

Pequannock Township School District

Curriculum Syllabus

World History Academic - Grade 9

Course Description:

In accordance with the overall vision of the New Jersey Student Learning Standards, this course is designed to guide students to “acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.” Thus, this course addresses the large movement of world history during the modern era from the end of the Middle Ages through to modern day. This curriculum is designed to be a framework for the content and methods of instruction but, is a living document that can be adapted and adjusted based on the current development level of the class and for each individual student. Students should be challenged with rigorous and engaging lessons and assessments, regardless of level.

The honors level of this course addresses the same content with additional connections, current event applications, and reading or writing opportunities. These additions, supplements, and extensions to the honors course are included throughout this document and indicated by being bolded and italicized. These lessons may be included for the Academic levels of the World History course.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.D.3.c	Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.D.5.b	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Scope and Sequence

Unit Topics	Pacing Guide	Main Topics
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<p>Unit Plan 1: Changing Views of Man & the World (1250-1750)</p> <p><i>Renaissance, Reformation, & Exploration</i></p>	<p>Marking Period 1</p> <p>5-6 weeks</p>	<ul style="list-style-type: none"> ● Heritage of the Greeks, Romans, Catholic & Islamic scholars ● End of the Middle Ages ● Renaissance & Reformation ● Effects of Renaissance & Reformation: Religious Wars and Absolutism in Europe ● Age of Exploration ● Trade in and with East Asia ● Changes in Islam - Islamic Empires (Ottomans and Safavids) ● Changing Methods: Scientific Revolution
<p>Unit Plan 2: New Ideas Formed and Practiced (1750-1850)</p> <p><i>Age of Enlightenment & Political Revolution</i></p>	<p>Marking Period 1-2</p> <p>5-6 weeks</p>	<ul style="list-style-type: none"> ● New View of Man & Government: Enlightenment ● American Revolutions: United States, Haiti, and Latin/South America ● French Revolution & Napoleon ● Effects of Napoleon: Rise of Conservatism & Liberalism ● Revolutions of 1848 ● Nationalism in Europe & South America
<p>Unit Plan 3: Economic & Cultural Transformation in the West (1800-1914)</p> <p><i>Changes and Effects of Industrial Revolution</i></p>	<p>Marking Period 2</p> <p>3-4 weeks</p>	<ul style="list-style-type: none"> ● Revolution of Economics: Capitalism & Industrial Revolution ● Reforms for Industrial Revolution ● Reaction to Industrialism: Karl Marx & the Theory of Communism ● Cultural and artistic changes from the Industrial Revolution
<p>Unit Plan 4: Growth & Struggle for Western National Supremacy (1800-1914)</p> <p><i>Era of European (New) Imperialism</i></p>	<p>Marking Period 2</p> <p>3-4 weeks</p>	<ul style="list-style-type: none"> ● Growth of Nationalism in Europe ● Beliefs of Social Darwinism ● Motivations & Methods of Imperialism ● Case Study: Britain in India

		<ul style="list-style-type: none"> ● Effects of and Reactions to Imperialism in Asia & Africa ● Case Study: Japanese Imperialism
<p>Unit Plan 5: Global Crisis of the Early Twentieth-Century (1900-1945)</p> <p><i>The Era of the Great Wars</i></p>	<p>Marking Period 3</p> <p>9-11 weeks</p> <p><i>World War 1 - 3 weeks</i> <i>Between the Wars - 3 weeks</i> <i>World War 2 - 3-4 weeks</i> (+ 1 week for NJSLA testing)</p>	<ul style="list-style-type: none"> ● World War 1 ● Fall of Old Imperial Powers (Russia, China, Austro-Hungarian, Ottomans, etc.) ● Artistic and Philosophical Response to War: Modernism ● Economic Disaster in Europe & the Americas ● Spread of Nationalism in Asia & Africa ● Rise of Totalitarianism ● World War 2 ● Tragedy & Response to Genocides (Then & Now)
<p>Unit Plan 6: Clash of World Powers & Cultures (1945-1990)</p> <p><i>Cold War Politics & Growth of Globalization</i></p>	<p>Marking Period 4</p> <p>6-7 weeks</p>	<ul style="list-style-type: none"> ● Communism v. Capitalism in politics and culture ● Growth of Russian Power & Western response ● Communism and Totalitarianism in China ● Globalized Warfare & the UN ● Wars in Asia ● Nationalism & Independence in Africa & the Middle East ● Growth of Militant Islam
<p>Unit Plan 7: A World of Freedom and Fear (1990-today)</p> <p><i>The World Today: Age of Globalization, Terrorism, & Democracy</i></p>	<p>Marking Period 4</p> <p>2-3 weeks</p>	<ul style="list-style-type: none"> ● Economic Development of Asia, Africa, and South America ● Information Age: Changes in technology & communication ● Age of Terrorism ● Current Event research & solution report (final project)

Assessments

Evaluation of student achievement in this course will be based on the following:

- Document based question - written assessment
- Problem based learning activities
- Inquiry based learning
- Document analysis

Curriculum Resources

Spielvogel, Jackson. *World History*. Columbus, OH: McGraw-Hill Companies, Inc., 2010,

<http://www.pbs.org/marieantoinette/timeline/reign.html>

<http://www.historywiz.com/terror.htm> <http://www.history.com/topics/french-revolution/videos/robespierre-and-the-reign-of-terror>

Timelines of the Industrial Revolution: “[Industrial Revolution Timeline](#).”

SoftSchool.com. 2016.

http://www.softschools.com/timelines/industrial_revolution_timeline/40/. (simple and visual); Landow, George. “[The Industrial Revolution: A Timeline](#).” *Victorianweb.com*. March 2012. <http://www.victorianweb.org/technology/ir/irchron.html> (more detailed, complex, and word-based)

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Crash Course videos on YouTube
- Discussions
- Museum visits
- History Channel
- Quizlet