

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>Unit 1 POLITICAL REVOLUTIONS</p> <p>September October November</p>	<p>Change</p>	<p>Causality (cause/ consequence)</p> <p>Governance</p>	<p>Fairness and development</p>	<p><i>The power of the people brought influential change in governance.</i></p>	<p>A1, A2</p> <p>C2, C3</p> <p>D1, D4</p>	<p>Communication: communication skills</p> <p>Self-management: organization skills</p> <p>Research: Information literacy skills</p>	<p>Topics include:</p> <ul style="list-style-type: none"> A. Enlightenment era B. French revolution C. American revolution <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Define revolution ● Define key terminology: aristocrats, bourgeoisie, colonists, Ancien Regime, liberty, militia, republic, constitution, treason ● Describe and give examples of the Enlightenment Period ● List key philosophers of the period and understand their schools of thought: Locke, Montesquieu, Voltaire, Jefferson, Rousseau ● Set the stage of life for the colonists and peasants in pre-revolutionary France and America ● List key political leaders in France: Louis XVI, Lafayette, Robespierre, Napoleon

							<ul style="list-style-type: none"> ● List key political, military leaders in America: Paul Revere, Benjamin Franklin, Thomas Jefferson, George Washington, King George III ● List important revolutionary acts triggering both revolutions: the storming of the Bastille, Boston Tea Party ● Analyze and Interpret primary sources which include the following: The Tennis Court Oath, Paine's <i>Common Sense</i>, Declaration of Independence, The Declaration of the Rights of Man and of the Citizen ● The role of women during this period ● Focus on chronological dates of important events ● Understand the concept of "no taxation without representation" ● Describe the execution of King Louis XVI ● Explain the Reign of Terror ● Identify M. Robespierre ● Mention the debate on when did the French revolution end <p>Skills practiced: (directly and indirectly throughout the unit)</p> <p>Students will be able to compare and contrast relevant documents from the period. Students will be through</p>
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							<p>excessive note taking and a variety of reading materials, reinforce and assess their understanding of the statement of inquiry.</p> <p>-Effective note taking.</p> <p>-Meeting deadlines, supplies to class.</p> <p>- Identify primary and secondary sources</p> <p>- Draw reasonable conclusions and generalizations</p>
<p>Unit 2 THE INDUSTRIAL REVOLUTION</p> <p>December January</p>	Time, space and place	Innovation and revolution	Scientific and technical innovation	<i>Advances in technology create new innovations over time, in specific places, and through the space of its economic and social significance.</i>	B1, B3 C1, C3	<p>Research: information literacy skills</p> <p>Social: Collaboration skills</p>	<p>Topics include:</p> <p>A. Great inventions of end of 18th /all of 19th century</p> <p>B. Social impact on communities</p> <p>Knowledge includes: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Explain why the revolution began in Great Britain ● List consequences and results of technological advancement ● Synthesize the social impact of local and national levels ● List changes in ‘industries’ ● Understand daily life routines and explain them. ● Identify inventions and their inventors ● Construct a timeline of inventions from 1750-1900 ● Define patent ● Explain changes in factories ● Summarize environmental changes

							<ul style="list-style-type: none"> ● Name railway development ● Discuss school system developments ● Examine the use of children in the factories ● Devise both positive & negative attributes of industrial rev. ● Sketch world benefits and world results ● Explain population growth <p>Skills practiced: (directly and indirectly throughout the unit)</p> <p>Students will be able to compare and contrast how society dramatically changed due to the technological advancements in this period.</p> <p>Researching the great inventions will set clear the ideas of time, place and space.</p> <p>-Identify primary and secondary sources -Construct a bibliography -Process data and report results</p>
Unit 3 POLITICAL IDEOLOGIES/ STUDY OF ISMS February March April	Global interactions	Ideology Perspective	Globalization and sustainability	<i>Systems of ideologies are means of understanding the world from a particular perspective.</i>	A2 B1, B3 C3 D2, D3	Thinking: critical-thinking skills	<p>Topics include:</p> <ul style="list-style-type: none"> A. Rise of ideologies B. Changes in governance <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Define & Identify the “ISMs” <ol style="list-style-type: none"> Liberalism Nationalism Socialism & Communism Conservatism

							<ul style="list-style-type: none"> ● Awareness of origin ● Evaluate the contributors of each ideologies ● Outline the impact around the world: politically, socially, & economically ● Compare and contrast the purpose of ideologies ● Critical evaluation of effectiveness ● Identify Karl Marx and his theory of Marxism ● Synthesize the future implications of political ideologies ● Compare and contrast 2 different views of liberalism: welfare and classical ● Identify how German and Italian Unification produced idea of nation-state <p>Skills practiced: (directly and indirectly throughout the unit)</p> <p>Students will account for these political systems through readings and works.</p> <p>Primary source analysis of writers of liberal, national, social, communistic and conservative thought will be assessed to show change over time.</p> <p>-Evaluate evidence and arguments</p> <p>-Draw reasonable conclusions and generalizations</p>
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<p>Unit 4 THE 1848 REVOLUTIONS IN EUROPE</p> <p>May June</p>	<p>Systems</p>	<p>Identity</p> <p>Culture</p>	<p>Orientation in time and space</p>	<p><i>Many systems throughout Europe struggled to find their identity.</i></p>	<p>A1, A2</p> <p>B2, B3</p> <p>C1, C2, C3</p>	<p>Social: collaboration skills</p>	<p>Topics include:</p> <ul style="list-style-type: none"> A. Ban Josip Jelačić B. Habsburg Monarchy <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • List revolutionary events of Europe in 1848 • Understand Union of Habsburg Monarchy • Formulate geographical impact of area • Define Nationalities: <ol style="list-style-type: none"> 1. Croats 2. Magyars 3. Austrians 4. Germans 5. Czechs 6. Poles <ul style="list-style-type: none"> • Understand Influences in Croatia: economic, social and political • Assess geographical political maps of Croatia from 1848-present • Describe collapse of Habsburg Empire • Significance of 1848 Revolutions in Europe • Analyze revolution in Croatia • Define and explain what makes a national hero • Identify Ban Jelačić
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							<ul style="list-style-type: none"> ● Examine Croatia’s struggle in Austria ● Students will be able to reflect upon Croatia’s cultural strengths from the 1848 revolutions. <p>Skills practiced: (directly and indirectly throughout the unit)</p> <p>Students will be able to realize how the revolution of 1848 correlates to the homeland war of Independence - 1991 - and put Croatia on the European map. Group activity with a power-point presentation.</p> <ul style="list-style-type: none"> -Help others to succeed -Give and receive meaningful feedback - Create references, construct a bibliography
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DIFFERENTIATION

For students with:

Dyslexia and dysgraphia

- Bigger font in Sarif, bigger space between rows
- Dividing text in tests, practice sheets and instruction papers in smaller sections
- More time for reading, checking if the text/questions are understood
- Tolerating writing mistakes
- for answers should be on the same page
- Allowing longer time for finishing a task if needed

- Working in a pair or a team with peers
- Check the ability of students to read primary and secondary sources and act according to results (more practice, allowing more time for group work)

ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions on tests
- Frequent checking if a student is concentrated on the work
- Instead of complex questions with a, b, c..., create separate questions
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed

Speech Disorders

- Directions should be short and to the point
- Content topics should be evaluated within small sections
- One on one consultation with student about understanding of assignment given
- Use of power point presentations in classroom more often

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1 THE GREAT WAR AND PEACEMAKING September October November	Change	Causality (cause/ consequence) Governance	globalization and sustainability	Conflict has brought change (political, territorial, economic, social, & technological) with long lasting global impacts.	A1, A2 C1, C2, C3 D1, D2	Communication: Communication skills Social: Collaboration skills Research: Information literacy skills	Topics include: A. Origins of world war I B. Events during war years C. Peace agreements made after war Knowledge includes: At the end of the unit, students will be able to: <ul style="list-style-type: none"> ● Understand the term “the great war” ● Outline the chronology of events: political, economic, social, and militarily ● Site geographic locations-worldwide ● Model condition of world prior to war(economic, social, war enthusiasm) ● Explain role of nationalism ● Describe assassination of Archduke Ferdinand/collapse of former dynasties ● Show map of conflict-site territories ● Identify leaders of the time

						<p>Thinking:</p> <p>Critical- thinking skills</p> <ul style="list-style-type: none"> ● Summarize declaration of war dates ● Describe “Western front” & “Eastern front” ● Explain stalemate/total war/trench warfare/home front ● List weapons of destruction ● Describe <i>life of a soldier</i> ● Understand use of propaganda ● Review America’s entry in war ● Define armistice ● Compare last battles ● Analysis of the Paris Peace Conference ● Examine <i>Wilson’s 14 Points</i> ● Argue and evaluate the <i>Treaty of Versailles</i> (“war guilt clause”) (list German loses) ● Show the territorial changes ● Understand development of the new nation of Yugoslavia <p>Skills practiced:</p> <p>Students will be able through excessive note taking & a variety of reading materials practice, reinforce and assess their understanding of the statement of inquiry. Also, organization and time management will be practiced on a daily basis with materials (textbook,</p>
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							<p>assignments, notebook, etc.) brought to class.</p> <p>-Exercise leadership and take on a variety of roles within groups</p> <p>-Identify primary and secondary sources</p> <p>-Interpret data</p> <p>-Draw reasonable conclusions and generalizations</p>
<p>Unit 2</p> <p>THE ORIGINS OF THE SECOND WORLD WAR</p> <p>December January February</p>	Global interactions	Conflict	Individuals and relationships	The lack of global interactions among nations fail to prevent another world conflict.	A2 B1, B3 C3 D2	<p>Social:</p> <p>Collaboration skills</p> <p>Thinking: critical-thinking skills</p>	<p>Topics include:</p> <p>A. Interwar years B. Rise of dictators C. Holocaust</p> <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Breakdown the interwar years to understand its influence on WWII ● Examine the Great Depression ● List sides/countries and territories in conflict ● Understand what fascism is

							<ul style="list-style-type: none">• Define appeasement and its policy• Investigate the characteristics of Hitler and Mussolini• Describe the Nazi-Soviet Pact• Explain what happened at Munich Conference• Identify Stalin's, Roosevelt's and Churchill's roles• Reflect on the rise and fall of the League of Nations• Describe Hitler's road to war• Reconstruct the blitzkrieg in Poland• Explain Japan's role in the war• Identify significant battles during the war years• Identify the invasion of Normandy• Examine the use of atomic bombs: Hiroshima and Nagasaki• Examine the plan of the Final Solution
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							<ul style="list-style-type: none"> • Empathy towards different peoples and nations • Remember and reflect on the Holocaust • Identify Anne Frank and her inspiration to others then and now • Analysis of peace agreement • Understand the new world map • Describe the invasion of Normandy • Explain the Yalta agreement <p>Skills practiced: (directly/indirectly through the unit)</p> <p>Students will be able through research understand the human factor of this conflict.</p> <p>- Emphasis on practicing/showing empathy.</p> <p>- Gather and organize relevant information to formulate an argument</p>
Unit 3 THE COLD WAR	Time, place and space	Culture	Orientation in time and space	<i>Cultural, economic, social and ideological differences created</i>	A1, A2	Thinking: Critical thinking skills	<p>Topics include:</p> <ul style="list-style-type: none"> A. Ideological differences B. Social impact

<p>March April</p>		<p>Ideology</p> <p>Perspective</p>		<p><i>hostility throughout the world.</i></p>	<p>C1</p> <p>D3, D4</p>	<p>Research: Information literacy skills</p>	<p>C. 1989 revolutions</p> <p>Knowledge includes: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Define the <i>cold war</i> term and date first mentioned ● State the time period of the cold war ● List the groups, countries, dividing the world in two camps ● Argue who is to blame for the cold war ● Explain the term <i>détente</i> ● Understand the breakdown of the wartime alliance ● Compare and contrast American capitalism and Soviet communism ● Identify Churchill, Roosevelt and Stalin ● Investigate the takeover of Eastern Europe ● Origins of NATO and Warsaw Pact ● Explain the division of Germany
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						<ul style="list-style-type: none">● Assess the Korean War and its global implications● Explain the Cuban missile crisis● Identify Khrushchev and Kennedy● Examine the Vietnam War and its global implications● Outline the invasion of Hungary and Czechoslovakia● Describe the Berlin Wall● Define solidarity● Explain the collapse of the Soviet Union● Describe the new European order● Identify new countries on the global map <p>Skills practiced: (directly/indirectly through the unit)</p> <p>Through primary and secondary source analysis and video clips, students will assess the warlike and peace like attributions.</p> <p>-Interpret data</p>
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							<p>-Gather and organize relevant information to formulate an argument</p> <p>- Make connections between various sources of information</p> <p>- Consider ideas from multiple perspectives</p> <p>- Identify primary and secondary sources</p>
<p>Unit 4</p> <p>PEOPLE OF THE 20TH CENTURY</p> <p>May June</p>	<p>Change Systems</p>	<p>Significance Identity</p>	<p>Personal and cultural expression</p>	<p><i>The world is filled with individuals making the greatest change over time.</i></p>	<p>B2, B3, B4 C1, C2, C3</p>	<p>Self-management: Affective skills</p>	<p>Topics include:</p> <p>A. Responsibilities of the citizen B. Person of the 20th century</p> <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify Mahatma Gandhi and his legacy ● Identify Henry David Thoreau and his influence on other strong leaders ● Define conscience and its meaning in Thoreau’s context ● Identify Martin Luther King and his legacy ● Define satyagraha

							<ul style="list-style-type: none"> ● Identify women’s rise in the 20th century ● Discuss student’s choice of: person of the century ● Recognize specific characteristics of each individual ● Evaluate the concept of people and their importance in society ● Compare /contrast their political, economic, social, religious and other influences to a nation, people, etc. <p>Skills practiced: (directly/indirectly through the unit)</p> <p>Students will be able to with extensive readings, excerpts of diaries, biographies, autobiographies, journals, films, and documentaries understand how certain individuals made a difference in the twentieth century.</p> <p>Students will rank the top three most influential individuals from the class selection (task on person of their choice for ppt presentation.) Compare and discuss the results.</p>
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							-Practice focus and concentration. - Practice positive thinking. - Access information to be informed and inform others - Create references, construct a bibliography
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