

## Grade 11 Modern History Yearly Plan 2022-23

August 30, 2022-November 3, 2022	November 6, 2022-January 19, 2023	January 22, 2023-March 20, 2023	March 21, 2023-June 3, 2023
<b>Unit 1: Introduction to Modern History</b>  <b>Unit 2: Absolutism to Revolution</b> <ul style="list-style-type: none"> <li>Chapter 6 Enlightenment and Revolution (1550-1789) <ul style="list-style-type: none"> <li>Section 1 The Scientific Revolution</li> <li>Section 2 The Enlightenment in Europe</li> <li>Section 3 The Enlightenment Spreads</li> </ul> </li> </ul> <b>Unit 3: The French Revolution</b> Chapter 7 The French Revolution (1789-1815) <ul style="list-style-type: none"> <li>Section 1 The French Revolution Begins</li> <li>Section 2 Revolution Brings Reform and Terror</li> </ul>	<b>Unit 4: The Rise of Napoleon</b> <ul style="list-style-type: none"> <li>Section 3 Napoleon Forges an Empire</li> <li>Section 4 Napoleon's Empire Collapses</li> <li>Section 5 The Congress of Vienna</li> </ul> <b>Unit 5: The Russian Revolution</b> <ul style="list-style-type: none"> <li>Chapter 14 Revolution and Nationalism (1900-1939) <ul style="list-style-type: none"> <li>Section 1 Revolutions in Russia</li> <li>Section 2 Totalitarianism</li> </ul> </li> </ul>	<b>Unit 6: Industrialism and Race for Empire</b>  <b>Unit 7: Start of the Cold War</b> Section 1 Cold War: Superpowers Face Off, The Beginning of the Cold War, Who Started the Cold War?	<b>Unit 8: Tensions in the Cold War</b> <ul style="list-style-type: none"> <li>Section 3 Wars in Korea and Vietnam</li> <li>Section 4 The Cold War Divides the World</li> </ul> <b>Unit 9: End of Cold War and Soviet Union</b> <ul style="list-style-type: none"> <li>Section The Cold War Thaws</li> <li>Section 3 The Collapse of the Soviet Union</li> </ul>
<b>Global citizenship</b> <ul style="list-style-type: none"> <li>How have the advances during the Scientific Revolution impacted our lives today?</li> <li>How have the revolutions in art shaped the way we value art in modern society?</li> <li>What are some ideas of the enlightenment era that are still relevant in today's society?</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>Does nationalism create peace or conflict within the modern world?</li> <li>How did the Industrial Revolution shape the way technology was used?</li> <li>How did the Russian Revolution shape Europe?</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>How do conflicts between different countries have an effect on us globally?</li> <li>What is the relationship between peace and conflict?</li> <li>What are some social issues that countries who enter into war may have?</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>How did the collapse of the Soviet Union impact Europe?</li> <li>What impact did the Cold War have on other countries other than the U.S and Soviet Union?</li> <li>Is there a Cold War happening in the Modern World between certain countries right now?</li> </ul>
<b>Essential competencies</b> <u>Time, Continuity, and Change</u> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. <ul style="list-style-type: none"> <li>Compare models for organizing history into periods (periodization).</li> <li>Interpret graphic presentation of quantitative data.</li> <li>Analyze the impact of revolution on politics, economies, and societies.</li> <li>Analyze how ideals and institutions</li> </ul>	<b>Essential competencies</b> <u>Geography</u> Students will understand the interactions and relationship between human societies and their physical environment <ul style="list-style-type: none"> <li>Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</li> <li>Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</li> </ul>	<b>Essential competencies</b> <u>Society and Identity</u> Students will understand social systems and structures and how these influence individuals <ul style="list-style-type: none"> <li>Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>Analyze the socialization of individuals by groups, organizations, and institutions.</li> <li>Examine why cultural definitions of</li> </ul>	<b>Essential competencies</b> <u>Productions, Distribution, and Consumption</u> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors. <ul style="list-style-type: none"> <li>Analyze and evaluate economic issues from a geographical point of view.</li> </ul> <u>Science, Technology, and Society</u> Students will understand how societies have influenced and been influenced by scientific developments and technological developments. <ul style="list-style-type: none"> <li>Describe how values, beliefs, and</li> </ul>

<p>of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p> <ul style="list-style-type: none"> <li>· Perform analyses of quantitative historical data.</li> <li>· Evaluate historians' interpretations of the past using a variety of sources.</li> </ul> <p><u>Connections and Conflict</u> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.</p> <ul style="list-style-type: none"> <li>· Analyze how cooperation and conflict influence political, economic, and social conditions.</li> <li>· Evaluate efforts to resolve conflict within and among nations</li> <li>· Analyze effects of conflict on national unity.</li> </ul>	<ul style="list-style-type: none"> <li>· Evaluate the impact of migration on the structure of societies.</li> </ul> <p><u>Culture</u> Students will understand cultural and intellectual developments and interactions among societies</p> <ul style="list-style-type: none"> <li>· Analyze sources and characteristics of cultural, religious, and social reform movements.</li> <li>· Analyze how art, literature, and traditional customs both shape and are shaped by society.</li> <li>· Examine how certain texts came to be viewed as sacred.</li> <li>· Examine acculturation and assimilation in the context of belief systems and culture.</li> <li>· Explain the developments that have weakened confidence in modern science (World War I, nuclear weapons, environmental degradation, post-modern philosophy of science, etc.).</li> <li>· Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).</li> </ul>	<p>gender identity persist and are resistant to change.</p> <ul style="list-style-type: none"> <li>· Discuss the limits of socialization and the power of choice in personal identity.</li> </ul> <p><u>Government</u> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p> <ul style="list-style-type: none"> <li>· Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</li> <li>· Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</li> <li>· Examine the wide range of influences on policy makers</li> <li>· Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</li> </ul>	<p>attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <ul style="list-style-type: none"> <li>· Explain how different socio-economic groups within a culture may react differently to technological innovation.</li> <li>· Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</li> <li>· Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</li> </ul>
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