Grade 11 Modern History Yearly Plan 2025-2026

August 26, 2025-November 2, 2025	November 3, 2025 - January 14, 2026	January 15, 2026 - March 18, 2026	March 29 2026 - June 9, 2025

Unit 1: Introduction to Modern History
1.8.a., 1.8.b, 1.8.c, 1.8.d, 1.8.e, 1.8.f, 1.8.g 1.12f (perform analysis of quantitative his data)
 	
Unit 2: Absolutism to Revolution
• Chapter 6 Enlightenment and Revolution (1550-1789)
  ○ Section 1 The Scientific Revolution
  ○ Section 2 The Enlightenment in Europe
  ○ Section 3 The Enlightenment Spreads
8.8.b, 1.12.c, 1.12.g, 1.12.a, 1.12.e.,1.12.f., 1.12.g, , 4.12b (analyze how art, lit, and trad customs shape society)
Unit 3: The French Revolution
Chapter 7 The French Revolution (1789-1815)
  ○ Section 1 The French Revolution Begins
  ○ Section 2 Revolution Brings Reform and Terror
2.8.e, 2.8.d, 2.8.a, 1.12.d, 1.12.e 2.12 c (Evaluate efforts to solve conflicts within nations)
	Unit 4: The Rise of Napoleon
	  ○ Section 3 Napoleon Forges an Empire
	  ○ Section 4 Napoleon's Empire Collapses
	  ○ Section 5 The Congress of Vienna
	1.12.e, 6.12.l. 2.12 a (analyze cause and effects of alliances and multinational orgs)
	
	Unit 5: The Russian Revolution
	• Chapter 14 Revolution and Nationalism (1900-1939)
	  ○ Section 1 Revolutions in Russia
	  ○ Section 2 Totalitarianism
	2.8.e, 2.8.d, 2.8.a, 1.12.d, 1.12.e, 6.12.b 5.12a (explain how sociological circumstances influence an individuals perceptions)
		Unit 6: Industrialism and Race for Empire
		1.12.d, 1.12.e, 6.12.l., 7.12.d, 8.12.a, 8.12.b 7.12f (describe reciprocal influences of changes in transportation/communication and trade)
		
		Unit 7: Start of the Cold War
		• Section 1 Cold War: Superpowers Face Off, The Beginning of the Cold War, Who Started the Cold War?
		2.8.d, 2.8.a, 2.12.a, 2.12.c, 5.12.a, 6.12.l., 6.12.b, 7.12.d 8.12b (describe how values beliefs and attitudes have influenced and been influenced by sci and tech)
			Unit 8:Tensions in the Cold War
			• Section 3 Wars in Korea and Vietnam
			• Section 4 The Cold War Divides the World
			2.8.b, 2.8.d, 2.12.c, 6.12.g 2.12f (analyze effects of differing national foreign policy)
			
			Unit 9: End of Cold War and Soviet Union
			• Section The Cold War Thaws
			• Section 3 The Collapse of the Soviet Union
			2.8.b, 2.8.d. 6.12.g 8.12.i (evaluate whether changing tech create ethical dilemmas)

Global citizenship • How have the advances during the Scientific Revolution impacted our lives today? • How have the revolutions in art shaped the way we value art in modern society? • What are some ideas of the enlightenment era that are still relevant in today's society?	**Global citizenship** • Does nationalism create peace or conflict within the modern world? • How did the Industrial Revolution shape the way technology was used? • How did the Russian Revolution shape Europe?	**Global citizenship** • How do conflicts between different countries have an effect on us globally? • What is the relationship between peace and conflict? • What are some social issues that countries who enter into war may have?	**Global citizenship** • How did the collapse of the Soviet Union impact Europe? • What impact did the Cold War have on other countries other than the U.S and Soviet Union? • Is there a Cold War happening in the Modern World between certain countries right now?

Essential competencies

Time, Continuity, and Change

Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- Compare models for organizing history into periods (periodization).
- Interpret graphic presentation of quantitative data.
- Analyze the impact of revolution on politics, economies, and societies.
- Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- Perform analyses of quantitative historical data.
- Evaluate historians' interpretations of the past using a variety of sources.

Connections and Conflict

Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- Analyze how cooperation and conflict influence political, economic, and social conditions.
- Evaluate efforts to resolve conflict within and among nations
- Analyze effects of conflict on national unity.

Essential competencies

Geography

Students will understand the interactions and relationship between human societies and their physical environment

- Use spatial models to investigate relationships between places and patterns of settlement and human interaction.
- Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.
- Evaluate the impact of migration on the structure of societies.

Culture

Students will understand cultural and intellectual developments and interactions among societies

- Analyze sources and characteristics of cultural, religious, and social reform movements.
- Analyze how art, literature, and traditional customs both shape and are shaped by society.
- Examine how certain texts came to be viewed as sacred.
- Examine acculturation and assimilation in the context of belief systems and
- culture.
- Explain the developments that have weakened confidence in modern science (World War I, nuclear weapons, environmental degradation, post-modern philosophy of science, etc.).
- Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).

Essential competencies

Society and Identity

Students will understand social systems and structures and how these influence individuals

- Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- Analyze the socialization of individuals by groups, organizations, and institutions.
- Examine why cultural definitions of gender identity persist and are resistant to change.
- Discuss the limits of socialization and the power of choice in personal identity.

Government

Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.
- Evaluate how groups and institutions work to meet individual needs and address necessary social changes.
- Examine the wide range of influences on policy makers
- Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.

Essential competencies

Productions, Distribution, and Consumption

Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- Analyze and evaluate economic issues from a geographical point of view.

Science, Technology, and Society

Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- Explain how different socio-economic groups within a culture may react differently to technological innovation.
- Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.
- Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.