

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p><b>Unit 1</b> <b>POLITICAL REVOLUTIONS</b></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><b>Topics</b> include:</p> <ul style="list-style-type: none"> <li>A. Enlightenment era</li> <li>B. French revolution</li> <li>C. American revolution</li> </ul> <p><b>Knowledge</b> includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Define revolution</li> <li>● Define key terminology: aristocrats, bourgeoisie, colonists, Ancien Regime, liberty, militia, republic, constitution, treason</li> <li>● Describe and give examples of the Enlightenment Period</li> <li>● List key philosophers of the period and understand their schools of thought: Locke, Montesquieu, Voltaire, Jefferson, Rousseau</li> <li>● Set the stage of life for the colonists and peasants in pre-revolutionary France and America</li> <li>● List key political leaders in France: Louis XVI, Lafayette, Robespierre, Napoleon</li> </ul>

							<ul style="list-style-type: none"> <li>● List key political, military leaders in America: Paul Revere, Benjamin Franklin, Thomas Jefferson, George Washington, King George III</li> <li>● List important revolutionary acts triggering both revolutions: the storming of the Bastille, Boston Tea Party</li> <li>● 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</li> <li>● The role of women during this period</li> <li>● Focus on chronological dates of important events</li> <li>● Understand the concept of "no taxation without representation"</li> <li>● Describe the execution of King Louis XVI</li> <li>● Explain the Reign of Terror</li> <li>● Identify M. Robespierre</li> <li>● Mention the debate on when did the French revolution end</li> </ul> <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> <ul style="list-style-type: none"> <li>-Effective note taking.</li> <li>-Meeting deadlines, supplies to class.</li> <li>- Identify primary and secondary sources</li> <li>- Draw reasonable conclusions and generalizations</li> </ul>
<p><b>Unit 2</b> <b>THE INDUSTRIAL REVOLUTION</b></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><b>Topics</b> include:</p> <ul style="list-style-type: none"> <li>A. Great inventions of end of 18th /all of 19<sup>th</sup> century</li> <li>B. Social impact on communities</li> </ul> <p><b>Knowledge</b> includes: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why the revolution began in Great Britain</li> <li>● List consequences and results of technological advancement</li> <li>● Synthesize the social impact of local and national levels</li> <li>● List changes in ‘industries’</li> <li>● Understand daily life routines and explain them.</li> <li>● Identify inventions and their inventors</li> <li>● Construct a timeline of inventions from 1750-1900</li> <li>● Define patent</li> <li>● Explain changes in factories</li> <li>● Summarize environmental changes</li> </ul>

							<ul style="list-style-type: none"> <li>• Name railway development</li> <li>• Discuss school system developments</li> <li>• Examine the use of children in the factories</li> <li>• Devise both positive &amp; negative attributes of industrial rev.</li> <li>• Sketch world benefits and world results</li> <li>• Explain population growth</li> </ul> <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>
<b>Unit 3</b> <b>POLITICAL IDEOLOGIES/ STUDY OF ISMS</b>  February March April	Global interactions	Ideology  Perspective	Globalization and sustainability	<i>These systems of ideologies have histories: a beginning and an end.</i>	A2  B1, B3  C3  D2, D3	Thinking: critical-thinking skills	<p>Topics include:</p> <ul style="list-style-type: none"> <li>A. Rise of ideologies</li> <li>B. Changes in governance</li> </ul> <p>Knowledge includes:</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define &amp; Identify the “ISMs”</li> </ul> <ol style="list-style-type: none"> <li>Liberalism</li> <li>Nationalism</li> <li>Socialism &amp; Communism</li> <li>Conservatism</li> </ol>

							<ul style="list-style-type: none"> <li>● Awareness of origin</li> <li>● Evaluate the contributors' of each ideologies</li> <li>● Outline the impact around the world: politically, socially, &amp; economically</li> <li>● Compare and contrast the purpose of ideologies</li> <li>● Critical evaluation of effectiveness</li> <li>● Identify Karl Marx and his theory of Marxism</li> <li>● Synthesize the future implications of political ideologies</li> <li>● Compare and contrast 2 different views of liberalism: welfare and classical</li> <li>● Identify how German and Italian Unification produced idea of nation-state</li> <li>● Differentiate between nationalism and patriotism</li> <li>● Present view's on the future of ideologies</li> </ul> <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>
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							-Evaluate evidence and arguments -Draw reasonable conclusions and generalizations
<b>Unit 4</b> <b>THE</b> <b>1848</b> <b>REVOLUTIONS</b> <b>IN EUROPE</b>  May June	Systems	Identity  Culture	Orientation in time and space	<i>Many systems throughout Europe struggled to find their identity.</i>	A1, A2  B2, B3  C1, C2, C3	Social: collaboration skills	<b>Topics</b> include: A. Ban Josip Jelačić B. Habsburg Monarchy  <b>Knowledge</b> includes: At the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>● List revolutionary events of Europe in 1848</li> <li>● Understand Union of Habsburg Monarchy</li> <li>● Formulate geographical impact of area</li> <li>● Define Nationalities: <ol style="list-style-type: none"> <li>1. Croats</li> <li>2. Magyars</li> <li>3. Austrians</li> <li>4. Germans</li> <li>5. Czechs</li> <li>6. Poles</li> </ol> <ul style="list-style-type: none"> <li>● Understand Influences in Croatia: economic, social and political</li> <li>● Assess geographical political maps of Croatia from 1848-present</li> <li>● Describe collapse of Habsburg Empire</li> <li>● Significance of 1848 Revolutions in Europe</li> <li>● Analyze revolution in Croatia</li> </ul> </li> </ul>

							<ul style="list-style-type: none"> <li>● Define and explain what makes a national hero</li> <li>● Identify Ban Jelačić</li> <li>● Examine Croatia’s struggle in Austria</li> <li>● Students will be able to reflect upon Croatia’s cultural strengths’ from the 1848 revolutions.</li> </ul> <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> <p>-Help others to succeed  -Give and receive meaningful feedback  - Create references, construct a bibliography</p>
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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

## **Hearing disability**

- Face the student during a lesson as often as possible
- Using PPT more often than writing on the board
- Check understanding of the content



- Check the notes in student's notebook
- Providing summaries for a unit or parts of it if needed
- Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside noise...)
- Work in pairs and small groups

### **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  <b>THE GREAT WAR AND PEACEMAKING</b>    September  October  November	Change	Causality  (cause/  consequence)    Governance	globalization and sustainability	Conflict has brought <b>change</b> (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"> <li>● Understand the term “the great war”</li> <li>● Outline the chronology of events: political, economic, social, and militarily</li> <li>● Site geographic locations-worldwide</li> <li>● Model condition of world prior to war(economic, social, war enthusiasm)</li> <li>● Explain role of nationalism</li> <li>● Describe assassination of Archduke Ferdinand/collapse of former dynasties</li> <li>● Show map of conflict-site territories</li> <li>● Identify leaders of the time</li> </ul>

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

							<ul style="list-style-type: none"><li>● Investigate the characteristics of Hitler and Mussolini</li><li>● Describe the Nazi-Soviet Pact</li><li>● Explain what happened at Munich Conference</li><li>● Identify Stalin's, Roosevelt's and Churchill's roles</li><li>● Reflect on the rise and fall of the League of Nations</li><li>● Describe Hitler's road to war</li><li>● Reconstruct the blitzkrieg in Poland</li><li>● Explain Japan's role in the war</li><li>● Identify significant battles during the war years</li><li>● Identify the invasion of Normandy</li><li>● Examine the use of atomic bombs: Hiroshima and Nagasaki</li><li>● Examine the plan of the Final Solution</li><li>● Empathy towards different peoples and nations</li></ul>
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							<ul style="list-style-type: none"> <li>Remember and reflect on the Holocaust</li> <li>Identify Anne Frank and her inspiration to others then and now</li> <li>Analysis of peace agreement</li> <li>Understand the new world map</li> <li>Describe the invasion of Normandy</li> <li>Explain the Yalta agreement</li> </ul> <p><b>Skills</b> 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 <b>THE COLD WAR</b>	Time, place and space	Culture  Ideology	Orientation in time and space	<i>Cultural, economic, social and ideological differences created</i>	A1, A2  C1	Thinking:  Critical thinking skills	<b>Topics</b> include:  A. Ideological differences B. Social impact C. 1989 revolutions

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

						<ul style="list-style-type: none"><li>• Define conscience and its meaning in Thoreau's context</li><li>• Identify Martin Luther King and his legacy</li><li>• Define satyagraha</li><li>• Identify women's rise in the 20<sup>th</sup> century</li><li>• Explain women's achievements in the last 100 years</li><li>• Discuss student's choice of: person of the century</li><li>• Recognize specific characteristics of each individual</li><li>• Identify Nobel Peace prize winners</li><li>• Evaluate the concept of people and their importance in society</li><li>• Compare /contrast their political, economic, social, religious and other influences to a nation, people, etc.</li></ul> <p>Skills practiced: (directly/indirectly through the unit)</p>
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							<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> <ul style="list-style-type: none"> <li>-Practice focus and concentration.</li> <li>- Practice positive thinking.</li> <li>- Access information to be informed and inform others</li> <li>- Create references, construct a bibliography</li> </ul>
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