

NHS Social Studies Department

Pacing Guide ~ Honors World History II

Unit title	Pacing	Standards
Unit I The French Revolution & Napoleonic Wars	6 weeks	<p>History Content Standards Mass State Frameworks WHII.1, WHII.2, WHII.3, WHII.4</p> <p>Common Core Literacy Standards (R-2) Determine the central ideas or information of a primary or secondary source. (R-3) Analyze in detail a series of events described in a text. (R-4) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history.) (W-2) Write informative/explanatory texts, including the narration of historical events. (W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
Unit II The Industrial Revolution	5 weeks	<p>History Content Standards Mass State Frameworks WHII.5, WHII.6, WHII.7, WHII.9, WHII.10</p> <p>Common Core Literacy Standards (R-6) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (R-9) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products. (W-8) Gather relevant information from multiple authoritative print and digital sources...avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W-9) Draw evidence from informational texts to support analysis, reflection, and research.</p>
Unit III The Age of Imperialism	5 weeks	<p>History Content Standards Mass State Frameworks WHII.11, WHII.12, WHII.14, WHII.15</p> <p>Common Core Literacy Standards (R-8) Assess the extent to which the reasoning and evidence in a text support the author's claims. (R-10) Read and comprehend history/social studies texts in the grade 9 text complexity band independently and proficiently.</p>

		<p>(W-2) Write informative/explanatory texts, including the narration of historical events.</p> <p>(W-4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>(W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>(W-7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p>
<p>Unit IV The First World War</p>	4 weeks	<p>History Content Standards Mass State Frameworks WHII.17, WHII.18</p> <p>Common Core Literacy Standards (R-1) Cite specific textual evidence to support analysis of primary and secondary sources. (R-7) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (W-1) Write arguments focused on discipline-specific content. (W-5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
<p>Unit V Aftermath of WWI and the Path to WWII</p>	4 weeks	<p>History Content Standards Mass State Frameworks WHII.19, WHII.20, WHII.21, WHII.22, WHII.23</p> <p>Common Core Literacy Standards (R-5) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (R-7) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (W-2) Write informative/explanatory texts, including the narration of historical events. (W-4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
<p>Unit VI The Second World War</p>	5 weeks	<p>History Content Standards Mass State Frameworks WHII.24, WHII.25, WHII.26, WHII.27, WHII.28, WHII.29</p> <p>Common Core Literacy Standards (R-1) Cite specific textual evidence to support analysis of primary and secondary sources. (R-3) Analyze in detail a series of events described in a text.</p>

		<p>(R-4) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history.)</p> <p>(W-5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>(W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>(W-10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p align="center">Unit VII The Cold War Era</p>	<p align="center">5 Weeks</p>	<p>History Content Standards Mass State Frameworks WHII.30, WHII.31, WHII.32, WHII.33, WHII.34, WHII.38, WHII.39</p> <p>Common Core Literacy Standards</p> <p>(R-2) Determine the central ideas or information of a primary or secondary source.</p> <p>(R-3) Analyze in detail a series of events described in a text.</p> <p>(W-1) Write arguments focused on discipline-specific content.</p> <p>(W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>(W-7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p>
<p align="center">Unit VIII 1990 to the Present: The Contemporary World</p>	<p align="center">5 Weeks</p>	<p>History Content Standards Mass State Frameworks WHII.35, WHII.36, WHII.37, WHII.40, WHII.41, WHII.42, WHII.43</p> <p>Common Core Literacy Standards</p> <p>(R-10) read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>(R-8) Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>(W-6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>(W-8) Gather relevant information from multiple authoritative print and digital sources...avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>(W-10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>