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WHS Curriculum: International Studies

Grades(s)	9
Unit Purpose	Revolutions During this unit students will examine how revolutions create significant political, economic, and social change in power, structures and systems. Students will examine how conflict can be created in the struggle for resources, power, and sovereignty and how choices affect quality of life. They will analyze the power of government, how citizen access to that power can vary and can be beneficial and detrimental to citizens. Students will examine the causes, structure, turning points and outcomes of the following: the French Revolution, Latin American Revolutions, Industrial Revolution, Russian Revolution, Chinese Revolution and Iranian Revolution.
Pacing	6-8 weeks
Vision of a Graduate	
Collaborator: Throughout the unit students will actively work together, sharing ideas regarding revolutions, their causes and impact on the world.	
Unit Priority Standards	
HIST9-12.1. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. HIST9-12.2. Analyze change and continuity in historical eras. GEO 9-12.4. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. GEO 9-12.6. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	
Unit Supporting Standards	
INQ 9-12.1. Explain how a question reflects an enduring issue in the field. INQ 9-12.4. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. INQ 9-12.5. 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. INQ 9-12.6. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. HIST 9-12.3. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. HIST 9-12.9. Analyze the relationship between historical sources and the secondary interpretations made from them ECO 9-12.3. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	
Essential Questions	



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What are the advantages and disadvantages of various governmental systems?

What social, economic, and political factors cause revolutions?

How can conflict be beneficial or detrimental?

How would one define success or failure in revolution?

How do individuals influence revolutions and their outcomes?

Performance Expectations - Skills	Performance Expectations - Knowledge
1. Analyze the ideas that led to and the outcomes that resulted from each revolution (HIST 9-12.1) 2. Evaluate the changes in life that resulted from each revolution (HIST9-12.2) 3. Analyze how the political and economic outcomes of each revolution shaped society and the environment (GEO 9–12.4) 4. Evaluate how geography played a role in shaping revolution and reciprocally how revolution played a role in reshaping geography and population shifts (GEO 9–12.5) 5. Evaluate the impact on economic and political outcomes of each revolution on population growth and distribution (GEO 9–12.6)	For each revolution (French Revolution, Latin American Revolutions, Industrial Revolution, Russian Revolution, Chinese Revolution, and Iranian Revolution): • causes of revolution • outcomes of revolution • political impacts of revolution on society • economic impacts of revolution on society • environmental impacts of revolution on society
Suggested Strategies/Modes	Suggested Teacher Resources
• Cooperative Groups • Document Based Questions ○ Causes of the French Revolution ○ Was Napoleon Friend or Foe of Revolutionary France? • Role-playing/Simulations ○ Trial of Louis XVI • Video Analysis ○ Revolutions 101 (National Geographic) ○ Communists, Nationalists, and China's Revolutions (Crash Course World History) ○ The Industrial Revolution (Crash Course European History) ○ Napoleon Bonaparte (CCEH) ○ The French Revolution (CCEH) ○ Iran's Revolutions (CCWH) ○ Haitian Revolutions (CCWH) • Small Group Presentations	• Text: Beck, R. B., Black, L., Krieger, L. S., Naylor, P. C., & Shabaka, D. I. (2012). <i>World History: Patterns of Interactions</i>. Holt McDougal. • Addendum list of resources by revolution (to be added to by teachers) • Online Instructional Resources • Active History ○ Causes of the French Revolution ○ Tsar Nicholas II and the Russian Revolutions of 1917 ○ The Rise of Mao Zedong ○ Fling the Teacher! - Why was there a revolution in Iran in 1979? ○ Industrial Revolution ○ Events and Effects of the Industrial Revolution • Facing History and Ourselves • Newsela



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○ Events of the French Revolution ● Map Study ○ Nystrom Atlas map activities pages 98-99 (Industrial Revolution), 102-103 (French Revolution and Empire of Napoleon), 112-113 (Russian and Chinese Revolutions) ● Interactive technology for Research, Class Discussions, Cooperative Groups Newsela (articles allow for differentiation; each article includes writing prompts and quizzes for comprehension) ○ The French Revolution, Part One ○ The French Revolution, Part Two ○ French Revolution and Napoleonic Wars ○ Iranian Revolution and Hostage Crisis ○ Russian Revolution -the short version ○ The women's protest Russian Revolution ○ Bloody Sunday, the prelude to the Russian Revolution ○ Industrial Revolution and Technology ○ Latin America Post-Colonialism Khan Academy ○ 1750 -1900 Enlightenment and Revolution ○ The Power of One: The Russian Revolution (article) ● Graphic organizers (e.g. timelines) ○ Russian Revolution Timeline ● Interactive Learning Games ○ The Rise of Mao ● Gallery Walk	● Khan Academy ● American Historical Association: Revolutions ● Age of Revolution.org ○ Age 14-16 (GCSE) Archives ○ Age 16-18 (AS/A level) Archives ● EricBeckman: Lessons and Resources for decolonizing the "Age of Revolutions" in the World History classroom ● New York Times: Comparing Historical Revolutions (includes links to primary & secondary resources and assessment) ● Writing rubrics, feedback
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Grades(s)	9
Unit Purpose	Imperialism During this unit students will examine the global transformations brought on by imperialism. Students will Identify the historical causes of imperialism including economic, political, technological, and ideological factors and analyze how they reinforce each other. The unit will include the examination of the benefits and drawbacks of imperialism by tracing the connections between imperialism and its effects on the lives of people around the globe. Focus will be given to Africa, China, Japan and India.
Pacing	6-8 weeks
Vision of a Graduate	
Problem Solver: Students will evaluate the impact of imperialism and address the challenges many nations faced post independence.	
Unit Priority Standards	
HIST 9-12.5. Analyze how historical contexts shaped and continue to shape people's perspectives. HIST 9-12.6. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. GEO 9-12.7. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	
Unit Supporting Standards	
HIST 9-12.7. Explain how the perspectives of people in the present shape interpretations of the past. HIST 9-12.8. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. INQ 9-12.8. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. INQ 9-12.9. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ECO 9-12.2. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. CCSS.ELA-LITERACY.RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CCSS.ELA-LITERACY.RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	
Essential Questions	
What were the benefits and drawbacks to imperialism from multiple perspectives? Why do people become nationalistic? Are nations that gain their independence better off? How does the distribution of resources impact imperialism?	
Performance Expectations - Skills	Performance Expectations - Knowledge
1. Analyze the outcomes that resulted from imperialism (HIST 9-12.5)	For each area of focus (Africa, China, Japan and India): - causes of imperialism - impacts of imperialism



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- Evaluate the changes in life that resulted from imperialism (HIST9-12.2) - Analyze how the political and economic outcomes of imperialism shaped society and the environment (GEO 9–12.2) * - Evaluate how geography played a role in shaping imperialism and reciprocally how imperialism played a role in reshaping geography and population shifts (GEO 9–12.7) - Evaluate the impact on economic and political outcomes of imperialism, nationalism, and independence on population growth and distribution (GEO 9–12.6)	Africa - Scramble for Africa - impact of colonization and decolonization - Apartheid China - Spheres of Influence - Opium War - Taiping Rebellion - Open-door policy - Boxer Rebellion Japan - Meiji Restoration - Sino-Japanese War - Russo-Japanese War - Annexation of Korea India - British colonization and its impact - Gandhi and civil disobedience - Independence and partition
Suggested Strategies/Modes	Suggested Teacher Resources
Role-playing - Imperialism Role Play Activity 1 Video Analysis - European Colonization of Africa (4 min video map visualization) - Opium War: The Story of China - Taiping Rebellion: The Story of China - Boxer Rebellion: The Story of China Map Analysis - Nystrom Atlas of World History pages 88-89 (European Imperialism in Africa); 106-107 (Imperialism in East Asia and the Pacific); 108-109 (Imperialism Continues) - The Berlin Conference 2.0 - Independence Scholastic - Imperialism maps Cooperative Stations - Imperialism Stations Presentations (Slides, AdobeSpark, PowerPoint) - India and the British Interactive technology: Research, Class Discussions, Cooperative Groups - Lesson of the Day: 'A Continent Remade': Africa in 1960 - Uncovering Apartheid	- Text: Beck, R. B., Black, L., Krieger, L. S., Naylor, P. C., & Shabaka, D. I. (2012). <i>World History: Patterns of Interactions</i>. Holt McDougal. - Active History: - The Causes of World War One ActiveHistory (includes cartoon analysis Nationalism and Imperialism) - European Empires in the 19th Century - To what extent was World War Two the catalyst or cause of British Decolonisation? - Facing History and Ourselves Lesson: Japanese Imperialism and the Road to War - Stanford History Education Group: Reading Like a Historian - Meiji Lesson - MIT: The First Opium War – Lesson 01 - The Opium Wars in China - How Much Did Japan Change During the Meiji Era? Introduction - PBS: The Story of India - Writing rubrics, feedback



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Newsela (articles allow for differentiation; each article includes writing prompts and quizzes for comprehension) ○ Imperialism and Resistance Shape the Modern World ○ What caused the "Scramble for Africa?" ○ Meiji Restoration of 19th Century Japan ○ Treaty of Portsmouth and the Russo-Japanese War ○ First and Second Opium Wars in China ○ The End of Apartheid in South Africa ○ When the British Ruled India ○ Latin America Post-Colonialism Khan Academy ○ Origins and Impacts of Nationalism (article) ○ Nationalism (article) ○ Nationalism (video) ○ Imperialism (article) ○ Tools of Imperialism (article) ○ Ethnic Nationalism (article) ○ Industrial Imperialism, the "New" Imperialism (article) ○ Asian Responses to Imperialism (article) ○ Asian Responses to Imperialism (video) ○ Meiji Restoration (article) ● Webquests (includes links for student research) ○ Imperialism in China Webquest ○ Imperialism in India ○ British imperialism ○ Nationalism and Imperialism as Causes of World War One – ActiveHistory ● Graphic organizers (e.g. timelines) ● Compare/Contrast templates ○ Opium War ○ Japan ● Research Tasks ○ African Independence Implications ● Interactive Learning Games ○ Scramble for Africa ● Document Analysis ○ Imperialism Case Study: India ○ DBQ: Imperialism in India ○ DBQ: Decline of India ● Cartoon Analysis	
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| <ul style="list-style-type: none">● Multimedia Presentation & Decision Making
Exercise: The Opium Wars: Multimedia Presentation / Decision-Making Exercise● Socratic Discussion: The Opium Wars - Free trade or first drug cartel? | |
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Grades(s)	9
Unit Purpose	Modern Wars There is a notable contrast between modern war and other preceding conflicts. In this unit, students continue to examine the changing nature of war. However, they begin to do so from an international viewpoint or lens. Not only will students assess the causes of such conflicts, they’ll also evaluate the economic, social, cultural, political and geographic impacts of modern warfare on today’s society.
Pacing	6-8 weeks
Vision of a Graduate	
Communicator: Students will communicate the significance of the events of modern wars and their impact on the future.	
Unit Priority Standards	
HIST 9–12.12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. HIST 9–12.14. Analyze multiple and complex causes and effects of events in the past. HIST 9–12.15. Distinguish between long-term causes and triggering events in developing a historical argument. HIST 9–12.16. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	
Unit Supporting Standards	
HIST 9–12.10. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. HIST 9–12.11. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. HIST 9–12.13. Critique the appropriateness of the historical sources used in a secondary interpretation. HIST 9–12.17. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	
Essential Questions	
When a nation commits itself to war how far should it go to achieve victory? How do wars shape alliances and contribute to national identities? How does the individual influence world events? How is victory defined in war? Must peace treaties benefit all parties?	
Performance Expectations - Skills	Performance Expectations - Knowledge
1. Analyze and evaluate the differing perspectives of war: how they are started, why they are started and the outcome (Hist.9-12.14)	1. World War I: MAIN causes, assassination, trench warfare, technologies, outcomes, competition between European alliance systems 2. World War II (in Europe): Totalitarianism, (division between democratic and totalitarian



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- Critique the differing perspectives and their usefulness considering the purpose and bias of the perspective(Hist. 9-12.11) - Use historical sources as a basis for generating further questions that guide the investigation of war (Hist. 9-12.12) - Distinguish between long standing issues and triggering events in a war (Hist 9-12.15)	nations), ideologies, causes, turning points, outcomes (continued divisions between nations; carryover from World War I system of alliances) - Arab-Israeli Conflict: Causes, Conflicts in the Middle East (major conflicts defying many efforts to create peace in region)turning points, present day - Afghanistan: First Afghan Civil War, Second Afghan Civil War, Rise of Taliban, Rise of bin Laden, Operation Enduring Freedom, Present Day - Iraq: Sunnis vs Shia, Kurds vs Arabs, Kuwait, Regionalism, Saddam Hussein, Persian Gulf War, Operation Iraqi Freedom, Isis, present day
Suggested Strategies/Modes	Suggested Teacher Resources
Role-playing/Simulations - Introduction to WWI Alliance Simulation - Paris Peace Conference Simulation - The Partition of Palestine -Design Plan -Resources Jigsaw Activities - World War One Warfare Geography Applications - The Battle of Somme Reading - The Battle of Somme Questions - World War I Map - The Partition of Palestine Map Analysis Webquests - The Treaty of Versailles - Operation Barbarossa Research - Battles of World War I - World War II I Page Research Political Cartoon Analysis - Treaty of Versailles Timelines - Causes of World War II - The Allied Victory Source Analysis - Causes of World War I - Hitler in France in Photographs - Eisenhower's Order of the Day Reading for Information Tasks - The Battle of Britain - Conflicts in the Middle East	- Textbook: <i>World History: Patterns of Interactions</i>. Holt McDougal. - Newsela: Outbreak of World War I - The Rise of Dictators - Anthony Bourdain: Parts Unknown (Jerusalem) - Active History: The Causes of World War One - Facing History and Ourselves - Khan Academy: Conflict in Israel & Palestine; World War I - A Total War? (article) - Newsela - Writing rubrics, feedback



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○ Afghanistan RFI and questions ● Guided Video Viewing ○ What is fascism? ○ Hitler's Rise to Power ○ Who are the Taliban?	
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Grades(s)	9
Unit Purpose	Genocide While the Modern Era has come with unparalleled advances, it has also borne witness to unprecedented destruction. During this Genocide unit, students will examine the dynamics that lead to mass atrocity. They will learn causes, courses, and consequences of selected genocides and think about them comparatively. Students will additionally question why people perpetuate genocide and the morality of being a bystander/ witness. Finally, they'll be asked to think critically and creatively about means of prevention.
Pacing	6-8 weeks
Vision of a Graduate	
Collaborator: Students will work together to research and apply the stages of genocide to modern genocides.	
Unit Priority Standards	
INQ 9–12.10. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. HIST 9–12.4. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. GEO 9–12.8. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	
Unit Supporting Standards	
INQ 9–12.11. Construct explanations using sound reasoning, correct sequence (linear 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). INQ 9–12.12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). INQ 9–12.13. Critique the use of claims and evidence in arguments for credibility. INQ 9–12.14. Critique the use of the reasoning, sequencing, and supporting details of explanations. CIV 9–12.1. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems CIV 9–12.5. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. CIV 9–12.6. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.	
Essential Questions	
What role do upstanders, bystanders, and those that commit atrocities play in genocide? Why are certain groups targeted by others? How effective are peacekeeping organizations in addressing genocide? What commonalities exist among genocides?	



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Why are genocides often ignored by the international community?

Performance Expectations - Skills	Performance Expectations - Knowledge
1. Construct arguments and claims, with evidence from multiple sources 2. Identify counterclaims and evidentiary weaknesses 3. Analyze factors that influenced the perspectives of people during different historical eras 4. Evaluate the consequences of catastrophes on global trade, politics, and human migration	Understand the perpetrators, reasons, methods, outcomes, and international response (and patterns among them) for genocides including: 1. Armenian genocide 2. Bosnian civil war 3. the Holocaust 4. Nanjing massacre 5. Cambodian genocide 6. Rwandan genocide 7. Darfur genocide
Suggested Strategies/Modes	Teacher Resources
● Role-playing/Simulations ● Analyze historical interviews ● Reading for Information/ Reading Comprehension Tasks ● Map Analysis ○ Ethnic Groups in Former Yugoslavia (textbook, page, 1057) ○ Yale - Satellite Images 1 ○ Yale - Satellite Images 2, Rwanda ● Presentations (Slides, AdobeSpark, PowerPoint) ● Graphic organizers ○ Compare/Contrast ● Gallery Walk ● Timeline ● Webquest ● Inquiry Research Project on Genocide ● Applying Conceptual Frameworks ○ Stages of Genocide: Holocaust	● Textbook: Beck, R. B., Black, L., Krieger, L. S., Naylor, P. C., & Shabaka, D. I. (2012). <i>World History: Patterns of Interactions</i>. Holt McDougal ● Newsela ● History.com ● Darfur- A Manmade Disaster ● CommonLit ● Stanford History Education Group- Invasion Of Nanking ● Anti-Defamation League ● Primary Texts ○ Excerpt: The Tenth Circle of Hell ○ Excerpt: Nuremberg Diary ● Videos ○ Inside Darfur: Vice News ○ Hotel Rwanda ○ Ethnic Cleansing of Bosnian Muslims Explained ○ Rwanda- 25 Years After the Genocide ○ What is Genocide? ● Khan Academy ● Active History ● Facing History and Ourselves ● HRE USA ● Graphic organizers and conceptual frameworks: ○ Critical thinking ○ Genocide vocabulary ○ Ten stages of genocide



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Grades(s)	9
Unit Purpose	Globalization This unit will provide an overview of the historical, geographic, economic, political, cultural, and environmental relationships among world regions and people. It will examine patterns of conflict and cooperation among countries while focusing on selected issues such as global security and terrorism, wealth and income distribution, equal rights and social justice, and the geographic connection between modernization and globalization.
Pacing	
Vision of a Graduate	
Problem Solver: Students will address local, regional, and global problems through reflection, and evaluate strategies in response to those issues.	
Unit Priority Standards	
INQ 9–12.15. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. GEO 9–12.3. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	
Unit Supporting Standards	
INQ 9–12.16. 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. INQ 9–12.17. 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. GEO 9–12.1. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. CIV 9–12.7. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ECO 9–12.1. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	
Essential Questions	
What are the causes and effects of global terrorism? What are the benefits and drawbacks of globalization? What are human rights? What role do international organizations play in defending human rights?	
Performance Expectations - Skills	Performance Expectations - Knowledge
1. Describe and differentiate forms of terrorism 2. Analyze the motives linked to terrorism 3. Analyze the methods linked to terrorism 4. Evaluate responses to terrorism	1. Terrorism: Defining terrorism, motives, methods, al-Qaeda, ISIS, Tamil Tigers, Hamas, response to terrorism 2. Globalization: Distribution of resources, economic inequality of nations, global capitalism,



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5. Analyze how location, customs, beliefs and laws of society impact production, distribution and consumption of goods and services 6. Analyze the impact of modern issues such as climate change, forced migration and health and disease 7. Evaluate how the definition of human rights is affected by geographic location 8. Analyze international responses to human rights violations	technology, climate change, fair trade, forced migration, human overpopulation, health and disease, world organizations). 3. Equal Rights and Social Justice: LGBTQ rights, women's rights, racism, human trafficking)
Suggested Strategies/Modes	Suggested Teacher Materials/Resources
● Pro/Con Debate ○ Newsela PRO/CON: How should the US defeat Islamic State? ○ PRO/CON: Did Hurricane Harvey show the reality of climate change? ○ PRO/CON: Is now the time for climate change laws in the US? ○ Is the World Flat or Spiky? (article) Khan Academy ○ Globalization II – Good or Bad? (video) Khan Academy ○ WTO Resistance (article) Khan Academy ○ NAFTA Stanford History Education Group ● Map Analysis ○ Global Terrorism Index [2020]: Vision of Humanity ○ Wealth Inequality by Country, 2022 ● Interactive Technology, Research, Class Discussions, Cooperative Groups ○ Ecological Footprint Calculator ○ Newsela A History of Terror Attacks ○ Newsela The History of the War on Terror ○ Analysis: The September 11, 2001, attacks ○ Newsela Survey finds IS losing support of young Arabs, who say group is big problem ○ Humans forcing changes to Earth have begun a new geologic epoch: study ○ Explainer: What is happening in Gaza? ○ Opinion: Shouts, a hurried evacuation, and then the bombs came ○ Jordan and Israel's 25-year peace deal under more strain than ever ○ Fight climate change before it's too late, say youth around the world	● Text: Beck, R. B., Black, L., Krieger, L. S., Naylor, P. C., & Shabaka, D. I. (2012). <i>World History: Patterns of Interactions</i>. Holt McDougal. ● Global Terrorism Index 2020: Measuring the Impact of Terrorism ● Counter-Terrorism Module 14 Key Issues: Effects of Terrorism ● Teaching in a Time of Terrorism: Facing History and Ourselves ● Beyond Belief: Facing History and Ourselves ● 6 Resources for Teaching About 9/11 ● 10 Best Human Rights Videos - Amnesty International ● Wealth Inequality by Country, 2022 ● Income Inequality - Our World in Data ● Unit: 9 - Globalization, Khan Academy ● Racism: Facing History and Ourselves ● Universal Declaration of Human Rights ● LGBTQ History and Why It Matters ● The NO Project Human Trafficking ● 5 Easy Globalization Activities that Will Shock Your Students



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○ Humanity will find ways to adapt to climate change ○ Inequality – Bridging the Divide United Nations ○ Introduction to Globalization (article) Khan Academy ○ The Trouble with Globalization (article) Khan Academy ○ International Institutions ○ 'The Invasion of Ukraine: How Russia Attacked and What Happens Next' - The New York Times ○ Globalization I - The Upside (article) Khan Academy ● Graphic Organizers (e.g. timelines) ○ The Origins and Evolution of Terrorism: students use this graphic organizer to track origins and evolution of historical terrorist attacks, compare and contrast domestic and international terrorism, and evaluating US responses to terrorism ○ LGBTQ History Timeline Reference; Teaching Strategy: Human Timeline Facing History Activity ● Compare/Contrast Tasks ○ Income Inequality - Our World in Data: Students analyze data to understand the characteristics and causes of local, regional, and global income inequality by comparing and contrasting how incomes are distributed and how and why this distribution changed over time. ● Short Videos: use as student resources, for discussion, starters for writing prompts, to hook student interest/class opening ○ Human Rights ○ Universal Declaration of Human Rights ○ How economic inequality harms societies Richard Wilkinson, Ted Talk ○ Globalization I - The Upside (video) Khan Academy ● Primary Source Documents ○ Universal Declaration of Human Rights ● Films ○ Living on One Dollar (Economic inequality/global economics)	
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| <ul style="list-style-type: none">○ Salam Neighbor (Immigration issues: life in a Syrian refugee camp)○ 2 Million Minutes (High school experiences from China, India, & US)○ Human Footprint (Climate change)● Using/Developing Concept Maps<ul style="list-style-type: none">○ Concept Maps: Generate, Sort, Connect, Elaborate Facing History | |
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