

## 9th Grade World History: 1500 to Present

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
Quarter 1 (July 31-Sept 27)	<b>Intro: My Part of the Story</b> (7/31-8/16)	<p><b>CCSS.ELA-LITERACY.RH.9-10.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>I can cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>I can compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>I can make connections between the history and literature they study and their current lived experience.</p>	<p><a href="#">Back to school toolkit</a></p> <p><a href="#">What's in a name? Activity</a></p> <p><a href="#">Looking Back, Looking Ahead Activity</a></p> <p><a href="#">Envisioning Our Classroom Space</a></p> <p><a href="#">Class contract</a></p> <p><a href="#">My Part of the Story Lessons</a></p>
	<b>Unit 1: The Renaissance</b> (8/19-8/23)	<p><b>Standard 1:</b> Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.</p>	<p>I can describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.</p> <p>I can describe the causes of the Renaissance; the development of humanist ideas; and evaluate major achievements in literature, art, and science.</p> <p>I can summarize significant literary works of the Renaissance and analyze the social and intellectual impacts literary works had on European society.</p> <p>I can analyze Renaissance art and create a newspaper page that provides an overview of Renaissance art and illustrates humanism.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson: Exploring the Renaissance</a></li> <li>• Assignment: <a href="#">Renaissance Fair</a></li> <li>• <a href="#">Primary Source: Italian Renaissance Art</a></li> <li>• National Gallery of Art: <a href="#">Renaissance Activities</a></li> <li>• PBS: Crash Course "<a href="#">The Renaissance: Was it a thing?</a>"</li> <li>• Metropolitan Museum of Art: <a href="#">The Renaissance</a></li> <li>• <a href="#">Primary Source: Northern Renaissance Art</a></li> <li>• Newsela Articles <ul style="list-style-type: none"> <li>◦ <a href="#">Northern European Renaissance</a></li> </ul> </li> <li>• <a href="#">Flocabulary: The Renaissance</a></li> <li>• Renaissance <a href="#">Timeline</a></li> <li>• Primary Source: <a href="#">The Book of Courtier</a></li> <li>• <a href="#">Art Writing Activity</a></li> <li>• Renaissance <a href="#">Slides</a></li> <li>• Renaissance <a href="#">Guided Notes</a></li> <li>• Renaissance <a href="#">Map</a></li> <li>• <a href="#">Renaissance Man</a></li> <li>• Ted-Ed video <a href="#">Michelangelo</a></li> <li>• Renaissance Art Newspaper Project (<a href="#">digital</a> or <a href="#">paper</a>) and <a href="#">Slides</a></li> <li>• Leonardo Davinci <a href="#">reading and</a></li> </ul>

				<ul style="list-style-type: none"> <li>• <a href="#">notebook page</a></li> <li>• Michelangelo Sistine Chapel <a href="#">notebook page</a></li> <li>• Helicopter <a href="#">Activity</a></li> <li>• Do Now: <a href="#">Am I Machiavellian?</a> (print) (<a href="#">digital</a>)</li> <li>• Ted-Ed video: <a href="#">What Machiavellian Really means</a></li> <li>• Do one <a href="#">Interactive notebook page</a></li> <li>• <a href="#">Humanism</a> notebook page</li> <li>• <a href="#">Shakespeare</a> notebook page</li> <li>• <a href="#">Renaissance Literature</a> Notebook page</li> <li>• Comparing Northern and Italian Renaissance <a href="#">chart</a></li> <li>• Renaissance <a href="#">reading</a></li> <li>• Ren. writers <a href="#">book jacket project</a></li> <li>• Renaissance Theme Park collaborative <a href="#">project</a></li> </ul>
9/2-9/6		NO SCHOOL LABOR DAY AND FALL BREAK		
	<p><b>Unit 2: The Reformation (8/26-9/11)</b></p>	<p><b>Standard 3:</b> Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.</p>	<p>I can explain the causes and impacts of the Reformation period.</p> <p>I can explain how and why the Reformation spread throughout Europe.</p> <p>I can explain the problems that Europeans had with the Catholic Church and describe key ideas found in Martin Luther's 95 Theses and their effect on Europe.</p> <p>I can evaluate and discuss the repercussions for resisting, collaborating, or ignoring events during the Protestant Reformation.</p> <p>I can describe Henry VIII's need for a male heir, conflict with the pope, and the creation of the Church of England.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson: Understanding the Reformation</a></li> <li>• <a href="#">Primary Source: 95 Theses</a></li> <li>• English Reformation: Henry VIII Notes</li> <li>• <a href="#">Primary Sources: Martin Luther and the Reformation</a></li> <li>• The Protestant Reformation <a href="#">slides</a></li> <li>• National Geographic Reformation <a href="#">video</a></li> <li>• Complete the <a href="#">map</a> on Europe in 1500</li> <li>• Martin Luther <a href="#">reading and questions</a></li> <li>• <a href="#">95 Theses</a></li> <li>• Resistance, Collaboration, and the Reformation <a href="#">stations</a></li> <li>• Printing Press interactive notebook <a href="#">page</a></li> <li>• Henry and the Church of England <a href="#">slides</a></li> <li>• <a href="#">Video</a></li> <li>• <a href="#">Parody</a></li> </ul>

			<p>I can work in collaborative groups to create posters describing the key beliefs of Protestant denominations. I can compare and contrast Protestantism and Catholicism.</p> <p>I can evaluate the effectiveness of actions taken by the Catholic Church during the Catholic Counter Reformation.</p> <p>I can collaboratively design a Protestant Reformation theme park that illustrates and explains Roman Catholicism, Lutheranism, Calvinism, and the Church of England under Henry VIII.</p>	<ul style="list-style-type: none"> <li>• Option 1: Complete the interactive notebook page on the 6 wives of Henry VIII with the readings and interactive notebook page</li> <li>• Option 2: Anne Boleyn Primary Source <a href="#">Reading</a></li> <li>• Protestant Reformers <a href="#">video</a></li> <li>• Jigsaw: Divide students into 4 groups - <a href="#">DenominationsReadings</a> and <a href="#">Worksheet</a></li> <li>• Read and compare views of <a href="#">protestants and catholics</a></li> <li>• Reformation <a href="#">timeline</a> and <a href="#">reading</a></li> <li>• Council of Trent simulation <a href="#">page</a></li> <li>• Counter Reformation <a href="#">video</a></li> <li>• Council of Trent <a href="#">article</a> and interactive <a href="#">notebook page</a></li> <li>• Cause and effect page from digital notebook</li> </ul>
	<p><b>Unit 3: The Age of Exploration (9/12-9/27)</b></p>	<p><b>Standard 2:</b> Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.</p> <ul style="list-style-type: none"> <li>• Describing the impact of the Commercial Revolution on European society</li> <li>• Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration <ul style="list-style-type: none"> <li>◦ Example: marking ocean currents and wind patterns on a map</li> </ul> </li> </ul> <p><b>Standard 4:</b> Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.</p> <ul style="list-style-type: none"> <li>• Depicting the general location of, size of, and distance between regions in the early Global Age</li> <li>• Example: drawing sketch maps</li> </ul>	<p>I can describe causes for European exploration and colonization including mercantilism, imperialism, and the Columbian Exchange.</p> <p>I can identify reasons for European exploration of the Americas and evaluate how initial impressions between Europeans and non-Europeans influenced their relationship in the New World.</p> <p>I can compare and contrast the European explorers and explain which explorers share commonalities.</p> <p>I can explain the relationship between physical geography and the development of culture in India, Africa, Japan, and China in the early Global Age.</p> <p>I can depict the location of and</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson: Exploring Europe</a></li> <li>• <a href="#">Lesson: Exploring Early Global Age</a></li> <li>• PBS: <a href="#">The Columbian Exchange</a></li> <li>• PBS: <a href="#">Int'l Commerce</a></li> <li>• Age of Exploration <a href="#">slides</a> and <a href="#">guided notes</a></li> <li>• Exploration <a href="#">map</a></li> <li>• Ted-Ed Columbus <a href="#">video</a></li> <li>• Columbus hero or villain <a href="#">project</a></li> <li>• <a href="#">Ponce de Leon</a> article, worksheet and notebook pages</li> <li>• Honors class: Worldwide <a href="#">trade maps</a> using these <a href="#">maps</a></li> <li>• Magic portrait <a href="#">slides</a> and <a href="#">guided notes</a></li> <li>• Dinner Party <a href="#">Lesson</a> and <a href="#">slides</a></li> </ul>

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			distance between regions during the age of Exploration.	
Quarter 2	<b>Unit 4: The Age of Absolutism</b> (9/30-10/11)	<p><b>Standard 5:</b> Describe the rise of absolutism and constitutionalism and their impact on European nations.</p> <ul style="list-style-type: none"> <li>• Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings</li> <li>• Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great</li> <li>• Identifying major provisions of the Petition of Rights and the English Bill of Rights</li> </ul>	<p>I can define absolutism and describe how absolute rulers took control of European countries.</p> <p>I can compare and contrast the philosophies of Thomas Hobbes and John Locke.</p> <p>I can describe the divine right of kings.</p> <p>I can compare absolutism as it developed in European countries including France, Russia, and Prussia</p>	<p><a href="#">Lesson: Absolutism and Constitutionalism</a>  <a href="#">PBS: The Rise of the West</a>  <a href="#">PBS: Luther and the Protestant Reformation</a>  <a href="#">iCivics: Why Government?</a></p>
	<b>Unit 5: The Enlightenment</b> (10/14-11/1)	<p><b>Standard 6:</b> Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.</p> <ul style="list-style-type: none"> <li>• Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity</li> <li>• Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau</li> </ul>	<p>I can identify important ideas and achievements of scientists of the Scientific Revolution.</p> <p>I can identify important ideas and achievements of philosophers of the Enlightenment.</p> <p>I can explain how the Scientific Revolution led to the Enlightenment.</p> <p>I can explain how the Enlightenment ideas spread throughout Europe and explain their impact on Europe.</p>	<p><a href="#">Lesson: Exploring Scientific Rev and Age of Enlightenment</a>  <a href="#">Khan Academy: Scientific Revolution and Age of Enlightenment</a></p>
	<b>Unit 6: The French Revolution</b> (11/4-11/15)	<p><b>Standard 7:</b> Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.</p> <ul style="list-style-type: none"> <li>• Identifying causes of the French Revolution</li> <li>• Describing the influence of the American Revolution on the French Revolution</li> <li>• Identifying objectives of different groups participating in the French Revolution</li> <li>• Describing the role of Napoléon Bonaparte as an</li> </ul>	<p>I can identify the causes of the French Revolution.</p> <p>I can connect the American Revolution with the French Revolution.</p> <p>I can summarize the political reforms in France and describe the different groups participating in the French</p>	<p><a href="#">Lesson: Impact of the French Revolution</a>  <a href="#">PBS: The French Revolution</a></p>

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		empire builder	<p>Revolution.</p> <p>I can describe Napoléon Bonaparte's rise to power and the steps he took to rebuild France.</p>	
	<b>Unit 7: Latin American Revolutions (11/18-12/6)</b>	<p><b>Standard 8:</b> Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.</p> <ul style="list-style-type: none"> <li>Identifying the location of countries in Latin America</li> </ul>	<p>I can identify the location of countries in Latin America.</p> <p>I can explain what factors led Latin American nations to revolution.</p> <p>I can identify the key figures of revolutions in Latin America and describe their actions.</p>	<p><a href="#">Lesson: Revolutions in Latin America and the Caribbean</a>  <a href="#">PBS: Haitian Revolution</a>  <a href="#">PBS: Latin American Revolutions</a>  <a href="#">Khan Academy: Latin American Independence Movements</a></p>
Quarter 3	<b>Unit 8: Industrial Revolution</b>	<p><b>Standard 9:</b> Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.</p> <ul style="list-style-type: none"> <li>Identifying important inventors in Europe during the Industrial Revolution</li> <li>Comparing the Industrial Revolution in England to later revolutions in Europe</li> </ul>	<p>I can describe the effects of the Agricultural Revolution on the beginning of the Industrial Revolution.</p> <p>I can identify important inventors of the Industrial Revolution.</p> <p>I can describe changes that took place in European societies during the Industrial Revolution.</p> <p>I can describe the development of new economic theories such as capitalism, socialism, and communism.</p>	<p><a href="#">Lesson: Industrial Revolution</a>  <a href="#">Karl Marx - Communist Manifesto, Theories and Beliefs</a></p> <p>PBS:  <a href="#">Coal, Steam and Industrial Revolution Capitalism and Socialism</a></p>
	<b>Unit 9: Urbanization</b>	<p><b>Standard 10:</b> Describe the influence of urbanization on the Western World during the nineteenth century.</p> <ul style="list-style-type: none"> <li>Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism</li> <li>Describing the search for political democracy and social justice in the Western World <ul style="list-style-type: none"> <li>Examples: European Revolution of 1848, slavery and emancipation in the United</li> </ul> </li> </ul>	<p>I can describe the effects of urbanization on the Western world during the 19th century.</p> <p>I can describe social changes that happened because of urbanization in the Western world during the 19th century.</p> <p>I can identify the development of reform movements after urbanization.</p>	<ul style="list-style-type: none"> <li><a href="#">Lesson: Urbanization</a></li> <li><a href="#">Urbanization Game</a></li> <li><a href="#">PBS: The Atlantic Slave Trade</a></li> </ul>

		States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage		
	<b>Unit 10: The Spread of Nationalism and Imperialism</b>	<p><b>Standard 11:</b> Describe the impact of European nationalism and Western imperialism as forces of global transformation.</p> <ul style="list-style-type: none"> <li>Describing resistance to European imperialism in Africa, Japan, and China</li> </ul>	<p>I can define nationalism and describe the spread of nationalism in Europe.</p> <p>I can define imperialism and describe examples of European imperialism in Africa and Asia.</p> <p>I can compare and contrast forms of imperial control.</p>	<ul style="list-style-type: none"> <li><a href="#">Lesson: European Nationalism and Western Imperialism</a></li> <li>PBS: <ul style="list-style-type: none"> <li><a href="#">Imperialism</a></li> <li><a href="#">Luther and the Protestant Reformation</a></li> </ul> </li> <li>Inquiry: <a href="#">Angel Island</a></li> </ul>
	<b>Unit 11: World War One</b>	<p><b>Standard 12:</b> Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.</p> <ul style="list-style-type: none"> <li>Describing the rise of Communism in Russia during World War I</li> <li>Examples: return of Vladimir Lenin, rise of the Bolsheviks</li> <li>Describing military technology used during World War I</li> <li>Identifying problems created by the Treaty of Versailles of 1919 <ul style="list-style-type: none"> <li>Examples: Germany's reparations and war guilt, international controversy over the League of Nations</li> </ul> </li> <li>Identifying alliances during World War I and boundary changes after World War I</li> </ul>	<p>I can explain the MAIN causes of WWI.</p> <p>I can identify alliances of WWI.</p> <p>I can describe the rise of Communism in Russia during WWI.</p> <p>I can describe the effects of military technology created and used during WWI.</p> <p>I can identify the effects of WWI, including the Treaty of Versailles and the League of Nations.</p> <p>I can identify boundary changes after WWI on a map.</p>	<ul style="list-style-type: none"> <li><a href="#">Lesson: WWI</a></li> <li>PBS: <ul style="list-style-type: none"> <li><a href="#">Archdukes, Cynicism, and WWI</a></li> <li><a href="#">Who started WWI?</a></li> <li><a href="#">How WWI started</a></li> <li><a href="#">How WWI changed the world forever</a></li> </ul> </li> </ul>
Quarter 4	<b>Unit 12: Post-WWI</b>	<p><b>Standard 13:</b> Explain challenges of the post-World War I period.</p> <ul style="list-style-type: none"> <li>Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe</li> <li>Identifying causes of the Great Depression</li> <li>Characterizing the global impact of the Great Depression</li> </ul>	<p>I can analyze the effects of WWI on the new styles of art and literature of the interwar years.</p> <p>I can identify the causes of the Great Depression.</p> <p>I can describe the global impact of the</p>	<ul style="list-style-type: none"> <li><a href="#">Lesson: Post WWI</a></li> <li>PBS: <ul style="list-style-type: none"> <li><a href="#">Crash of 1929</a></li> <li><a href="#">Wheat Bubble Burst</a></li> </ul> </li> </ul>

			Great Depression.  I can describe the rise of fascism in Europe.	
<b>Unit 13: World War Two</b>	<p><b>Standard 14:</b> Describe causes and consequences of World War II.</p> <ul style="list-style-type: none"> <li>• Examples: causes—unanswered aggression, Axis goal of world conquest; consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials</li> <li>• Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan</li> <li>• Identifying turning points of World War II in the European and Pacific Theaters</li> <li>• Depicting geographic locations of world events between 1939 and 1945</li> <li>• Identifying on a map changes in national borders as a result of World War II</li> </ul>	<p>I can describe the causes of WWII.</p> <p>I can describe the two theaters of WWII and identify turning points of the war.</p> <p>I can identify alliances of WWII.</p> <p>I can describe the consequences of WWII.</p> <p>I can identify causes and effects of the Holocaust.</p> <p>I can identify boundary changes after WWII on a map.</p> <p>I can identify turning points of World War II in the European and Pacific Theaters.</p>	<ul style="list-style-type: none"> <li>• Lesson: <a href="#">Introduction to Jewish Life During the Holocaust</a></li> <li>• <a href="#">Lesson: WWII</a></li> <li>• Lessons: <a href="#">Using Photographs to Learn about WWII</a></li> <li>• Lesson: <a href="#">Leadership Characteristics and Considerations</a></li> <li>• Lesson: <a href="#">Operation Invasion</a></li> <li>• Lesson: <a href="#">Saving Art During Wartime</a></li> <li>• PBS: <ul style="list-style-type: none"> <li>◦ <a href="#">WWII</a></li> <li>◦ <a href="#">The Rise of the West</a></li> <li>◦ <a href="#">Murals of the Holocaust</a></li> </ul> </li> <li>• Museum of Jewish Heritage resources: <ul style="list-style-type: none"> <li>◦ <a href="#">Coming of Age During the Holocaust</a></li> <li>◦ <a href="#">Holocaust Curriculum</a></li> </ul> </li> </ul>	
<b>Unit 14: The Cold War</b>	<p><b>Standard 15:</b> Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires</p> <ul style="list-style-type: none"> <li>• Examples: reconstruction of nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts</li> <li>• Explaining origins of the Cold War <ul style="list-style-type: none"> <li>◦ Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact</li> </ul> </li> <li>• Tracing the progression of the Cold War <ul style="list-style-type: none"> <li>◦ Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War</li> </ul> </li> </ul>	<p>I can describe post-WWII reconstruction in Europe, Asia, and Latin America.</p> <p>I can explain the origins of the Cold War and identify the major participants.</p> <p>I can compare and contrast the policies of the US and Soviet Union during the Cold War.</p> <p>I can identify major figures of the Cold War.</p> <p>I can identify the major conflicts of the Cold War including the Chinese</p>	<ul style="list-style-type: none"> <li>• Lesson: <a href="#">Post WWII</a></li> <li>• PBS: <ul style="list-style-type: none"> <li>◦ <a href="#">USA vs USSR</a></li> <li>◦ <a href="#">Cold War and Consumerism</a></li> <li>◦ Activity Pack: <a href="#">Leadership and Decision Making</a></li> </ul> </li> <li>• Videos: <a href="#">History.com Cold War Playlist</a></li> </ul>	

			<p>Communist Revolution, the Korean War, and the Vietnam War.</p>	
	<p><b>Unit 15: 20th-21st Century</b></p>	<p><b>Standard 16:</b> Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.</p> <ul style="list-style-type: none"> <li>● Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin <ul style="list-style-type: none"> <li>○ Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany</li> </ul> </li> <li>● Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans</li> <li>● Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict</li> <li>● Depicting geographic locations of major world events from 1945 to the present</li> </ul> <p><b>Standard 17:</b> Describe emerging democracies from the late twentieth century to the present.</p> <ul style="list-style-type: none"> <li>● Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century <ul style="list-style-type: none"> <li>○ Examples: genetic engineering, space exploration</li> </ul> </li> <li>● Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed</li> <li>● Relating economic changes to social changes in countries adopting democratic forms of government</li> </ul>	<p>I can describe the collapse of the Soviet Union.</p> <p>I can describe the process of decolonization that occurred after WWII.</p> <p>I can define terrorism and describe events from the War on Terror.</p> <p>I can depict the geographic locations of major world events from 1945 to present on a map.</p> <p>I can describe societal and economic changes in the world from 1945 to present.</p> <p>I can evaluate the effect of the Immigration Act of 1965 on demographic changes in modern-day America.</p> <p>I can explain the process by which the LGBTQ+ community pushed for greater rights;</p>	<p><a href="#">Lesson: Nationalism, Militarism, and Civil War</a>  <a href="#">Lesson: Emerging Democracies in the Late 20th Century</a>  Lesson: <a href="#">Exploring the Impact of US Immigration</a>  Lesson: <a href="#">The Long Path Towards LGBTQ Rights</a>  Lesson: <a href="#">Building a More Inclusive Electorate</a>  <a href="#">Decolonization Article - Newsela</a>  PBS:  <a href="#">Gulf War   Bush Presidency</a>  <a href="#">How one violent extremist decided to change course</a>  <a href="#">How 9/11 changed the course of the Bush Presidency</a>  Smithsonian Learning Lab: <a href="#">Apollo 11 and Neil Armstrong</a>  Facing History Resources: <a href="#">Emmett Till</a></p>