion, and clarify the relationships between claim(s) and counterclaims.  (c) Use words, phrases, and clauses to link the major section sign and evidence, and between reasons and evidence and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  (e) Provide a conducting statement or section that f		,,,	with a supporting question.	, , , , , , , , , , , , , , , , , , , ,	
vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  vs. equality, capitalism vs. socialism, democracy vs. totalitarianism, wind knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims in a discipline-appropriate form and counterclaims.  (d) Essablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced search		commitments, and its eventual		(b) Develop claim(s) and counterclaims fairly,	
knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.  (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including as eff-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  knowledgeable claims, with evidence from multiple authoritative print and digital sources.  (a) Use words, phrases, and clauses to link the main are transported to the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.  (a) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (b) Everydis phrases, and clauses to link the main are transported, between claim(s) and counterclaims.  (c) Use words, phrases, and clauses to link the maior section link the maior sections of the text, create cohesion, and the Bandung Movement of Non-dates and convents on the discription in the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring."  10.10.2: Describe the Soviet U.S. competition in the Middle East and Africa, including the Corpor, and Africa, including the Corpor, and Africa, including the Corpor, and particles and conventions of the discipline in which they are writing.  WHST.9-10.7: Conduct short as w	, -	collapse.	<b>D4.1:</b> Construct arguments	''' -	_ ·
evidence from multiple sources, while acknowledging conterctalisms and evidentiary weaknesses.  evidence from multiple sources, while acknowledging conterctalisms and evidentiary weaknesses.  evidence from multiple sources, while acknowledging conterctalisms and evidentiary weaknesses.  (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and a fairfy the relationships between claim(s) and reasons and evidence, and between claim(s) and reasons and evidence, and between claim(s) and reasons and evidence, and between claim(s) and conventions of the discipline in which they are writing.  (d) istablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including as eff-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the arms control agreements, including the Cuban Missile Crisis and U.S. support of the discipline approach intervention of Communist China.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei	1		<b>.</b>	, ,	
sources, while acknowledging counterclaims and evidentiary weaknesses.    Sources, while acknowledging counterclaims and evidentiary weaknesses.	socialism, democracy vs.		_	1	1
individualism vs. collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between claim(s) and conventions of the discipline in which they are writing.  Stabilish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing	totalitarianism,		•	<u> </u>	Aligned Arro-Asian Countries.
collectivism) and how the conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Soviet Union, analyzing the relationship between government and the socialist economy.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under rinvestigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), Mikhall Gorbachev, Vaclav Havel, Pope John Paul II, Andrei (Ang. A), And the Prague Spring."  1956 uprising in Hungary, conflicts involving Berlin wall edicative, and evidence, and between claim(s) and counterclaims. (d) Establish and enimation a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  10.10.2: Describe the Soviet-U.S. competition in the Middle ast and Africa, including the Soviet-U.S. competition in the Middle ast and Africa, including the Coren. Afghanistan	individualism vs.				<b>10.10.1:</b> Describe Soviet aggression in Eastern Europe, the
conflict played out internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between claims (a) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the argumentative writing.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	collectivism) and how the		•	1 7 7	== -
internationally. They study the rise and fall of the Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  Interpretation  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, multiple authoritative print and digital sources, using advanced searches effectively, assess the  Interpretacion using a self-senerated question) which they are didented the soviet-U.S. competition in the Middle East and Africa, including the conflicts in Afghanistan, the Congo, Angola, and Mozambique. Afghanistan, the Congo Angola and Africa, including the Coufambique and Africa, including the Coufambique and Afr	conflict played out		weakiesses.	clarify the relationships between claim(s) and	Berlin Wall, and the "Prague Spring."
the rise and fall of the  Soviet Union, analyzing the relationship between government and the socialist economy. Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  WHST.9-10.8: Sather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  Middle East and Africa, including the conflicts in Afghanistan, the Congo, Angola, and Mozambique.  Asia, including the Korean War, the Vietnam War, and the intervention of Communist China.  Stocking the Asia, including the Congolation of Communist China.  Stocking the Asia, including the Congolation of Communist China.  Stocking the Asia, including the Congolation of Solve a problem; sustained research projects to answer a question (including the Cuban Missile Crisis and U.S. Supp	1			1	
Soviet Union, analyzing the relationship between government and the socialist economy.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the				1	·
relationship between government and the socialist economy.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the				1 ' '	. •
writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the				I =	Algorial install, the congo, Aligora, and Wozambique.
socialist economy.  Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	•			<u> </u>	<b>10.10.3:</b> Describe the Soviet-U.S. competition in Southeast
Students debate historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  U.10.14: Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua.  10.10.5: Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  10.10.13: Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua.  10.10.15: Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	S			' '	
historiographical interpretation using evidence to support their claims as they move to argumentative writing.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  10.10.4: Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua.  10.10.5: Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the				follows from or supports the argument presented.	intervention of Communist China.
sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  sustained research projects to answer a question (including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua.  10.10.5: Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  10.13.3: Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei				WHST 0.10.7. Conduct short as well as mare	10.10.4. Describe the conflicts involving Latin America
evidence to support their claims as they move to argumentative writing.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the arms control agreements, including the ABM and SALT treaties.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the arms control agreements, including the ABM and SALT treaties.  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  (including a self-generated question) or solve appropriate; synthesize multiple sources on the subject under investigation.					
evidence to support their claims as they move to argumentative writing.  problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  10.10.5: Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  10.13.3: Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei	interpretation using				I
argumentative writing.  subject, demonstrating understanding of the subject under investigation.  whst.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  subject, demonstrating understanding of the subject under investigation.  the impact of the arms control agreements, including the ABM and SALT treaties.  10.13.3: Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei	evidence to support their			'	
subject under investigation.  MHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the  ABM and SALT treaties.  10.13.3: Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei	claims as they move to			'' ' ' ' '	
WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using advanced searches effectively; assess the multiple authoritative print and digital sources, using a search print and digital sources, and the multiple authoritative print and digital sources, using a search print and digital sources, and the multiple authoritative print and digital sources.	argumentative writing.			, , ,	,
multiple authoritative print and digital sources, using advanced searches effectively; assess the  transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei				subject under investigation.	ABM and SALT treaties.
multiple authoritative print and digital sources, using advanced searches effectively; assess the  transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei				WHST 9-10 8: Gather relevant information from	10 13 3. Describe the role of various leaders in
using advanced searches effectively; assess the Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei					
usefulness of each source in answering the research   Sakharov, Alexander Solzhenitsyn and Lech Walesa).					
, , , , , , , , , , , , , , , , , , , ,				usefulness of each source in answering the research	Sakharov, Alexander Solzhenitsyn and Lech Walesa).

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Unit 5 Cold War and Post-war Shifts (continued)	(see previous page)	(see previous page)	question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	10.13.4: Outline the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations.  10.13.5: Explain how most Western European heads of state, especially within the 12-member European Community, worked toward creating greater European economic and political unity.

### C3 Framework **Common Core Literacy Standards** Unit **DC Content Power Indicators** RH.9-10.1. 9-10.2. 9-10.10 Information **Standards** WHST.9-10.4. 9-10.5. 9-10.9 and 9-10.10 apply to D3.1, D4.3 and D4.6 apply to each unit. each unit. 10.11.3: Explain the Pan-D1.2: Explain points of RH.9-10.5: Analyze how a text uses structure Unit 6 Africanism movement, the agreement and to emphasize key points or advance an **Modern Africa and** formation of the Organization disagreement experts have explanation or analysis. **Latin America** of African Unity (now the about interpretations and African Union), and various applications of disciplinary RH.9-10.8: Assess the extent to which the Block: 10 days independence movements concepts and ideas reasoning and evidence in a text support the Traditional: 20 days (e.g., Congo conflict and associated with a compelling author's claims. Patrice Lumumba; struggle question. over Angola and WHST.9-10.1: Write arguments focused Students analyze the Mozambique; and the D1.3: Explain points of on discipline-specific content. lasting consequences of Zimbabwe War of agreement and (a) Introduce precise claim(s), distinguish the colonialism on the Independence) and African disagreement experts have claim(s) from alternate or opposing claims, development of nations in American support (e.g., the about interpretations and and create an organization that establishes Africa and Latin America, Council on African Affairs and applications of disciplinary clear relationships among the claim(s), considering the factors the African Liberation Support concepts and ideas counterclaims, reasons, and evidence. that led to pan-Africanism Committee). associated with a supporting (b) Develop claim(s) and counterclaims fairly, and the challenges in postquestion. supplying data and evidence for each while 10.11.11: Describe the pointing out the strengths and limitations of colonial states. Students challenges in the region, **D4.1:** Construct arguments both claim(s) and counterclaims in a read complex texts and including its geopolitical, using precise and discipline-appropriate form and in a manner analyze textual structure cultural, military, and knowledgeable claims, with that anticipates the audience's knowledge to determine meaning and economic significance and the evidence from multiple level and concerns. critique arguments. international relationships in sources, while (c) Use words, phrases, and clauses to link the Students write which it is involved (e.g., the acknowledging major sections of the text, create cohesion, argumentative essays, civil war in the Democratic and clarify the relationships between claim(s) counterclaims and drawing textual evidence Republic of Congo). evidentiary weaknesses. and reasons, between reasons and evidence, to support their claims. and between claim(s) and counterclaims. 10.14.2: Explain the struggle **D4.4:** Critique the use of (d) Establish and maintain a formal style and objective tone while attending to the norms for economic autonomy, claims and evidence in political sovereignty, and arguments for credibility. and conventions of the discipline in which social justice that led to they are writing. revolutions in Guatemala, (e) Provide a concluding statement or section that follows from or supports the argument Cuba, and Nicaragua and armed insurgencies and civil presented. war in many parts of Central America. WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the

### **DC Content Supporting Standards**

- **10.11.1:** Identify Africa's natural features, resources, and population patterns.
- **10.11.2:** Analyze national movements that occurred throughout Africa post-World War II against various European colonial powers, with particular attention to the role of veterans, labor unions, and the Western-educated elite.
- **10.11.4:** Explain the influence of newly independent African Nations, such as Ghana, Nigeria, and Egypt, on U.S. domestic policy in the U.S. Civil Rights movement (e.g., Kwame Nkrumah's relationship with Martin Luther King Jr. and Malcolm X; the large expatriate community of African Americans in 1960s—present Ghana).
- **10.11.5:** Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela, the African National Congress, and the role of African Americans, such as Randall Robinson, and the TransAfrica in ending apartheid.
- **10.11.6:** Explain why military regimes or one-party states replaced parliamentary-style governments throughout much of Africa.
- **10.11.8:** Describe the growing relationship between African Americans and African countries (e.g., Ghana, South Africa, Nigeria, and Senegal).
- **10.11.9:** Describe the ethnic struggles in Rwanda, Burundi, and the Sudan.
- **10.11.12:** Analyze the social and economic effects of the spread of AIDS and other diseases.
- **10.14.1:** Identify and list the climate and major natural resources of Central America and their

inquiry when appropriate; synthesize multiple

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Unit 6 Modern Africa and Latin America (continued)	(see previous page)	(see previous page)	sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	relationship to the economy of the region.  10.14.4: Trace the rise of military dictatorships in Argentina, Brazil, and Guatemala and the recent shift to democracy.  10.14.5: Analyze the role of liberation theology in Latin America.  10.14.9: Describe the return to populism and socialism in Venezuela, Brazil, Argentina, Bolivia, and Chile.

		C3 Framework	Common Core Literacy Standards	
Unit	DC Content Power	Indicators	RH.9-10.1, 9-10.2, 9-10.10	DC Content Supporting Standards
Information	Standards	D3.1, D4.3 and D4.6 apply to	WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to	De content supporting standards
		each unit.	each unit.	
<u>Unit 7</u>	10.12.2: Analyze the Chinese	<b>D1.5:</b> Determine the kinds of	RH.9-10.5: Analyze how a text uses structure	<b>10.12.1:</b> Identify Asia's natural features, resources,
Post-War Asia	Civil War, the rise of Mao	sources that will be helpful	to emphasize key points or advance an	and population patterns.
	Zedong, and the triumph of	in answering compelling and	explanation or analysis.	
Block: 7 days	the Communist Revolution in	supporting questions, taking		<b>10.12.3:</b> Describe the consequences of the political
Traditional: 14 days	China.	into consideration multiple	RH.9-10.8: Assess the extent to which the	and economic upheavals in China, including the
(End of 3 <sup>rd</sup> Advisory 4/3)		points of view represented	reasoning and evidence in a text support the	Great Leap Forward (famine), the Cultural
(Ella of 3 Advisory 4/3)	<b>10.12.4:</b> Describe the reasons	in the sources, the types of	author's claims.	Revolution (terror of Red Guards), the Tiananmen
Charles to a series the	for and the effects of the	sources available, and the	WILET O 10 1. Write arrayments forward	Square uprising, and relations with Tibet and
Students examine the	partition of the Indian subcontinent into India and	potential uses of the sources.	<b>WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i> .	Taiwan).
impact of political ideology	Pakistan in 1947, as well as	sources.	(a) Introduce precise claim(s), distinguish the	<b>10.12.5:</b> Explain the historical factors that created a
and religion on the	the exchange of more than 12	D3.3: Identify evidence that	claim(s) from alternate or opposing claims,	stable democratic government in India and the role
development of Asian	million Hindus and Muslims.	draws information directly	and create an organization that establishes	of Mohandas Gandhi, Jawaharlal Nehru, and Indira
nations after World War II,	Tilliloti Tilliaus and Wasiinis.	and substantively from	clear relationships among the claim(s),	Gandhi in its development.
with particular focus on	<b>10.12.7:</b> Describe the	multiple sources to detect	counterclaims, reasons, and evidence.	Gundin in its development.
the Communist revolution	political, social, and economic	inconsistencies in evidence	(b) Develop claim(s) and counterclaims fairly,	10.12.8: Explain why the Chinese and Indian
in China, the partitioning	problems of new nationhood	in order to revise or	supplying data and evidence for each while	governments have sought to control population
of India, or economic	in Southeast Asia; and the	strengthen claims.	pointing out the strengths and limitations of	growth, and the methods they use.
development in East and	legacy of the Cold War on		both claim(s) and counterclaims in a	
Southeast Asia. Students	Korea, Vietnam, and Taiwan;	<b>D4.1:</b> Construct arguments	discipline-appropriate form and in a manner	10.12.10: Describe the economic growth and
draw on diverse types of	and the unresolved political	using precise and	that anticipates the audience's knowledge	subsequent challenges in much of Southeast Asia
sources for their historical	problems with the Korean	knowledgeable claims, with	level and concerns.	
analysis, assessing	Peninsula and between	evidence from multiple	(c) Use words, phrases, and clauses to link the	
historical precedents for	Taiwan and China.	sources, while	major sections of the text, create cohesion,	
action in preparation for		acknowledging	and clarify the relationships between claim(s)	
argument writing.	<b>10.12.9:</b> Outline the postwar	counterclaims and	and reasons, between reasons and evidence,	
argument writing.	economic rise of many Asian	evidentiary weaknesses.	and between claim(s) and counterclaims.	
	countries, including Japan's	DA 7. Assess entians for	(d) Establish and maintain a formal style and	
	adaptation of western technology and industrial	<b>D4.7:</b> Assess options for individual and collective	objective tone while attending to the norms and conventions of the discipline in which	
	growth, China's post-Mao	action to address local,	they are writing.	
	economic modernization	regional, and global	(e) Provide a concluding statement or section	
	under Deng Xiaoping, and	problems by engaging in	that follows from or supports the argument	
	India's economic growth	self-reflection, strategy	presented.	
	through market-oriented	identification, and complex	F	
	reforms as well as the	causal reasoning.	WHST.9-10.7: Conduct short as well as more	
	economic growth of Hong	Ĭ	sustained research projects to answer a	
	Kong, Republic of Korea,		question (including a self-generated question)	
	Singapore, and Taiwan.		or solve a problem; narrow or broaden the	
			inquiry when appropriate; synthesize multiple	

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
<u>Unit 7</u> <u>Post-War Asia</u> (continued)	(see previous page)	(see previous page)	sources on the subject, demonstrating understanding of the subject under investigation.	(see previous page)
			WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Modern Middle East  Block: 6 days Traditional: 12 days  Students consider the political, social, and economic spheres of nations in the Middle East, including war in the region, Islamic fundamentalism, and oilrich economies. Students read accounts from Arab and Israeli perspectives to understand the influence of point of view. Students write increasingly sophisticated argument essays, refining their claims through the revision process and beginning to take action to apply what they have learned.	10.15.1: Identify the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others.  10.15.2: Explain the United Nations' vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection by surrounding Arab countries of the U.N. decision to establish Israel, the rise of the Palestinian Liberation Organization, and the invasion of Israel by Arab countries.  10.15.7: Describe Islamic revivalism and radicalism, including Muslim communities in Europe.	D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.  D3.4: Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.  D.4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  D4.7: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.  D4.8: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  WHST.9-10.1: Write arguments focused on discipline-specific content.  (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  (b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  (e) Provide a concluding statement or section that follows from or supports the argument presented.  WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for	10.15.3: Trace the attempts to secure peace between Palestinians and Israelis.  10.15.4: Explain the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues.  10.15.5: Trace the defeat of the Soviet Union and the rise of the Mujahideen and the Taliban in Afghanistan.  10.15.6: Trace the origins of the Persian Gulf War and the postwar actions of Saddam Hussein.  10.15.8: Explain the increase in terrorist attacks against Israel, Europe, and the United States.  10.15.9: Describe America's response to and the wider international consequences of the September 11, 2001, terrorist attack, including the U.S. invasion of Afghanistan and Iraq.
			citation.	

Unit	DC Content Power	C3 Framework Indicators	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10	
Information	Standards	D3.1, D4.3 and D4.6 apply to each unit.	WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
Globalization and the Modern World  Block: 8 days (End of 2 <sup>nd</sup> Advisory 1/23 End of 4 <sup>th</sup> Advisory 6/17) Traditional: 16 days (End of 4 <sup>th</sup> Advisory 6/17) Students investigate the influence of advanced communication on the creation of an increasingly global society, tracing the impact of international interactions on economics. Students read texts to trace the development of argument through the author's craft and apply advanced strategies for argument development to their own writing. Students take informed action based on their arguments.	10.14.6: Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank.  10.16.2: Identify recent scientific, technological, and medical advances (e.g., Quantum Theory, nuclear energy, space exploration, polio vaccine, discovery of Deoxyribose Nucleic Acid, or DNA).  10.16.3: Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s.  10.16.5: Describe the spread of knowledge and information across international borders fueled by advances in electronic communications.	D1.1: Explain how a question reflects an enduring issue in the field.  D3.2: Evaluate the credibility of a source by examining how experts value the source.  D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  D4.8: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.  WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	10.14.8: Describe the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America.  10.16.1: Explain the long postwar peace between democratic nations in the world.  10.16.4: Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India).  10.16.6: Explain how medical advances and improved living standards have brought strong increases in life expectancy.  10.16.7: Explain how gaps between rich and poor countries, and rich and poor people within countries, have grown, and describe the policies that are designed to alleviate poverty.