

# Honors World History

Fall 2025

Randy Schultz

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[Class Syllabus](#)

Google Classroom Code(s):

4th:

10th:

11th:

Other teachers who can help me with this class:

Pete Theoharis - Room #256

Charles Ferguson - Room #160

Evan Kruger - Room #162

[Sept 1](#)

[Sept 8](#)

[Sept 15](#)

[Sept 22](#)

[Sept 29](#)

[Oct 20](#)

[Oct 27](#)

[Nov 3](#)

[Nov 10](#)

[Nov 17](#)

[Nov 24](#)

[Dec 1](#)

[Dec 8](#)

[Dec 15](#)

## Power Essentials and Learning Targets:

Date	Power Essential	Learning Target	In-Class	Assignments	Activities for Success	
<b>Thursday August 14</b>	<b>ESSENTIAL:</b> Students will: - understand the structure, expectations,	<b>TARGETS:</b> Students display: -Understanding of the PBIS	- Set up Google Classroom! - <a href="#">Classroom Introduction</a> - <a href="#">Discussion of classroom procedures and expectations!</a> - <a href="#">Discussion of Emergency</a>	Study <a href="#">PBIS Matrix</a>	Study <a href="#">PBIS Matrix</a>	

	<p>and content/concepts that they will be expected to learn during this semester/year.</p> <ul style="list-style-type: none"> <li>- Be introduced to the importance of current events to our study of world history.</li> <li>- Understand the standards of discussion within this classroom. (Coexist)</li> </ul>	<p>Classroom Matrix</p> <ul style="list-style-type: none"> <li>- Ability to explain classroom procedures</li> <li>- Understanding of classroom expectations</li> <li>- Ability to describe the subject and class information.</li> <li>- Understanding of the school/classroom emergency procedures</li> </ul>	<p><a href="#">Procedures.</a>  <a href="#">- Expectations for classroom/Current Events discussions.</a>  <b>- PBIS: Establish Classroom Expectations</b></p>			
<p><b>Friday August 15</b></p>	<p><b>ESSENTIAL:</b>  Students will:</p> <ul style="list-style-type: none"> <li>- understand the structure, expectations, and content/concepts that they will be expected to learn during this semester/year.</li> <li>- Be introduced to the importance of current events to our study of world history.</li> <li>- Understand the standards of discussion within this classroom. (Coexist)</li> </ul>	<p><b>TARGETS:</b>  Students display:</p> <ul style="list-style-type: none"> <li>- Understanding of the PBIS Classroom Matrix</li> <li>- Ability to explain classroom procedures</li> <li>- Understanding of classroom expectations</li> <li>- Ability to describe the subject and class information.</li> <li>- Understanding of the school/classroom emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Set up Google Classroom!</li> <li>- <a href="#">Classroom Introduction</a></li> <li>- <a href="#">Discussion of classroom procedures and expectations!</a></li> <li>- <a href="#">Discussion of Emergency Procedures.</a></li> <li>- <a href="#">Expectations for classroom/Current Events discussions.</a></li> <li>- <b>- PBIS: Establish Classroom Expectations</b></li> </ul>	<p>Study <a href="#">PBIS Matrix</a></p>	<p>Study <a href="#">PBIS Matrix</a></p>	
<p><b>Monday August 18</b></p>	<p><b>ESSENTIAL:</b>  Students will:</p>	<p><b>TARGETS:</b>  Students</p>	<ul style="list-style-type: none"> <li>- Bellringer: CE Discussion</li> <li>- Discuss L to J Process</li> </ul>	<p>Homework: Watch the video <a href="#">"How did the world become</a></p>		

	<p>- Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p>display:</p> <ul style="list-style-type: none"> <li>- Knowledge of L to J vocab.</li> <li>- Understanding of how Google Classroom works.</li> <li>- Understand content expectations for Unit 1</li> <li>- Understanding of what the 4 World Zones are and how they became interconnected.</li> </ul>	<ul style="list-style-type: none"> <li>- Take L to J Pre-test</li> <li>- In class homework: Map Activity             <ul style="list-style-type: none"> <li>● The Americas</li> <li>● Europe</li> <li>● Asia</li> <li>● Middle East</li> </ul> </li> </ul>	<p><a href="#">interconnected?"</a> (10:45) Record notes over the video and write a one-page summary and analysis on how the world has become interconnected. (15pts)- Due 8/20</p>		
<p><b>Tuesday August 19</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display:</p> <ul style="list-style-type: none"> <li>- Knowledge of L to J vocab.</li> <li>- Understanding of how Google Classroom works.</li> <li>- Understand content expectations for Unit 1</li> <li>- Understanding of what the 4 World Zones are and how they became interconnected.</li> </ul>	<ul style="list-style-type: none"> <li>- Bellringer: CE Discussion</li> <li>- Discuss L to J Process</li> <li>- Take L to J Pre-test</li> <li>- In class homework: Map Activity             <ul style="list-style-type: none"> <li>● North America</li> <li>● South America</li> <li>● Europe</li> <li>● Asia</li> </ul> </li> </ul>	<p>Homework: Watch the video <a href="#">"How did the world become interconnected?"</a> (10:45) Record notes over the video and write a one-page summary/analysis on how the world has become interconnected. (15pts)- Due 8/21</p>		
<p><b>Wednesday August 20</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance</p>	<p><b>TARGETS:</b> Students display:</p> <ul style="list-style-type: none"> <li>- Understanding of what the 4 World Zones are and how they</li> </ul>	<p><b>Bellringer:</b> World A to Z/Discussion</p> <p><b>Class Discussion:</b> Skelly Notes</p> <ul style="list-style-type: none"> <li>● Four World Zones Discussion</li> <li>● Introduce Class</li> </ul>	<p>- Read Module 8.1 and complete one of the following tasks:</p> <ol style="list-style-type: none"> <li>1. Reading Notes</li> <li>2. Create a representative art piece!</li> </ol>		

	led to the Reformation and the Age of Expansion which created the modern era.	became interconnected. - Mastery of PRIDE matrix - Introductory knowledge of the Renaissance	Homework/Work Time  <b>Exit Ticket:</b> Google form quiz over lesson.	3. Complete the Guided Reading 4. Complete the reading questions embedded in the online book.		
Thursday August 21	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Understanding of what the 4 World Zones are and how they became interconnected. - Mastery of PRIDE matrix - Introductory knowledge of the Renaissance	<b>Bellringer:</b> World A to Z/Discussion  <b>Class Discussion:</b> Skelly Notes <ul style="list-style-type: none"> <li>Four World Zones Discussion</li> <li>Introduce Class Homework/Work Time</li> </ul> <b>Exit Ticket:</b> Google form quiz over lesson.	- Read Module 8.1 and complete one of the following tasks: 5. Reading Notes 6. Create a representative art piece! 7. Complete the Guided Reading 8. Complete the reading questions embedded in the online book.		
Friday August 22	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Understanding of the causes and effects of the Renaissance. - Knowledge of the key artistic, literature, and theoretical Renaissance figures. - Learning world map locations	- Bellringer: World A to Z  - Class Discussion: 8.1 Skelly Notes <ul style="list-style-type: none"> <li>The Birth of the Renaissance</li> </ul>	Read Module 8.2 and complete the following task: <i>You Tell Me!</i>  Students will pick one person from this reading to research further and be prepared to share next class period.		
Monday August 25	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how	<b>TARGETS:</b> Students display: - Understanding of the causes	- Bellringer: World A to Z  - Class Discussion: 8.1 Skelly Notes <ul style="list-style-type: none"> <li>The Birth of the</li> </ul>	Read Module 8.2 and complete the following task: <i>You Tell Me!</i>  Students will pick one person		

	the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	and effects of the Renaissance. - Knowledge of the key artistic, literature, and theoretical Renaissance figures. - Learning world map locations	Renaissance	from this reading to research further and be prepared to share next class period.		
Tuesday August 26	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of the key artistic, literature, and theoretical Renaissance figures. - Knowledge of key figures and events of the Reformation	- Bellringer: CE Discussion - Class Discussion: Skelly Notes Module 8.2 <ul style="list-style-type: none"> <li>● The Italian Renaissance</li> <li>● Italian Artists</li> <li>● Italian Writers</li> </ul>	Read Module 8.3 & 8.4		
Wednesday August 27	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of the key artistic, literature, and theoretical Renaissance figures. - Knowledge of key figures and events of the Reformation	- Bellringer: CE Discussion - Class Discussion: Skelly Notes Module 8.2 <ul style="list-style-type: none"> <li>● The Italian Renaissance</li> <li>● Italian Artists</li> <li>● Italian Writers</li> </ul>	Read Module 8.3 & 8.4 and complete the following task: <i>You Tell Me!</i>		
Thursday August 28	<b>ESSENTIAL:</b> Students will:	<b>TARGETS:</b> Students display:	- Bellringer: Current Events Game	Module 8 Assessment (Open Note) next class!		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Friday August 29	<p>- Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p> <p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p>- Knowledge of key figures and events of the Northern Renaissance. - Knowledge of the achievements of the Renaissance.</p> <p><b>TARGETS:</b> Students display: - Knowledge of key figures and events of the Northern Renaissance. - Knowledge of the achievements of the Renaissance.</p>	<p>- Class Discussion: Group Skelly Notes</p> <ul style="list-style-type: none"> <li>• The Northern Renaissance</li> <li>• Northern writers try to Reform Society</li> <li>• Elizabethan age</li> <li>• Achievements of the Renaissance</li> <li>• Legacy of the Renaissance</li> </ul> <p>- Bellringer: Current Events Game - Class Discussion: Group Skelly Notes</p> <ul style="list-style-type: none"> <li>• The Northern Renaissance</li> <li>• Northern writers try to Reform Society</li> <li>• Elizabethan age</li> <li>• Achievements of the Renaissance</li> <li>• Legacy of the Renaissance</li> </ul>	<p>Module 8 Assessment (Open Note) next class!</p>		
Monday September 1	No School - Labor Day					
Tuesday September 2	<p>- Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p> <p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p>- Knowledge of key figures and events of the Northern Renaissance. - Knowledge of the achievements of the Renaissance.</p> <p><b>TARGETS:</b> Students display: - Knowledge they have gained during Module 8 “The Renaissance” - Understanding of the origins of the Reformation.</p>	<p>- Individual Review Time - Module 8 Assessment</p>	<p>Lesson 9.1 Reading Activity Complete a Reading Comprehension Check!</p> <ul style="list-style-type: none"> <li>• Complete Guided Readings Worksheet</li> <li>• Complete the embedded reading questions in the reading.</li> <li>• Create a representative art piece!</li> <li>• Create Reading Notes!</li> </ul>		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Wednesday September 3	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge they have gained during Module 8 “The Renaissance” - Understanding of the origins of the Reformation.	- Individual Review Time - <b>Module 8 Assessment</b>	Lesson 9.1 Reading Activity Complete a Reading Comprehension Check! <ul style="list-style-type: none"> <li>• Complete Guided Readings Worksheet</li> <li>• Complete the embedded reading questions in the reading.</li> <li>• Create a representative art piece!</li> <li>• Create Reading Notes!</li> </ul>		
Thursday September 4	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	- Bellringer: Current Events Game  - <a href="#">Introduce the Reformation</a>  - Class Discussion: Module 9.1 Skelly Notes <ol style="list-style-type: none"> <li>1. Causes of the Reformation</li> <li>2. Luther Challenges the Church</li> <li>3. The Response to Luther</li> <li>4. England becomes Protestant</li> </ol>	Read Lessons 9.2 and 9.3 for our next class.  <b>Introducing Inquiry Journal Group work.</b>		
Friday September 5	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of	- Bellringer: Current Events Game  - <a href="#">Introduce the Reformation</a>  - Class Discussion: Module 9.1 Skelly Notes <ol style="list-style-type: none"> <li>5. Causes of the Reformation</li> <li>6. Luther Challenges the Church</li> </ol>	Read Lessons 9.2 and 9.3 for our next class.  <b>Introducing Inquiry Journal Group work.</b>		

	which created the modern era.	the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	7. The Response to Luther 8. England becomes Protestant			
<b>Monday September 8</b>	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	- Bellringer: - Class Discussion: 1. Calvin continues the Reformation 2. Other Protestant Reformers 3. Early Reformers of the Catholic Church 4. The Legacy of the Reformation	Read Lesson 9.4 for next class period.  Continued work on Inquiry Journal		
<b>Tuesday September 9</b>	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	- Bellringer: PBIS - Class Discussion: 1. Calvin continues the Reformation 2. Other Protestant Reformers 3. Early Reformers of the Catholic Church 4. The Legacy of the Reformation	Read Lesson 9.4 for next class period.  Continued work on Inquiry Journal		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Wednesday September 10	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	- Bellringer: <a href="#">9/11 Tribute Lesson</a> - Class Discussion: 9.4 Skelly Notes 1. Social and Political Impact 2. Religious Wars and Impact - <b>Module 9 Open Note Assessment next Class</b>	Continued work on Inquiry Journal Due on 9/12.		
Thursday September 11	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Ability to explain how the Reformation began and list and describe the key figures. - Introductory knowledge of the Catholic Reformation and the social unrest that resulted from the Protestant Reformation.	- Bellringer: <a href="#">9/11 Tribute Lesson</a> - Class Discussion: 9.4 Skelly Notes 3. Social and Political Impact 4. Religious Wars and Impact - <b>Module 9 Open Note Assessment next Class</b>	Continued work on Inquiry Journal Due on 9/15.		
Friday September 12	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the	<b>TARGETS:</b> Students display: - Knowledge gained about the Reformation.	- Bellringer: - <b>Module 9 Assessment</b> - Inquiry Journal Due	Read Lesson 10.1 for our next class.		

	Renaissance led to the Reformation and the Age of Expansion which created the modern era.	- Knowledge of the Mughal Empire in India				
Monday September 15	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge gained about the Reformation. - Knowledge of the Mughal Empire in India	- Bellringer: - <b>Module 9 Assessment</b> - Inquiry Journal Due	Read Lesson 10.1 for our next class.		
Tuesday September 16	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of the Mughal Empire in India	- Bellringer: Cnn10/Azuse - Class Discussion: Module 10.1 Skelly Notes <ul style="list-style-type: none"> <li>● Early History of the Mughals</li> <li>● Akbar's Golden Age</li> <li>● Akbar's Successors</li> <li>● The Empire's Decline and Decay</li> </ul>	- Read Lesson 10.2 & 10.3 - Begin Inquiry Journal		
Wednesday September 17	<b>ESSENTIAL:</b> Students will:	<b>TARGETS:</b> Students display:	- Bellringer: Cnn10/Azuse - Class Discussion: Module 10.1 Skelly Notes	- Read Lesson 10.2 & 10.3 - Begin Inquiry Journal		

	<p>- Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p>- Knowledge of the Mughal Empire in India</p>	<ul style="list-style-type: none"> <li>● Early History of the Mughals</li> <li>● Akbar's Golden Age</li> <li>● Akbar's Successors</li> <li>● The Empire's Decline and Decay</li> </ul>			
<p><b>Thursday September 18</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display: - Knowledge of how the Portuguese started the Age of Exploration by establishing a sea route to India</p>	<p>- Bellringer: Current Events Game</p> <p>- Class Discussion: Module 10.2 &amp; 10.3 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>● For "God, Glory, and Gold"</li> <li>● Portugal Leads the Way</li> <li>● Spain Also Makes Claims</li> <li>● Trading Empires in the Indian Ocean</li> <li>● China Under the Powerful Ming Dynasty</li> <li>● Manchus Found the Qing Dynasty</li> <li>● Life in Ming and Qing China</li> <li>● A New Feudalism Under Strong Japanese Leaders</li> <li>● Life in Tokugawa Japan</li> <li>● Conflict between Europe and Japan</li> <li>● The Closed Country Policy</li> </ul> <p>Exit Ticket: Why didn't the Europeans just dominate China and Japan?</p>	<p>- Read Lesson 10.4 &amp; 10.5</p> <p>- Continue Inquiry Journal</p>		

<p><b>Friday September 19</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display: - Knowledge of how the Portuguese started the Age of Exploration by establishing a sea route to India</p>	<p>- Bellringer: Current Events Game - Class Discussion: Module 10.2 &amp; 10.3 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>• For “God, Glory, and Gold”</li> <li>• Portugal Leads the Way</li> <li>• Spain Also Makes Claims</li> <li>• Trading Empires in the Indian Ocean</li> <li>• China Under the Powerful Ming Dynasty</li> <li>• Manchus Found the Qing Dynasty</li> <li>• Life in Ming and Qing China</li> <li>• A New Feudalism Under Strong Japanese Leaders</li> <li>• Life in Tokugawa Japan</li> <li>• Conflict between Europe and Japan</li> <li>• The Closed Country Policy</li> </ul> <p>Exit Ticket: Why didn’t the Europeans just dominate China and Japan?</p>	<p>Read Lesson 10.4 &amp; 10.5 - Continue Inquiry Journal</p>		
<p><b>Monday September 22</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created</p>	<p><b>TARGETS:</b> Students display: - Knowledge of how the Europeans/Afro-Eurasian world zone became accidental conquerors of the world</p>	<p>- Bellringer: World A to Z/Discuss -Class Discussion: Module 10.4 &amp; 10.5 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>• The Voyages of Columbus</li> <li>• Spanish Conquest in Mexico</li> <li>• Spanish Conquest in Peru</li> <li>• Spain's Influence Expands</li> </ul>	<p>Read Lesson 10.6 &amp; 10.7 - Continue Inquiry Journal</p>		

	the modern era.		<ul style="list-style-type: none"> <li>• Opposition to Spanish Rule</li> <li>• Competing Claims in North America</li> <li>• The English Arrive in North America</li> <li>• The Struggle for North America</li> <li>• Native Americans Respond</li> </ul>			
<b>Tuesday September 23</b>	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of how the Europeans/Afro-Eurasian world zone became accidental conquerors of the world	<p>- Bellringer: World A to Z/Discuss</p> <p>-Class Discussion: Module 10.4 &amp; 10.5 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>• The Voyages of Columbus</li> <li>• Spanish Conquest in Mexico</li> <li>• Spanish Conquest in Peru</li> <li>• Spain's Influence Expands</li> <li>• Opposition to Spanish Rule</li> <li>• Competing Claims in North America</li> <li>• The English Arrive in North America</li> <li>• The Struggle for North America</li> <li>• Native Americans Respond</li> </ul>	<p>Read Lesson 10.6 &amp; 10.7</p> <p>- Continue Inquiry Journal</p>		
<b>Wednesday September 24</b>	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of	<b>TARGETS:</b> Students display: - Knowledge of how the Europeans/Afro-Eurasian world zone became accidental	<p>- Bellringer: Current Events Game</p> <p>-Class Discussion: Module 10.6 &amp; 10.7 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>• The Causes of African Slavery</li> <li>• Slavery Spreads Throughout the Americas</li> </ul>	<p>Module 10 Assessment is the next class meeting.</p>		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
	Expansion which created the modern era.	conquerors of the world	<ul style="list-style-type: none"> <li>● A Forced Journey</li> <li>● Slavery in the Americas</li> <li>● Consequences of the Slave Trade</li> <li>● The Columbian Exchange</li> <li>● Global Trade</li> <li>● The Growth of Mercantilism</li> </ul> <p>Exit Ticket: Did slavery begin in the Americas?</p>			
Thursday September 25	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of how the Europeans/Afro-Eurasian world zone became accidental conquerors of the world	<p>- Bellringer: -Class Discussion: Module 10.6 &amp; 10.7 Skelly Notes Small Group Completion</p> <ul style="list-style-type: none"> <li>● The Causes of African Slavery</li> <li>● Slavery Spreads Throughout the Americas</li> <li>● A Forced Journey</li> <li>● Slavery in the Americas</li> <li>● Consequences of the Slave Trade</li> <li>● The Columbian Exchange</li> <li>● Global Trade</li> <li>● The Growth of Mercantilism</li> </ul> <p>Exit Ticket: Did slavery begin in the Americas?</p>	Module 10 Assessment is the next class meeting.		
Friday September 26	<b>No School - Professional Development Day</b>					
Monday September 29	<b>ESSENTIAL:</b> Students will:	<b>TARGETS:</b> Students display:	<b>Module 10 Assessment (Open Note)</b>	<b>Unit 1 Test Review during our next class!</b>		

	- Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	- Knowledge of how the Europeans/Afro-Eurasian world zone became accidental conquerors of the world	Unit 1 Test Review			
Tuesday September 30	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of how the Europeans/Afro-Eurasian world zone became accidental conquerors of the world	<b>Module 10 Assessment (Open Note)</b>  Unit 1 Test Review	Unit 1 Test Review during our next class!		
Wednesday October 1	<b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.	<b>TARGETS:</b> Students display: - Knowledge of the learning unit.	- Bellringer: World A to Z  - Unit 1 Assessment Review	Homework Makeup Time		

<p><b>Thursday</b> <b>October 2</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display: - Knowledge of the learning unit.</p>	<p>- Bellringer: World A to Z  - <b>Unit 1 Assessment Review</b></p>	<p>Homework Makeup Time</p>		
<p><b>Friday</b> <b>October 3</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display: - Knowledge of the learning unit.</p>	<p>- Individual Review Time - <b>Unit 1 Assessment</b></p>	<p>Homework Makeup Time</p>		
<p><b>Monday</b> <b>October 6</b></p>	<p><b>ESSENTIAL:</b> Students will: - Students will be able to explain how the Renaissance led to the Reformation and the Age of Expansion which created the modern era.</p>	<p><b>TARGETS:</b> Students display: - Knowledge of the learning unit.</p>	<p>- Individual Review Time - <b>Unit 1 Assessment</b></p>	<p>Homework Makeup Time</p>		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Tuesday October 7	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the events of the English Civil War - Describe the people and events of the Restoration - Explain how the Glorious Revolution changed the world	- Bellringer: World A to Z - Test Discussion - Crash Course Intro to the English Civil War - Unit 1 Test Oral Reviews - 11.5 Worktime - Homework makeup work time.	<b>Lesson 11.5 Reading Activity</b> <b>Complete a Reading Comprehension Check!</b> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Wednesday October 8	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the events of the English Civil War - Describe the people and events of the Restoration - Explain how the Glorious Revolution changed the world	- Bellringer: World A to Z - Test Discussion - Crash Course Intro to the English Civil War - Unit 1 Test Oral Reviews - 11.5 Worktime - Homework makeup work time.	<b>Lesson 11.5 Reading Activity</b> <b>Complete a Reading Comprehension Check!</b> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Thursday October 9	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the events of the English Civil War	- Bellringer: Current Events Game  - Class Discussion: Skelly Notes discussion <ul style="list-style-type: none"> <li>→ Monarchs Defy Parliament</li> <li>→ English Civil War</li> </ul>	<b>Lesson 12.1 Reading Activity</b> <b>Complete a Reading Comprehension Check!</b> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> </ul>		

	thinking can radically change the world.	- Describe the people and events of the Restoration - Explain how the Glorious Revolution changed the world	→ Restoration and Revolution → Limits on Monarchs' Power - Rest: Homework Work Time	<ul style="list-style-type: none"> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Friday October 10	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the events of the English Civil War - Describe the people and events of the Restoration - Explain how the Glorious Revolution change the world	- Bellringer: Current Events Game  - Class Discussion: Skelly Notes discussion <ul style="list-style-type: none"> <li>→ Monarchs Defy Parliament</li> <li>→ English Civil War</li> <li>→ Restoration and Revolution</li> <li>→ Limits on Monarchs' Power</li> </ul> - Rest: Homework Work Time	<b>Lesson 12.1 Reading Activity Complete a Reading Comprehension Check!</b> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Monday October 13	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - An ability to list and describe the influences that inspired the scientific revolution and the key figures and their contributions to the revolution.	- Bellringer: World A to Z/Discussion  - Class Discussion: Skelly Notes Discussion <ul style="list-style-type: none"> <li>→ The Roots of Modern Science</li> <li>→ A Revolutionary Model of the Universe</li> <li>→ The Scientific Method</li> <li>→ Newton Explains the Law of Gravity</li> <li>→ The Scientific Revolution Spreads</li> </ul> - Group discussion: <ul style="list-style-type: none"> <li>➢ Has the Scientific Revolution Ended?</li> </ul>	Read Module 12.2 in World History Text: <i>You Tell Me!</i>  Students will pick one person from this reading to research further and be prepared to share next class period. Find one primary source about your chosen subject.		

Date	Pre-ACT Testing Day					
Wednesday October 15	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - An ability to list and describe the influences that inspired the scientific revolution and the key figures and their contributions to the revolution.	- Bellringer: World A to Z/Discussion  - Class Discussion: Skelly Notes Discussion <ul style="list-style-type: none"> <li>→ The Roots of Modern Science</li> <li>→ A Revolutionary Model of the Universe</li> <li>→ The Scientific Method</li> <li>→ Newton Explains the Law of Gravity</li> <li>→ The Scientific Revolution Spreads</li> </ul> - Group discussion: <ul style="list-style-type: none"> <li>➢ Has the Scientific Revolution Ended?</li> </ul>	Read Module 12.2 in World History Text: <i>You Tell Me!</i>  Students will pick one person from this reading to research further and be prepared to share next class period. Find one primary source about your chosen subject.		
Thursday October 16	<b>No School - Teacher Work Day</b>					
Friday October 17	<b>No School - PTC Payback Day</b>					
Monday October 20	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the key figures and their concepts that help recreate governmental theory throughout the world.	- Bellringer: World A to Z - Class Discussion: <ul style="list-style-type: none"> <li>➢ Two Views on Government</li> <li>➢ The Philosophes Advocate Reason</li> </ul>	Read Lesson 12.3 for our next class.		
Tuesday October 21	<b>Power ESSENTIAL:</b>	<b>Learning TARGETS:</b>	- Bellringer: World A to Z - Class Discussion:	Read Lesson 12.3 for our next class.		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
	Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	Students display: - Ability to list and describe the key figures and their concepts that help recreate governmental theory throughout the world.	<ul style="list-style-type: none"> <li>➤ Two Views on Government</li> <li>➤ The Philosophes Advocate Reason</li> </ul>			
<b>Wednesday October 22</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe key figures in how art and music styles changed and key women and monarchs of the Enlightenment. - Describe the Legacy of the Enlightenment.	<ul style="list-style-type: none"> <li>- Bellringer: L to J Quiz #1</li> <li>- Class Discussion:               <ul style="list-style-type: none"> <li>➤ A World of Ideas</li> <li>➤ New Artistic Styles</li> <li>➤ Women and the Enlightenment</li> <li>➤ Enlightenment and Monarchy</li> <li>➤ Legacy of the Enlightenment</li> </ul> </li> </ul>	<p>Read Lesson 12.4 and complete the Guided Reading Activity for next class period.</p> <ul style="list-style-type: none"> <li>• Complete Guided Readings Worksheet</li> <li>• Complete the embedded reading questions in the reading.</li> <li>• Create a representative art piece!</li> <li>• Create Reading Notes!</li> </ul>		
<b>Thursday October 23</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe key figures in how art and music styles changed and key women and monarchs of the Enlightenment.	<ul style="list-style-type: none"> <li>- Bellringer: L to J Quiz #1</li> <li>- Class Discussion:               <ul style="list-style-type: none"> <li>➤ A World of Ideas</li> <li>➤ New Artistic Styles</li> <li>➤ Women and the Enlightenment</li> <li>➤ Enlightenment and Monarchy</li> <li>➤ Legacy of the Enlightenment</li> </ul> </li> </ul>	<p>Read Lesson 12.4 and complete the Guided Reading Activity for next class period.</p> <ul style="list-style-type: none"> <li>• Complete Guided Readings Worksheet</li> <li>• Complete the embedded reading questions in the reading.</li> <li>• Create a representative art piece!</li> <li>• Create Reading Notes!</li> </ul>		

		- Describe the Legacy of the Enlightenment.				
<b>Friday October 24</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the key figures and events of the American Revolution - Ability to explain how the founding fathers implemented the Enlightened principles within the structure of their original government.	- Bellringer: CE Game - Class Discussion: ➤ Britain and its American Colonies ➤ Americans Win Independence ➤ Americans Create a Republic  - Review for Module 12 Test	<b>Module 12 Open Note Test will be next class period.</b>		
<b>Monday October 27</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the key figures and events of the American Revolution - Ability to explain how the founding fathers implemented the Enlightened principles within the structure of their original government.	- Bellringer: CE Game - Class Discussion: ➤ Britain and its American Colonies ➤ Americans Win Independence ➤ Americans Create a Republic  - Review for Module 12 Test	<b>Module 12 Open Note Test will be next class period.</b>		

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Tuesday October 28	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge gained through their study of the topics and ideas of Module 12.</p>	<p>- Bellringer: CE Discussion - <b>Module 12 Assessment (Open Note)</b>  - HWK for Lesson 13.1</p>	<p>Read Lesson 13.1 and complete the Guided Reading Activity for next class period.</p> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Wednesday October 29	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge gained through their study of the topics and ideas of Module 12.</p>	<p>- Bellringer: CE Discussion - <b>Module 12 Assessment (Open Note)</b>  - HWK for Lesson 13.1</p>	<p>Read Lesson 13.1 and complete the Guided Reading Activity for next class period.</p> <ul style="list-style-type: none"> <li>● Complete Guided Readings Worksheet</li> <li>● Complete the embedded reading questions in the reading.</li> <li>● Create a representative art piece!</li> <li>● Create Reading Notes!</li> </ul>		
Thursday October 30	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge of the situation in France before the French Revolution. - Explain the early events of the French Revolution.</p>	<p>- Bellringer: Straight into Lesson  - Class Video Activity: French Revolution</p>	<p>Read Lesson 13.2, 13.3 and 13.4 for next class period.</p>		

Date	No School - Teacher Work Day					
Friday October 31						
Monday November 3	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Knowledge of the situation in France before the French Revolution. - Explain the early events of the French Revolution.	- Bellringer: Straight into Lesson  - Class Video Activity: French Revolution	Read Lesson 13.2, 13.3 and 13.4 for next class period.		
Tuesday November 4	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b>	<b>Learning TARGETS:</b> Students display: - Ability to describe how Napoleon rose to power. - Knowledge of how Napoleon changed France and created an Empire. - Describe how Napoleon's Russian campaign doomed his empire.	- Bellringer: Finish French Revolution Documentary  - Class Discussion: <ul style="list-style-type: none"> <li>➤ Napoleon Seizes Power</li> <li>➤ Napoleon Rules France</li> <li>➤ Napoleon Creates an Empire</li> <li>➤ Napoleon's Costly Mistakes</li> <li>➤ Napoleon's Downfall</li> <li>➤ Metternich's Plan for Europe</li> <li>➤ Political Changes Beyond Vienna</li> </ul>	Module 13 Open Note Test will be next class period.		
Wednesday November 5	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of</b>	<b>Learning TARGETS:</b> Students display: - Ability to describe how Napoleon rose to power.	- Bellringer: Finish French Revolution Documentary  - Class Discussion: <ul style="list-style-type: none"> <li>➤ Napoleon Seizes Power</li> <li>➤ Napoleon Rules France</li> <li>➤ Napoleon Creates an Empire</li> </ul>	Module 13 Open Note Test will be next class period.		

	<p><b>thinking can radically change the world.</b></p>	<ul style="list-style-type: none"> <li>- Knowledge of how Napoleon changed France and created an Empire.</li> <li>- Describe how Napoleon's Russian campaign doomed his empire.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Napoleon's Costly Mistakes</li> <li>➤ Napoleon's Downfall</li> <li>➤ Metternich's Plan for Europe</li> <li>➤ Political Changes Beyond Vienna</li> </ul>			
<p><b>Thursday November 6</b></p>	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge gained from Module 13.</p>	<p>- Bellringer: Individual Review Time <b>- Module 13 Test (open note)</b> - Review for Unit 2 Assessment</p>	<p><b>Unit 2 Assessment will be on Wednesday November 12th!</b></p>		
<p><b>Friday November 7</b></p>	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how new ways of thinking can radically change the world.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge gained from Module 13.</p>	<p>- Bellringer: Individual Review Time <b>- Module 13 Test (open note)</b> - Review for Unit 2 Assessment</p>	<p><b>Unit 2 Assessment will be on Wednesday November 12th!</b></p>		
<p><b>Monday November 10</b></p>	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to</b></p>	<p><b>Learning TARGETS:</b> Students display:</p>	<p>- Bellringer: World A to Z/Discussion <b>- Unit 2 Test Review</b></p>	<p><b>Unit 2 Assessment will be on Wednesday</b></p>		

	explain how new ways of thinking can radically change the world.	- Knowledge gained from Module 13.		November 12th!		
Tuesday November 11	Power ESSENTIAL: Students will: Students will be able to explain how new ways of thinking can radically change the world.	Learning TARGETS: Students display: - Knowledge gained from Module 13.	- Bellringer: World A to Z/Discussion <b>- Unit 2 Test Review</b>	Unit 2 Assessment will be on Wednesday November 12th!		
Wednesday November 12	Power ESSENTIAL: Students will: Students will be able to explain how new ways of thinking can radically change the world.	Learning TARGETS: Students display: - Knowledge gained from Unit 2.	- Bellringer: Individual Review Time <b>- Unit 2 Assessment</b>			
Thursday November 13	Power ESSENTIAL: Students will: Students will be able to explain how new ways of thinking can	Learning TARGETS: Students display: - Knowledge gained from Unit 2.	- Bellringer: Individual Review Time <b>- Unit 2 Assessment</b>			

	radically change the world.					
<b>Friday November 14</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: Current Events Game - Crash Course Intro Unit 3 "Industrialization to Imperialism" - Class Discussion: 15.1 Group Share Skelly Notes ➤ Industrial Revolution Begins in Britain ➤ Inventions Spur Industrialization ➤ Improvements in Transportation ➤ The Railway Age Begins - <b>Group Guided Reading Check for Understanding</b> - <b>Teacher Led Test Review</b>			
<b>Monday November 17</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: Current Events Game - Crash Course Intro Unit 3 "Industrialization to Imperialism" - Class Discussion: 15.1 Group Share Skelly Notes ➤ Industrial Revolution Begins in Britain ➤ Inventions Spur Industrialization ➤ Improvements in Transportation ➤ The Railway Age Begins - <b>Group Guided Reading Check for Understanding</b> - <b>Teacher Led Test Review</b>			
<b>Tuesday November 18</b>	<b>Power ESSENTIAL:</b> Students will:	<b>Learning TARGETS:</b> Students display:	- Bellringer: World A to Z  - Class Discussion: 15.2 Group Share Skelly Notes			

	Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.	- Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	<ul style="list-style-type: none"> <li>➤ Industrialization Changes Life</li> <li>➤ Class Tensions Grow</li> <li>➤ Positive Effects of the Industrial Revolution</li> <li>➤ The Mills in Manchester</li> </ul> - Group Guided Reading Check for Understanding - Teacher Led Test Review			
Wednesday November 19	<b>Power ESSENTIAL:</b> Students will: Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: World A to Z  - Class Discussion: 15.2 Group Share Skelly Notes <ul style="list-style-type: none"> <li>➤ Industrialization Changes Life</li> <li>➤ Class Tensions Grow</li> <li>➤ Positive Effects of the Industrial Revolution</li> <li>➤ The Mills in Manchester</li> </ul> - Group Guided Reading Check for Understanding - Teacher Led Test Review			
Thursday November 20	<b>Power ESSENTIAL:</b> Students will: Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: Current Events Game  - Class Discussion: 15.3 Group Share Skelly Notes <ul style="list-style-type: none"> <li>➤ Industrial Development in the US</li> <li>➤ Continental Europe Industries</li> <li>➤ The Impact of Industrialization</li> </ul> - Group Guided Reading Check for Understanding - Teacher Led Test Review			

Date	Power Essential	Learning Target	In-Class Activities	Assignments		Activities for Success
Friday November 21	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: Current Events Game  - Class Discussion: 15.3 Group Share Skelly Notes <ul style="list-style-type: none"> <li>➤ Industrial Development in the US</li> <li>➤ Continental Europe Industries</li> <li>➤ The Impact of Industrialization</li> </ul> - Group Guided Reading Check for Understanding - Teacher Led Test Review			
Monday November 24	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: World A to Z  - Class Discussion: 15.4 Group Share Skelly Notes <ul style="list-style-type: none"> <li>➤ The Philosophers of Industrialization</li> <li>➤ The Rise of Socialism</li> <li>➤ Marxism: Communism</li> <li>➤ Labor Unions and Reform Laws</li> <li>➤ The Reform Movement Spreads</li> </ul> - Group Guided Reading Check for Understanding - Teacher Led Test Review	Module 15 Test (open note) next class period.		
Tuesday November 25	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the	- Bellringer: World A to Z  - Class Discussion: 15.4 Group Share Skelly Notes <ul style="list-style-type: none"> <li>➤ The Philosophers of Industrialization</li> <li>➤ The Rise of Socialism</li> <li>➤ Marxism: Communism</li> <li>➤ Labor Unions and Reform Laws</li> <li>➤ The Reform Movement Spreads</li> </ul>	Module 15 Test (open note) next class period.		

	aspects of human life.	Industrial Revolution.	- Group Guided Reading Check for Understanding - Teacher Led Test Review			
Wednesday November 26	No School - Thanksgiving Break					
Thursday November 27	No School - Thanksgiving Break					
Friday November 28	No School - Thanksgiving Break					
Monday December 1	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: - <b>Module 15 Test (open note)</b> - African Map Activity	Read Lesson 17.1 and 17.2 and complete the Inquiry Journal by December 9th.		
Tuesday December 2	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution	- Bellringer: - <b>Module 15 Test (open note)</b> - African Map Activity	Read Lesson 17.1 and 17.2 and complete the Inquiry Journal by December 9th.		

Date	Power Essential Learning Target	Learning Target	In-Class Activities	Assignments		Activities for Success
<b>Wednesday December 3</b>	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge of how European nations began to dominate the nations of Africa. - The events that shaped 19th Century Imperialism and its impact on Africa.</p>	<p>- Bellringer: World A to Z - Class Discussion:</p> <ul style="list-style-type: none"> <li>➤ Africa Before European Domination</li> <li>➤ Forces Driving Imperialism</li> <li>➤ The Division of Africa</li> <li>➤ Three Groups Clash over South Africa</li> <li>➤ A New Period of Imperialism</li> <li>➤ A British Colony</li> <li>➤ African Resistance</li> <li>➤ The Legacy of Colonial Rule</li> </ul>	<p>Read Lesson 17.3 and 17.4</p>		
<b>Thursday December 4</b>	<p><b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b></p>	<p><b>Learning TARGETS:</b> Students display: - Knowledge of how European nations began to dominate the nations of Africa. - The events that shaped 19th Century Imperialism and</p>	<p>- Bellringer: World A to Z - Class Discussion:</p> <ul style="list-style-type: none"> <li>➤ Africa Before European Domination</li> <li>➤ Forces Driving Imperialism</li> <li>➤ The Division of Africa</li> <li>➤ Three Groups Clash over South Africa</li> <li>➤ A New Period of Imperialism</li> <li>➤ A British Colony</li> <li>➤ African Resistance</li> <li>➤ The Legacy of Colonial Rule</li> </ul>	<p>Read Lesson 17.3 and 17.4</p>		

		its impact on Africa.				
<b>Friday December 5</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the effects of imperialism in Africa and Asia - Knowledge of the US's role in 19th Century Imperialism.	- Bellringer: Current Events Game - Class Discussion: ➤ Europeans Grab Territory ➤ Egypt Initiates Reform ➤ Persia Pressured to Change ➤ British Expand Control over India ➤ The Sepoy Mutiny	<b>Review for Unit 3 Assessment</b>		
<b>Monday December 8</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Understanding of the effects of imperialism in Africa and Asia - Knowledge of the US's role in 19th Century Imperialism.	- Bellringer: Current Events Game - Class Discussion: ➤ Europeans Grab Territory ➤ Egypt Initiates Reform ➤ Persia Pressured to Change ➤ British Expand Control over India ➤ The Sepoy Mutiny	<b>Review for Unit 3 Assessment</b>		
<b>Tuesday December 9</b>	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution	- Bellringer: - <b>Module 17 Test (open note)</b> - Unit 3 Test Review	<b>Review for Unit 3 Assessment</b>		

	Imperialism impacted all aspects of human life.	- Ability to describe the effects of the Industrial Revolution.				
Wednesday December 10	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: - Ability to list and describe the contributions of key figures in the Industrial Revolution - Ability to describe the effects of the Industrial Revolution.	- Bellringer: <b>- Module 17 Test (open note)</b> - Unit 3 Test Review	Review for Unit 3 Assessment		
Thursday December 11	<b>Power ESSENTIAL:</b> Students will: <b>Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.</b>	<b>Learning TARGETS:</b> Students display: -	- Bellringer: Current Events Game <b>- Unit 3 Assessment Review</b>			
Friday December 12	<b>Power ESSENTIAL:</b> Students will:	<b>Learning TARGETS:</b>	- Bellringer: Current Events Game			

	Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.	Students display: -	- Unit 3 Assessment Review			
Monday December 15	<b>Power ESSENTIAL:</b> Students will: Students will be able to explain how industrialization and 19th Century Imperialism impacted all aspects of human life.	<b>Learning TARGETS:</b> Students display: -	- Bellringer: Individual Review - Unit 3 Assessment			
Tuesday December 16	<b>Power ESSENTIAL:</b> Students will: Students will be able to explain how industrialization and 19th Century Imperialism impacted all	<b>Learning TARGETS:</b> Students display: -	- Bellringer: Individual Review - Unit 3 Assessment			

**Date**

**Power Essential**

**Learning Target**

**In-Class Activities**

**Assignments**

**Activities for Success**

	aspects of human life.					
Wednesday December 17			<b>Semester Finals 4th and 10th Periods</b>			
Thursday December 18			<b>Semester Finals 5th and 11th Periods</b>			
Friday December 19						