



World History

Renaissance and Reformation: 1300-1600

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

Make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

Analyze the context of information and concepts contained in history, government and social studies.

Draw conclusions about information and concepts contained in history, government and social studies.

I can

- Identify changes in society and in cities that stimulated the beginning of the Renaissance
- analyze the ideas that form the foundation of the Italian Renaissance.
- recognize the contributions that artists made to the Italian Renaissance.
- analyze how the Renaissance spread from Italy to Northern Europe.
- describe the contributions that writers and philosophers had in the Northern Renaissance.
- compare the works of Northern Renaissance Artists with that of Italian Renaissance Artists.
- evaluate the state of Catholicism in the 1400s.
- analyze how Martin Luther challenged the Catholic Church.
- describe how Protestantism spread across Europe and other areas.
- assess the reforms made in the Catholic Church as a consequence of the Protestant Reformation.
- connect the religious and social effects to the Counter Reformation.
- analyze the conflicts that occurred as a consequence of the Counter Reformation.

Vocab

Content: humanism, humanities, Petrarch, vernacular, Florence, patron, perspective, Leonardo da Vinci, Michelangelo, Raphael, Baldassare Castiglione, Niccolò Machiavelli, Flanders, Albrecht Dürer, engraving, Erasmus, Sir Thomas More, utopian, Shakespeare, Johann Gutenberg, indulgence, Martin Luther, Wittenberg, Charles V, diet, John Calvin, predestination, Geneva theocracy, sect, Henry VIII, Mary Tudor, Thomas Cranmer, Elizabeth, canonize, compromise, Council of Trent, Ignatius of Loyola, Teresa of Avila, ghetto

Academic: cite evidence, synthesize, prove, solve, assess, create, connect, develop an argument



World History

Exploration and Expansion: 1450-1700

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

Recognize information and concepts contained in history, government and social studies.

Evaluate information and concepts contained in history, government and social studies.

Make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- analyze the foundations upon which the Age of Exploration/Discovery was built
- identify important discoveries made by Portugal & Spain during the Age of Exploration/Discovery.
- analyze the motives of European exploration outside of Portugal & Spain.
- analyze how Spain built an empire in the Americas.
- assess what kind of colony the Portuguese established in Brazil.
- identify and analyze what life was like in the New World: French, Dutch Colonies.
- describe how exploration resulted in a new exchange of plants, animals, peoples and diseases.
- analyze how mercantilism drove the establishment of new Colonies.
- connect the increase of global trade to the rise of Capitalism.
- Students will identify the origins of the Atlantic Slave trade.
- assess how slavery evolved in the American Colonies.
- investigate the short & long term consequences of the Atlantic Slave Trade.

Vocab

Content: Moluccas, Prince Henry, cartographer, Mombasa, Malindi, Mughal, Vasco da Gama, Christopher Columbus, Treaty of Tordesillas, Line of Demarcation, Ferdinand Magellan, circumnavigate, Cape Town, Boers, Taíno, conquistador, immunity, Hernán Cortés, Tenochtitlán, Malinche, alliance, Moctezuma, Francisco Pizarro, civil war, privateer, viceroy, encomienda, Bartolomé de Las Casas, peon, peninsular, creole, mestizo, mulatto, New France, Jacques Cartier, Samuel de Champlain, revenue, John Cabot, Pilgrim, compact, French and Indian War, Treaty of Paris, plantation, Afonso I, missionary, Olaudah Equiano, triangular trade, Middle Passage, mutiny, Asante kingdom, Osei Tutu, monopoly, Oyo empire, African diaspora

Academic: Identify, Cause and Effect, Identify patterns, Connect, Investigate Analyze



World History

New Asian History: 1450-1700

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

Recognize information and concepts contained in history, government and social studies.
Research topics and concepts contained in history, government and social studies.

I can

- analyze the methods used by the Ottomans to build a powerful empire, and identify their cultural accomplishments.
- assess how the Safavid Empire was founded and enlarged, and identify the cultural elements that were combined in the empire.
- analyze how Muslim rule was first established in India.
- identify what new Empire was established by Akbar & Babur
- describe what new achievements were gained by the rulers of the newly established Empires.
- investigate how the Ming Dynasty brought stability, prosperity, isolation to China.
- analyze how the Manchus of the Qing Dynasty rule China.
- describe what cultural developments occurred during the rules of Ming and Qing Dynasties in China.
- identify the key characteristics of Feudal Japan. -
- identify how the Tokagawa Shogunate ruled Japan and describe how culture flourished.
- describe how the Choson Dynasty shaped events in medieval Korea.

Vocab

Content: Ghazis, Ottomans, Sultan, Janissaries, Mehmed II, Suleyman I, Shah, 'Abbas, Babur, Mughal Empire, Akbar the Great, Sikhism, Shah Jahan, Taj Mahal, Aurangzeb, Afonso de Albuquerque, Mughal empire, Goa, Malacca, outpost, Dutch East India Company, sovereign, Philippines, sepoy, Macao, Guangzhou, Matteo Ricci, Manchus, Qing, Qianglong, Lord Macartney, Tokugawa, Nagasaki, Samurai, Bushido, Zen Buddhism, Shogun, Daimyo, Tokugawa Ieyasu, Haiku, Kabuki, Yi Song-gye

Academic: Analyze, Assess, Identify, Describe, Cause and Effect



World History

The Monarchs of Europe: 1550-1770

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- Research topics and concepts contained in history, government and social studies.
- Analyze the context of information and concepts contained in history, government and social studies.
- Evaluate information and concepts contained in history, government and social studies.
- Make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- identify the challenges that Charles of Spain encountered when he became Charles V Holy Roman Emperor.
- identify some of the artistic achievements of Spains Golden Age.
- describe how Spain rose to new heights and then fell under the rule of Philip II.
- identify how Henry IV ended France's Wars of Religion.
- analyze how Louis XIII & Cardinal Richlieu strengthen the French monarchy.
- identify the main events of the monarchy of Louis XIV. (The Sun King).
- analyze how the Tudors worked with Parliament
- identify what led the two first Stuart Kings to clash with Parliament.
- identify the causes and results of the English Civil War
- describe what happened when England returned to a Monarchy.
- describe how Ivan IV strengthened the Russian monarchy.
- identify what reforms Peter the Great brought to Russia.
- identify how the rule of Catherine the Great influenced Russia.
- identify what states formed in Central Europe during the 1600s & 1700s.

Vocab

Content: absolute monarchy, divine right, Hapsburg empire, Charles V, Philip II, armada, El Greco, Miguel de Cervantes, Peace of Augsburg, Diego Velazquez, Sister Juana Ines de la Cruz, Huguenot, Saint Bartholomew's Day Massacre, Henry IV, Edict of Nantes, Louis XIII, Cardinal Richelieu, Lous XIV, War of Spanish Succession, Treaty Utrecht, James I, dissenter, Puritan, Charles I, Oliver Cromwell, English Bill of Rights, limited monarchy, constitutional government, cabinet, prime minister, oligarchy, elector, mercenary, depopulation, Peace of Westphalia, Maria Theresa, War of the Austrian Succession, Prussia, Frederick William I, Frederick II, Peter the Great, westernization, boyar, autocratic, warm-water port, St. Petersburg, Catherine the Great, partition

Academic: Develop a logical argument, identify, compare, assess, categorize, prove



World History

Revolution and Reform: 1750-1850

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- make a claim about topics and concepts contained in history, government and social studies and support that claim with evidence and argument.
- Evaluate information and concepts contained in history, government and social studies.
- Make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- describe what changes led to the dawn of modern science.
- identify what discoveries occurred in science, physics, and math.
- identify how early scientists advance knowledge in biology and chemistry.
- analyze how scientific ideas moved beyond the realm of science and into the realm of society.
- identify how the enlightenment was influenced by reason.
- analyze what new views philosophers had about government.
- analyze what new views philosophers had about society.
- describe how the enlightenment spread.
- investigate some of the causes for some of the change & crisis in the Colonies.
- analyze how the struggle for Independence was impacted by the Enlightenment.
- describe how the American Colonists formed a new Government.
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Vocab

Content: Nicolaus Copernicus heliocentric Tycho Brahe Johannes Kepler Galileo Galilei scientific method Francis Bacon René Descartes hypothesis Robert Boyle Isaac Newton calculus gravity, Enlightenment Salons, Social Contract, John Locke Jean-Jacques Rousseau Baron de Montesquieu Philosophes Voltaire Enlightened Despots, George III, Stamp Act George Washington Benjamin Franklin Thomas Jefferson popular sovereignty Yorktown, Virginia Treaty of Paris James Madison federal republic checks and balances

Academic: construct, synthesize, categorize, prove, assess, connect



World History

The French Revolution and Napoleon: 1789-1815

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- recognize information and concepts contained in history, government and social studies.
- analyze the context of information and concepts contained in history, government and social studies.
- Make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- Students will analyze the context of information and concepts contained in history, government and social studies.
- evaluate the Impact to French society and government made by radical changes to the government.
- investigate the consequences and effectiveness of the reign of terror and how it came to an end.
- describe how Napoleon Bonaparte rose to power.
- analyze how Emperor Napoleon came to dominate Europe.
- evaluate Napoleon's most effective policies.
- infer the events that lead to disaster and ultimate defeat of Napoleon.
- describe Napoleon's last campaign.
- evaluate the achievements of the Congress of Vienna.
- analyze the legacy of the French Revolution.

Vocab

Content: ancien régime, estate, bourgeoisie, deficit spending, Louis XVI, Jacques Necker, Estates-General, cahier, Tennis Court Oath, Bastille, faction, Marquis de Lafayette, Olympe de Gouges, Marie Antoinette, émigré, sans-culottes, Jacobin, suffrage, Maximilien Robespierre, Reign of Terror, guillotine, Napoleon Bonaparte, nationalism, Marseilles, Admiral Horatio Nelson, coup d'etat, plebiscite, Continental System, Czar Alexander I, Hundred Days, Duke of Wellington, Prince Klemens Von Metternich, Charles Maurice de Talleyrand, Indemnity, Reactionary

Academic: analyze, draw conclusions, investigate, evaluate, describe, explain, identify, understand, infer



World History

Industrial Revolution: 1700-1900

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- recognize information and concepts contained in history, government and social studies.
- evaluate information and concepts contained in history, government and social studies.
- draw conclusions about information and concepts contained in history, government and social studies.
- research topics and concepts contained in history, government and social studies.

I can

- evaluate the conditions that allowed the industrial revolution to begin in Great Britain.
- analyze how industrialization caused a revolution in the production of textiles.
- describe how steam powered the industrial revolution.
- summarize where industrialization spread beyond Great Britain.
- assess how production was organized before factories.
- describe what factories and factory towns were like.
- critique how the factory system affected workers.
- analyze mass production and its effects.
- connect the rise of the industrial revolution to the rise of new ideas about economics.
- compare the competing economic systems that arose as a result of the industrial revolution.
- evaluate the affect the Industrial Revolution had on society.

Vocab

Content: Industrial Revolution anesthetic enclosure James Watt smelt capital, enterprise, putting-out system, Eli Whitney, turnpike, Liverpool, Manchester, Labor Union, Strike, Mass production, interchangeable parts, assembly line, Laissez-Faire, Adam Smith, Thomas Malthus, entrepreneur, Andrew Carnegie, Socialism, Karl Marx, Communism, standard of living

Academic: Investigate, Assess, Describe, Critique, Analyze, Connect, Compare, Evaluate



World History

Life in the Industrial Age: 1800-1900

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- recognize information and concepts contained in history, government and social studies.
- make a claim about topics and concepts contained in history, government and social studies and support that claim with evidence and argument.

I can

- describe the impact electric power had on industry and daily life
- evaluate advances in transportation that occurred during the industrial age.
- analyze the the advances in communication and how they were achieved.
- explain the new ideas in the sciences.
- evaluate how the medical advances affected the quality of life.
- assess the new ideas developed within the social sciences.
- analyze the growth of cities in the late 1800s.
- synthesize the ideas of the Industrial Revolution with the developments of education, leisure, and the arts.

Vocab

Content: Michael Faraday, Thomas Edison, Bessemer Process, Henry Ford, Wilbur and Orville Wright, Telegraph, Samuel Morse, Alexander Graham Bell, Guglielmo Marconi, Charles Darwin, Marie and Pierre Curie, Radioactivity, Albert Einstein, Louis Pasteur, Pasteurization, anesthetic, Ivan Pavlov, Sigmund Freud, Urbanization, Romanticism, William Wordsworth, Ludwig von Beethoven, Realism, Charles Dickens, Leo Tolstoy, Henrik Ibsen, Impressionism

Academic: Describe, Evaluate, Analyze, Explain, Assess, Synthesize



World History

Reforms, Revolution and War: 1800-1900

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- recognize information and concepts contained in history, government and social studies.
- make a claim about topics and concepts contained in history, government and social studies and support that claim with evidence and argument.

I can

- evaluate how social and political reforms changed life in Britain during the early 1800s.
- explain what reforms helped to shape the Victorian Era.
- analyze what changes transformed the British Empire.
- describe the events of the Revolution of 1830 in France.
- evaluate the results of the birth of the French Republic.
- analyze how the Dreyfus Affair revealed divisions within French Society.
- analyze how struggles in Latin America affected Haiti and other colonies.
- describe the events that lead to Independence in Mexico.
- evaluate the impact and achievements of key leaders in South American revolutions.

Vocab

Content: rotten borough, electorate, secret ballot, Queen Victoria, Benjamin Disraeli, William Gladstone, parliamentary, democracy, free trade, repeal, abolition movement, capital offense, penal colony, absentee landlord, home rule, Napoleon III, Suez Canal, provisional, premier, coalition, Dreyfus affair, libel, peninsular, creole, mestizo, mulatto, Simón Bolívar, Toussaint L'Ouverture, Father Miguel Hidalgo, Father José Morelos, José de San Martín, Dom Pedro

Academic: Identify, Compare, Recognize, Infer



World History

Nationalism in Europe: 1800-1920

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- research topics and concepts contained in history, government and social studies.
- make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- Explain how nationalism challenged Austria and the Ottoman Empire.
- Summarize major obstacles to progress in Russia.
- Describe the cycle of absolutism, reform, and reaction followed by the tsars.
- Explain how industrialization contributed to the outbreak of revolution in 1905.
- Explain the political, economic, and social causes of European imperialism.
- Understand how technology and other factors contributed to the spread of imperialism.
- Describe the characteristics of imperial rule.
- Summarize the cultural, political, and economic effects of imperialism.
- Describe the forces that shaped Africa in the early 1800s.
- Explain why European contact with Africa increased.
- Analyze how European nations carved up Africa.
- Describe African resistance to imperialism.
- Explain how internal and external pressures shaped the Muslim world.
- Identify the challenges facing the Ottoman empire and Persia.
- Describe the ways Egypt tried to modernize, including the opening of the Suez Canal.
- Understand the causes and effects of the Sepoy Rebellion.
- Explain the impact of British rule on India.
- Describe how the British and Indians viewed one another.
- Trace the origins of Indian nationalism.
- Describe why and how Westernizers tried to gain trade rights in China.
- Explain how reformers tried to strengthen China.
- Understand why the Qing dynasty fell.
- Identify the problems faced by Tokugawa Japan.
- Explain how the United States opened Japan to the outside world.
- Analyze the causes and effects of the Meiji Restoration.
- Describe how Japan began to build an empire.
- Describe how Europe and the United States built colonies in Southeast Asia.
- Explain how imperialism spread to the islands of the Pacific.
- Analyze how Australia and New Zealand achieved self-rule.
- Identify the political problems faced by new Latin American nations.
- Describe Mexico's struggle to achieve stability.
- Explain why Latin America entered a cycle of economic dependence.
- Analyze the influence of the United States on Latin America, including the opening of the Panama Canal.
- Analyze how Canada achieved self-rule.



World History

Nationalism in Europe: 1800-1920

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Vocab

Content: Francis Joseph, Ferenc Deák, Dual Monarchy, colossus, Alexander II, Crimean War, emancipation, zemstvo, pogrom, refugees, Duma, Peter Stolypin, imperialism, protectorate, sphere of influence, Usman dan Fodio, Shaka, paternalistic, David Livingstone, Henry Stanley, King Leopold II, Boer War, Samori Touré, Yaa Asantewaa, Nehanda Menelik II, elite, Muhammad Ahmad, Mahdi, pasha, sultan, genocide, Muhammad Ali, concession, sati, sepoy, viceroy, deforestation, Ram Mohun Roy, purdah, balance of trade, trade surplus, trade deficit, Opium War, indemnity, extraterritoriality, Taiping Rebellion, Sino-Japanese War, Open Door Policy, Guang Xu, Boxer Uprising, Sun Yixian, Matthew Perry, Mutsuhito, Tokyo, Meiji Restoration, Diet, zaibatsu, homogeneous society, First Sino-Japanese War, Russo-Japanese War, French Indochina, Mongkut, Spanish-American War, Liliuokalani, indigenous, penal colony, Maori, regionalism, caudillo, Benito Juárez, La Reforma, peonage, Monroe Doctrine, Panama Canal, confederation, dominion, métis

Academic: Connect, Apply Concepts, Identify, Compare, Identify Patterns, Critique, Predict



World History

The World at War: 1910-1950

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

Competencies

- recognize information and concepts contained in history, government and social studies.
- evaluate information and concepts contained in history, government and social studies.
- analyze the context of information and concepts contained in history, government and social studies.
- draw conclusions about information and concepts contained in history, government and social studies.
- analyze the context of information and concepts contained in history, government and social studies.
- research topics and concepts contained in history, government and social studies.
- make a claim about topics and concepts contained in history, government and social studies and support that claim with evidence and argument.
- make connections and find relevance between topics and concepts contained in history, government, social studies and their world.

I can

- Describe how imperialism, nationalism, and militarism pushed Europe closer to war.
- Identify the key event that sparked World War I.
- Trace how the alliance system drew nations into the war.
- Describe how imperialism, nationalism, and militarism pushed Europe closer to war.
- Identify the key event that sparked World War I.
- Trace how the alliance system drew nations into the war.
- Describe how World War I became a total war.
- Explain how U.S. entry into the war led to an Allied victory.
- List the effects of World War I in terms of financial costs, high casualty rates, and political impact.
- Describe the issues at the Paris Peace Conference and the impact of Woodrow Wilson's Fourteen Points.
- Summarize the terms and impact of the Treaty of Versailles.
- Explain the causes of the (February) March Revolution.
- Describe the goals of Lenin and the Bolsheviks in the October Revolution.
- Summarize the outcome of the civil war in Russia.
- Analyze how Lenin built a Communist state in the Soviet Union.



World History

The World at War 1910-1950

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

I Can

- Identify causes and effects of the Mexican Revolution.
- Analyze the effects of economic and political nationalism on Latin America.
- Trace the changing relationship between Latin America and the United States.
- Explain how Africans resisted colonial rule.
- Describe the rise of nationalism in Africa.
- Describe how Turkey and Persia modernized.
- Understand how the mandate systems contributed to Arab nationalism and to conflict between Jews and Arabs.
- Explain the impact of World War I and the Amritsar massacre on Indian nationalism.
- Evaluate the ideas of Mohandas Gandhi.
- Analyze how Gandhi led resistance to political oppression in India.
- Explain the key challenges faced by the Chinese republic in the early 1900s.
- Analyze the struggle between nationalists and communists in China.
- Summarize the effects of liberal changes in Japan in the 1920s.
- Describe the rise of extreme nationalism and militarism in Japan.
- Describe the impact of the Japanese invasion of China.
- Analyze how Western society and culture changed after World War I.
- Identify the contributions of modern scientists such as Marie Curie and Albert Einstein.
- Summarize the domestic and foreign policy issues that the Western democracies faced after World War I.
- Describe how the global depression began and spread.
- Explain the responses of Britain, France, and the United States to the Great Depression.
- Describe the rise of Mussolini.
- Summarize Mussolini's policies as leader of Italy.
- Identify the characteristics of totalitarianism and fascism.
- Explain how Stalin built a command economy in the Soviet Union.
- Describe how Stalin used terror to build a totalitarian state.
- Analyze Stalin's use of propaganda to control thought and the arts.
- Summarize the characteristics of Soviet society under Stalin.
- Understand the goals of Soviet foreign policy.
- Summarize the political and economic problems faced by the Weimar Republic.
- Analyze Hitler's rise to power.
- Describe the political, social, economic, and cultural policies of Nazi Germany.
- Explain why Eastern Europe turned to authoritarian rule.
- Describe how the Western democracies responded to aggression.
- Explain the significance of the Spanish Civil War.
- Understand how German aggression led Europe into World War II.



World History

The World at War: 1910-1950

Standards

SS 1, SS 2, SS 3, SS 4, SS 5

Resources

Canvas, World History: Human Legacy

I Can

- Trace the course of German aggression and British resistance in Europe.
- Describe the Nazi invasion of the Soviet Union.
- Explain how Japanese imperialism and the attack on Pearl Harbor brought the United States into the war.
- Identify the roots of Nazi persecution of the Jews.
- Describe how the Nazis carried out a program of genocide.
- Describe the various acts of Jewish resistance.
- Summarize the response of the Allies to the Holocaust.
- Understand how nations committed all of their resources to fighting World War II.
- Explain how the Allies began to push back the Axis powers in Europe and the Pacific.
- Describe the Normandy landings and the Allied advance toward Germany.
- Understand the reasons for the final defeat of the Nazis.
- Describe how the Allies began to push back the Japanese in the Pacific.
- Explain how the dropping of the atomic bombs ended the war.
- Describe the aftermath of World War II and the founding of the United Nations.

Vocab

Content: entente, militarism, Alsace and Lorraine, ultimatum, mobilize, neutrality, alliances, imperialism, nationalism, total war, conscription, contraband, Lusitania, propaganda, atrocity, Fourteen Points, self-determination, armistice, pandemic, reparation, radical, collective security, mandate, Zimmerman Telegram, proletariat, soviet, V.I. Lenin, Cheka, commissar, Porfirio Díaz, hacienda, Emiliano Zapata, Venustiano Carranza, nationalization, Lázaro Cárdenas, economic nationalism, cultural nationalism, Good Neighbor Policy, apartheid, Pan-Africanism, Marcus Garvey, négritude movement, Asia Minor, Atatürk, Reza Khan, Pan-Arabism, Balfour Declaration, Mohandas Gandhi, Amritsar massacre, ahimsa, civil disobedience, untouchable, boycott, Twenty-One Demands, May Fourth Movement, vanguard, Guomindang, Jiang Jieshi, Mao Zedong, Long March, ultranationalist, Manchuria, Hirohito, flapper, Miriam Ferguson, Prohibition, Marie Curie, Albert Einstein, Harlem Renaissance, psychoanalysis, abstract art, dada, surrealism, Maginot Line, Kellogg-Briand Pact, disarmament, general strike, overproduction, finance, Federal Reserve, Great Depression, Franklin D. Roosevelt, New Deal, Benito Mussolini, Black Shirt, March on Rome, totalitarian state, fascism, command economy, collective, kulak, Gulag, socialist realism, Osip Mandelstam, Boris Pasternak, russification, atheism, Comintern, chancellor, Ruhr Valley, hyperinflation, Adolf Hitler, Third Reich, Gestapo, Nuremberg Laws, appeasement, pacifism, Neutrality Acts, Axis Powers, Francisco Franco, Anschluss, Sudetenland, Nazi-Soviet Pact, blitzkrieg, Luftwaffe, Dunkirk, Vichy, Erwin Rommel, Lend-Lease Act, Atlantic Charter, Hideki Tojo, concentration camp, Holocaust, crematorium, Auschwitz, Genocide, internment, Rosie the Riveter, aircraft carrier, Winston Churchill, Joseph Stalin, Dwight Eisenhower, Stalingrad, D-Day, Yalta Conference, Harry Truman, V-E Day, Bataan Death March, Douglas MacArthur, kamikaze, Manhattan Project, Harry Truman, Hiroshima, Nagasaki, Nuremberg Trials

Academic: Label, Categorize, Construct, Compare, Connect, Apply concepts, Synthesize, Differentiate, Identify, Organize, Classify, Investigate, Hypothesize, Cite Evidence, Prove, Recognize, Assess, Use Concepts to Solve Non-Routine Problems