

YORK PUBLIC SCHOOLS

World History & Geography (1500-Post World War II Europe)

Updated August 4, 2025

General Course Description:

World History & Geography (1500-Post World War II Europe) is a year-long survey course. The course examines both the major themes of World History and geography. Students study the political, economic, and social structures in World History, as well as advancements in science and technology over time. Students examine continuity and change in World History over time, analyze and interpret events from World History (1500 CE - Present) from multiple perspectives, and research World History using historical inquiry. Students also examine World History from a geographic perspective. Students investigate World History using the themes of geography, including location and place, region, human-environmental interactions, and movement.

01: Age of Exploration

02: Renaissance

03: Reformation

04: French Revolution

05: Age of Napoleon

06: Industrialization and Urbanization

07: Imperialism in Asia

08: Imperialism in Africa

09: World War I Begins

10: World War I

11: Aftermath of World War I

12: Russian Revolution // Russian Civil War

13: Communism in Russia

14: Fascism in Italy

15: Nazi Germany

16: World War II

17: The Holocaust

18: Post World War II // Cold War Era

Unit Timeline	Nebraska High School Social Studies Standards	Learning Goals/ Objectives	Resources
<p>Unit 00: Introduction Quarter 1</p> <p>Lessons: /1: World Geography /2: European Geography</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement 	<p>Students can...</p> <ul style="list-style-type: none"> - Identify the world's major bodies of water on a map. - Identify the world's continents on a map. - Identify Europe's countries on a map. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Sheppard Software Games) - Materials (Handouts) - Media (Website, Instructional Videos) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - World Map Test - Europe Map Test
<p>Unit 01: Exploration and Expansion Quarter 1</p> <p>Lessons: /1: Late Middle Ages/ Motivations /2: Portuguese Explorers /3: Spanish Explorers /4: Exploring the New World /5: Impact/ Global Economy</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Evaluate the reasons and motivations for the Age of Exploration. - Describe the origins, accomplishments, and impact of Portuguese exploration. - Compare and contrast Portuguese exploration with Spanish exploration. - Explain the reasons Spain set out towards the "New World" and the impact of European exploration of the "New World", including a global economy. - Analyze the impact of the Age of Exploration. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Ferdinand Magellan Game, Explorers Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, EdPuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignments) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Age of Exploration Reading Assignment - Age of Exploration Test - Age of Exploration Maps/ Geography Test - Age of Exploration Written Assessment

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<p>Unit 02: Renaissance</p> <p>Quarter 1</p> <p>Lessons: /1: Late Middle Ages/ Commercial Revolution /2: Italian Renaissance /3: Leonardo da Vinci /4: Northern Renaissance/ Humanism</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the changes in the Late Middle Ages that helped spark the Renaissance. - Analyze the origins of the Italian Renaissance and the impact on European society. - Describe the impact of Leonardo da Vinci. - Compare and contrast the Italian Renaissance and Northern Renaissance. - Analyze the origins of the Northern Renaissance and the impact on Europe, religiously, politically, and economically. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Renaissance Reading Assignment - Renaissance Test
<p>Unit 03: Reformation</p> <p>Quarter 1</p> <p>Lessons: /1: Changes in the Roman Catholic Church /2: Protestant Reformation in Germany /3: Spread of the Protestant Reformation /4: Counter-Reformation</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present) (SS HS)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the influence of the Roman Catholic Church throughout most of the Middle Ages. - Evaluate the struggles the Roman Catholic Church faced near the end of the Middle Ages and the impact of the Renaissance on the Roman Catholic Church. - Explain the objections Martin Luther had against the Roman Catholic Church and the resulting conflicts between Luther and Pope Leo X. - Describe Martin Luther's impact on Europe, politically, socially, and economically. - Describe the goals and actions of the Roman Catholic Church during the Counter-Reformation. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Reformation Test - Reformation Written Assessment - Renaissance // Reformation Map Test

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<p>Unit 04: French Revolution Quarter 2</p> <p>Lessons: /1: Causes/ Struggles of the Old Regime /2: Declaration of the Rights of Man /3: End of the Monarchy/ War with Austria /4: Great Terror /5: Napoleon Overthrows the Directory</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Explain and analyze the struggles of the French Monarchy leading up to the French Revolution, and describe how these struggles helped create the French Revolution. - Describe the series of events beginning with the origins of the storming of the Bastille through the execution of Louis XVI and the end of the war with Austria. - Evaluate the origins of the Great Terror and its impact on government, society, religion, and the economy. - Describe the events leading to the end of the French Revolution and analyze both short-term and long-term consequences of the French Revolution. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (French Revolution Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - French Revolution Reading Assignment - French Revolution Timeline - French Revolution Test - French Revolution Written Assessment
<p>Unit 05: Napoleon Bonaparte Quarter 2</p> <p>Lessons: /1: Napoleon's Early Career /2: Early Successes & Military Campaigns /3: Continental System & Russia /4: Napoleon's Return/ Congress of Vienna</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe Napoleon's background and early military career, and political rise. - Analyze the origins and consequences of Napoleon's Coup d'état. - Discuss the successes and struggles of Napoleon's first stint as emperor. - Evaluate the origins of the Continental System, its consequences, and the events leading to the invasion of Russia. - Analyze France's invasion of Russia (1812), its impact, and the events starting with the invasion of Russia through Napoleon's exile to St. Helena. - Describe the goals and purpose of the Congress of Vienna. - Evaluate the impact of the French Revolution, Napoleonic Wars, and the Congress of Vienna, particularly its geographical and political impact. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Napoleon Dramas) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Age of Napoleon Reading Assignment - Age of Napoleon Dramas - Age of Napoleon Test - Age of Napoleon Written Assessment

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<p>Unit 06: Industrial Revolution/ Urbanization Quarter 2</p> <p>Lessons: /1: Second Agricultural Revolution /2: Begins in England // Factories /3: Inventions & Technological Advancements /4: Urbanization & Global Economy</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the origins and impact of the Second Agricultural Revolution in England. - Analyze the origins of the Industrial Revolution in England and the factors of production that made the Industrial Revolution possible. - Evaluate the working conditions for industrial workers and coal miners during the Industrial Revolution, including child labor. - Name, categorize, and describe significant inventions and technological advancements from the Industrial Revolution. - Describe the origins and impact of urbanization in England and throughout the world. Include the impact of urbanization socially, economically, environmentally, and politically. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Urbanization Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Industrialization Reading Assignment - Industrialization and Urbanization Game // Quiz - Industrialization Test
<p>Unit 07: Imperialism in Asia Quarter 2</p> <p>Lessons: /1: Industrial Revolution & Imperialism /2: Britain Colonizes India /3: Opium Wars /3: Imperialism in Africa</p> <p>/1: African Resistance Movements</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Make connections between the Industrial Revolution and Imperialism beginning in the 1700s through the early 1900s. - Evaluate the origins, events, and consequences of imperialism in Asia, focusing on India, China, Japan, and Korea. - Evaluate the origins, events, and consequences of imperialism in Africa, focusing on industrialization, the expeditions of David Livingstone and Henry Morton Stanley, the Congo Free State, the Scramble for Africa, resistance movements, and European rivalries. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Scramble for Africa Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Imperialism in Asia Reading Assignment - Imperialism in Asia Test - Imperialism in Asia Written Assessment

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<p>Unit 08: Imperialism in Africa Quarter 2</p> <p>Lessons: /1: Industrial Revolution & Imperialism /2: Britain Colonizes India /3: Opium Wars /3: Imperialism in Africa</p> <p>/1: African Resistance Movements</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Make connections between the Industrial Revolution and Imperialism beginning in the 1700s through the early 1900s. - Evaluate the origins, events, and consequences of imperialism in Asia, focusing on India, China, Japan, and Korea. - Evaluate the origins, events, and consequences of imperialism in Africa, focusing on industrialization, the expeditions of David Livingstone and Henry Morton Stanley, the Congo Free State, the Scramble for Africa, resistance movements, and European rivalries. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Scramble for Africa Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Imperialism in Africa Reading Assignment - Imperialism in Africa Test - Imperialism in Africa Written Assessment - Imperialism in Asia // Imperialism in Asia Map Test
<p>Unit 09: World War I Begins Quarter 3</p> <p>Lessons: /1: M-A-I-N Causes /2: Bosnian Crisis/ Franz Ferdinand /3: Alliances/ Declarations of War</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Analyze the many underlying causes of World War I, focusing on militarism, the formation of alliances, industrialization and imperialism, and nationalism. - Describe the setting and series of events that led to the assassination of Franz Ferdinand, including the motivations of the assassin. - Analyze the series of events after the assassination of Franz Ferdinand, leading to World War I. - Discuss the declarations of war chronologically. Evaluate the reasons each country joined the war. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - World War I Begins Reading Assignment - World War I Begins Test - World War I Begins Written Assessment - World War I Begins Map / Alliances Test

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<p>Unit 10: World War I Quarter 3</p> <p>Lessons: /1: 1914: Declarations of War /2: Trench Warfare/ Advancements in Weaponry /3: 1916: War of Attrition /4: 1917: U.S. Enters/ Russia Exits /5: 1918: End of the War</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Discuss the origins of trench warfare and evaluate the impact trench warfare and advanced weaponry had on the war and soldiers. - Assess the impact of the major events that began in 1916, focusing on Verdun, Somme, and the Brusilov Offensive. Evaluate the impact of these battles on each country, focusing on Germany, Austria-Hungary, and Russia, as well as France and Britain. - Analyze the series of events that helped bring an end to World War I, beginning with events occurring during the first year of the war and ending with Germany seeking an armistice on November 11, 1918. - Evaluate the origins and impact of the Russian Revolution, World War I, the Russian Civil War, and Communism on Russia. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Trench Warfare Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - World War I Test - Trench Warfare Diagram - World War I Written Assessment - World War I Map / Alliances Test
<p>Unit 11: Aftermath of World War I Quarter 3</p> <p>Lessons: /1: WWI Ends/ Consequences of WWI /2: Paris Peace Conference Negotiations /3: A Troubled Peace/ Totalitarianism in Europe</p> <p>/1: Spanish Influenza</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Analyze peace negotiations after World War I from the perspectives of various groups, including members of the "Big 3", other countries that fought for the Allies, and countries that fought for the Central Powers. - Analyze the Paris Peace Conference and the peace treaties that resulted from the negotiations. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Paris Peace Conference Simulation) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Aftermath of World War I Reading Assignment - Paris Peace Conference Simulation // Quiz - Aftermath of World War I Test - Aftermath of World War I Map Test

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<p>Unit 12: Russian Revolutions // Civil War Quarter 4</p> <p>Lessons: /1: Czarist Russia /2: World War I // Bolshevik Revolution /3: Russian Civil War /3: Vladimir Lenin</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the political power and structure in Russia under Czarist rule. - Analyze the problems in Czarist Russia that provided the framework for revolution. - Evaluate the impact of World War I on Russia and how World War I resulted in the abdication of Czar Nicholas and the Bolshevik Revolution. - Describe the goals of Vladimir Lenin and the Bolsheviks. - Discuss the events and outcomes of the Russian Civil War, including its impact on the government and economy. - Discuss and evaluate Lenin's policies and impact on Russia. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Russian Revolution // Russian Civil War Reading Assignment - Russian Revolution // Russian Civil War Test - Russian Revolution // Russian Civil War Written Assessment
<p>Unit 13: Communism in Russia Quarter 4</p> <p>Lessons: /1: Communist Party and the Rise of Stalin /2: Great Purge /3: Collectivization / Holodomor /4: Industrialization / The Five-Year Plans</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the background of Joseph Stalin and his rise in the Communist Party. - Explain how Stalin came to power after Lenin's death - Describe methods used by Stalin to consolidate power and control the Soviet Union - Describe the Great Purge - Evaluate Stalin's agricultural programs and the impact on the Soviet Union, including the Holodomor - Analyze Stalin's industrial programs, especially the Five-Year Plans, including the impact of these programs on industrialization in the Soviet Union and on workers 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Communism in Russia Reading Assignment - Communism in Russia Test - Communism in Russia Written Assessment

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<p>Unit 14: Fascism in Italy Quarter 4</p> <p>Lessons: /1: Benito Mussolini's Rise/ WWI /2: Post WWI/ March on Rome /3: Il Duce/ Fascist Dictatorship /4: Invasion of Ethiopia /5: Italy in World War II</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe Italy's involvement in World War I and the impact that peace negotiations had on Italy after the war. - Evaluate the origins, events, actions, and impact of Fascism in Italy under Benito Mussolini. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Fascism in Italy Reading Assignment - Fascism in Italy Test - Fascism in Italy Writing Assessment
<p>Unit 15: Nazi Germany Quarter 4</p> <p>Lessons: /1: Post World War I Germany /2: Adolf Hitler Becomes Dictator /3: SA/ Brownshirts /4: Germany Challenges Peace</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the struggles Germany faced after World War I - Evaluate the origins, events, actions, and impact of Nazi Germany under Adolf Hitler. - Analyze the events that brought about World War II. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Nazi Germany Reading Assignment - Nazi Germany Test - Nazi Germany Written Assessment - Between World Wars Map Test

Unit Timeline	Nebraska High School Social Studies Standards	Learning Goals/ Objectives	Resources
<p>Unit 16: World War II Quarter 4</p> <p>Lessons: /1: Appeasement/ Declarations of War /2: War on the Western Front /3: War on the Eastern Front /4: Axis Surrenders/ World War II Ends</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the actions of the Axis and reasons for appeasement leading up to World War II. - Describe the declaration of war for World War II. - Discuss the war on the Western Front, focusing on the German Blitzkrieg, the Battle of France, and the Battle of Britain. - Discuss the war on the Eastern Front, focusing on Nazi-Soviet Pact, the Invasion of Poland, Operation Barbarossa, and the Battle of Stalingrad. - Describe the Soviet invasion of Germany, including the Battle of Berlin, Adolf Hitler's suicide, and Germany's surrender (also describe the reasons Japan surrendered). 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities (Stalingrad Game) - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - World War II Reading Assignment - World War II Test - World War II Alliances / Map Test - World War II Written Assessment
<p>Unit 17: The Holocaust Quarter 4</p> <p>Lessons: /1: Early Campaigns against the Jews /2: The Final Solution /3: Jewish Resistance /4: Liberation of the Camps/ Post Rescue</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the consequences of World War II for various groups, politically, socially, economically, and geographically. - Discuss and evaluate the war crime trials that took place after World War II. - Evaluate the origins of the Cold War and discuss what is meant by Cold War. Analyze the differences between the United States and the Soviet Union that sparked the Cold War. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - The Holocaust Reading Assignment - The Holocaust Test - The Holocaust Written Assessment

Unit Timeline	Nebraska High School Social Studies Standards	Learning Goals/ Objectives	Resources
<p>Unit 18: Post-World War II and the Cold War Era</p> <p>Quarter 4</p> <p>Lessons:</p> <p>/1: World War II Ends/ Cold War Begins</p> <p>/2: Germany in the Cold War Era</p> <p>/3: Communism in China</p> <p>/4: Japan Post-World War II</p>	<p>Geography</p> <ul style="list-style-type: none"> - 3.1 Location and Place - 3.2 Regions - 3.3 Human-Environment Interactions - 3.4 Movement <p>World History (1500 CE- Present)</p> <ul style="list-style-type: none"> - 4.1 Change, Continuity, and Context - 4.2 Multiple Perspectives - 4.3 Multiple Perspectives - 4.4 Historical Analysis and Interpretation - 4.5 Historical Inquiry and Research 	<p>Students can...</p> <ul style="list-style-type: none"> - Describe the consequences of World War II for various groups, politically, socially, economically, and geographically. - Discuss and evaluate the war crime trials that took place after World War II. - Evaluate the origins of the Cold War and discuss what is meant by Cold War. Analyze the differences between the United States and the Soviet Union that sparked the Cold War. 	<p>Learning Materials:</p> <ul style="list-style-type: none"> - Lessons/ Activities - Materials (Handouts, Presentations, Readings/ Summary, Study Guide) - Media (Website, Recorded Lectures, YouTube Playlists/ Documentaries) - Formative Assessments (Academic Games, Edpuzzles/ Pear Deck, Practice Assignments, Writing Practice/Prompts, Study Guides, Practice Maps, Reading Assignment) <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Post World War II Reading Assignment - Post World War II Test - Post World War II Written Assessment - Post World War II Map Test

[World History & Geography \(1500-Post World War II Europe\) Essentials Curriculum Map](#)

Nebraska Social Studies Standards

High School Geography

To succeed in an increasingly interconnected world, Nebraska’s next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing “Where?”, the geographically minded person will be better equipped to answer the question of “Why there?” An integrative study of our planet’s human and physical features will involve 21st-century technologies and inquiry-based research methods. This approach will expand students’ geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well-equipped to address society’s future needs.

Location and Place

SS HS. 3.1	Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS HS.3.1.a	Determine the spatial organization of human settlements in relation to natural features.
SS HS.3.1.b	Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

Regions

SS HS.3.2	Evaluate how regions form and change over time.
SS HS.3.2.a	Analyze physical and human processes that shape places and regions.
SS HS.3.2.b	Examine the importance of places and regions to individual and social identity and how identities change over space and time.
SS HS.3.2.c	Evaluate the interdependence of places and regions.

Human-Environmental Interactions

SS HS.3.3	Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.
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SS HS.3.3.a	Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.
SS HS.3.3.b	Evaluate how humans have utilized and adapted to their physical environment.

Movement

SS HS.3.4	Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.
SS HS.3.4.a	Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.
SS HS.3.4.b	Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.
SS HS.3.4.c	Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

Geospatial Skills and Geo-literacy

SS HS.3.5	Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.
SS HS.3.5.a	Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.
SS HS.3.5.b	Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.
SS HS.3.5.c	Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

World History (1500 CE - Present)

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Change, Continuity, and Context

HS.4.1 (WLD)	Analyze and evaluate patterns of continuity and change over time in World History (1500 CE - Present).
SS HS.4.1.a (WLD)	Evaluate the cause and effect of historical events in the world. For example: How did the rise of totalitarianism lead to war?
SS HS.4.1.b (WLD)	Select, record, and interpret key global events in chronological order.
SS HS.4.1.c (WLD)	Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

Multiple Perspectives

SS HS.4.2 (WLD)	Analyze the complexity of the interaction of multiple perspectives to investigate the causes and effects of significant events in the development of history.
SS HS.4.2.a (WLD)	Identify and evaluate how considering multiple perspectives facilitates an understanding of history.
SS HS.4.2.b (WLD)	Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.
SS HS.4.3 (WLD)	Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD)	Identify how differing experiences can lead to the development of perspectives.
SS HS.4.3.b (WLD)	Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

Historical Analysis and Interpretation

SS HS.4.4 (WLD)	Evaluate sources for perspective, limitations, accuracy, and historical context.
SS HS.4.4.a (WLD)	Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.
SS HS.4.4.b (WLD)	Evaluate strengths and limitations of a variety of primary and secondary historical sources. For example: written and visual documents
SS HS.4.4.c (WLD)	Determine the relationship between multiple causes and effects of events and developments in the past.
SS HS.4.4.d (WLD)	Synthesize the relationships among historical events in the world and relevant contemporary issues.

Historical Inquiry and Research

SS HS.4.5 (WLD)	Apply the inquiry process to construct and answer historical questions.
SS HS.4.5.a (WLD)	Construct meaningful questions that initiate an inquiry. ~ For example: "Can peace lead to war?"
SS HS.4.5.b (WLD)	Locate, evaluate, and cite appropriate sources for research about selected topics in World History, including primary and secondary sources.
SS HS.4.5.c (WLD)	Select, organize, and corroborate relevant historical information about selected topics in World History (1500 CE - Present).
SS HS.4.5.d (WLD)	Synthesize historical information to create new understandings.

SS HS.4.5.e (WLD)

Communicate inquiry results within a historical context.