

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

*“The history of the past interests us only insofar as it illuminates the history of the present.”*

*ERNEST DIMNET*

**Randolph Social Studies Department**

Lisa DiAgostino, Supervisor

**Curriculum Committee**

Brian Hoesly

Kristen Maus

Jenna Sagan

**Curriculum Developed:**

June 24, 2021

**Date of Board Approval:**

September 21, 2021

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Table of Contents**

Section

Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS.....	4
Introduction.....	5
Curriculum Pacing Chart .....	6
Unit I: The First Global Age.....	7
Unit II: The Age of Revolutions .....	12
Unit III: Industrialization & Imperialism.....	17
Unit IV: The Great War .....	23
Unit V: The Interwar Years & World War II.....	27
Unit VI: End of Empire and Cold War .....	34
Unit VII: Contemporary Issues.....	42

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Randolph High School**  
**World History Curriculum**

**Introduction**

The ninth grade World History course is a comprehensive survey of global history and interaction from the 1400s to the modern day. To achieve this goal, this course will be guided by the New Jersey Student Learning Standards and the standards and goals established by the Randolph Township Board of Education.

This program will, where applicable, integrate and infuse examples of cultural diffusion and global interactions as well as include a balance of materials from European, Asian, African, American, and the Middle Eastern culture and history. The World History curriculum will also integrate and infuse information on New Jersey history, Holocaust Studies, the contributions of LGBT and disabled individuals, and diversity standards into the course of study as mandated by the New Jersey Department of Education.

Finally, this program will seek to engage students in necessary literacy skills, integrating primary and secondary sources, as well as critical thinking, writing and evaluation within the numerous units and overall curriculum.

World History Honors provides for advanced work, rigorous study, and systematic study of major ideas and concepts found in global history. This challenging course requires students to engage fully in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, reflective thinking and historical writing. Students are also expected to acquire knowledge of current issues and relate them to themes studied throughout the duration of the course.

Although understandings and knowledge are the same as those found in the standard course of study, the honors course content is taught with greater complexity reflected by additional resources embedded in the curriculum document.

**Randolph Township Schools  
 Randolph High School  
 World History Curriculum  
 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>6 weeks</b>	<b>I</b>	<b>The First Global Age</b>
<b>6 weeks</b>	<b>II</b>	<b>The Age of Revolutions</b>
<b>5 weeks</b>	<b>III</b>	<b>Industrialization &amp; Imperialism</b>
<b>4 weeks</b>	<b>IV</b>	<b>The Great War</b>
<b>6 weeks</b>	<b>V</b>	<b>The Interwar Years &amp; World War II</b>
<b>5 weeks</b>	<b>VI</b>	<b>End of Empires &amp; the Cold War</b>
<b>4 weeks</b>	<b>VII</b>	<b>Contemporary Issues</b>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit I: The First Global Age**

**TRANSFER:** Students will be able to analyze and discuss the extent to which the world is interconnected, using historical references to evaluate the present.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>6.2.12.GeoSV.1.a:</b> Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p><b>6.2.12.GeoPP.1.a:</b> Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p><b>6.2.12.HistoryCC.1.a:</b> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p><b>6.2.12.HistoryCC.1.e:</b> 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.</p>	The advent of improved technologies precipitated the voyages of European exploration, which were further motivated by the desire to spread religion, gain national prestige, and the search for wealth.	<ul style="list-style-type: none"> <li>Why would individuals and nations engage in policies of discovery and exploration?</li> </ul>
	As Europe expanded into new regions, new social systems were created which resulted in conflict.	<ul style="list-style-type: none"> <li>How do social groups within cultures become structured?</li> </ul>
	Increased global trade and economic competition allowed European nation-states to become wealthy while having a negative impact on indigenous cultures.	<ul style="list-style-type: none"> <li>Do increased global interactions cause mostly positive or negative outcomes?</li> </ul>
	Technologies and motivations for expansion were first created in various Middle Eastern and Asian empires.	<ul style="list-style-type: none"> <li>How might new technologies impact a nation?</li> </ul>
	The Atlantic Slave Trade had a profound impact on the development and continuation of African civilizations and culture.	<ul style="list-style-type: none"> <li>Why have people throughout history been willing to enslave others?</li> </ul>
		<b><u>KNOWLEDGE</u></b> Students will know:

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit I: The First Global Age**

<p><b>6.2.12.HistoryCC.1.c:</b> 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.</p> <p><b>6.2.12.GeoGE.1.b:</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.</p> <p><b>6.2.12.GeoGE.1.c:</b> Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p><b>6.2.12.GeoGE.1.d:</b> 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.</p> <p><b>6.2.12.HistoryCC.1.g:</b> Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>	<p>Enabled by new navigational technologies, European explorers and nations were primarily motivated by the desire to spread Christianity, gain national prestige, and search for wealth and natural resources (God, glory, gold).</p>	<p>Utilize primary and secondary sources to differentiate between the motives for exploration by various European nation-states.</p> <p>Analyze the role of the Roman Catholic Church in the invasion and cultural domination of the Americas.</p>
	<p>The Columbian Exchange was the transfer of goods, resources, human populations, diseases, technologies and ideas between the “new” and “old” world.</p>	<p>Categorize and assess the impact of the exchanges involved in the Columbian Exchange.</p>
	<p>New technologies such as the printing press, compass, astrolabe, and caravel allowed nations and empires to explore beyond their immediate nautical borders.</p>	<p>Students will analyze and explain the impact of multiple new technologies on global navigation and exploration.</p>
	<p>The economic system of mercantilism helped expand European trade globally.</p>	<p>Define mercantilism and assess the system’s impact on European global control.</p>
	<p>As nation-states from the Iberian Peninsula colonized indigenous peoples, new social structures were created.</p>	<p>Analyze the impacts of social stratification on the ability of groups to participate in their governments and societies.</p>
	<p>Indigenous peoples throughout the Americas were forced to acculturate into European customs including religion, social practices, and labor.</p>	<p>Discuss the ramifications of European colonization on the indigenous population.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit I: The First Global Age**

<p><b>6.2.12.HistoryCC.1.b:</b> Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p><b>6.2.12.HistoryCC.1.d:</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.</p>	<p>Triangular Trade was a practice of colonial commerce across the Atlantic and among three regions involving various raw materials, manufactured goods and slaves.</p>	<p>Connect the economic implications of the Triangular Trade system to the practice of mercantilism.</p>
	<p>The forced journey of enslaved Africans across the Atlantic, known as the Middle Passage, was particularly brutal, dangerous, and deadly.</p>	<p>Explain the conditions of enslaved Africans along the Middle Passage.</p>
	<p>The practice of slavery had widespread, negative impact on the development of Africa as a result of depopulation, relationship fragmentation, and psychological and cultural trauma.</p>	<p>Assess the short and long-term negative impacts of the Atlantic Slave Trade on the African population and development of the continent.</p>
	<p>Institutions such as mercantilism, capitalism, and slavery continue to exist in our modern world.</p>	<p>Determine how we are impacted by historical global economic systems today.</p>
	<p><b>KEY TERMS:</b> indigenous, missionary, colonization, exploitation, decimation, genocide, assimilation, ethnocentrism, mercantilism, peninsulares, creoles, mestizos, mulattos, New World, Old World, natural resources, Columbian Exchange, Atlantic slave trade, middle passage, encomienda system, mercantilism, Triangular Trade</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing an analysis about how the Columbian Exchange has had a direct impact on their life in the past 24 hours.</li> <li>• Create an ad campaign advocating against slavery in the modern world.</li> </ul>		

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit I: The First Global Age**

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will analyze primary and secondary documents to assess the impact of European exploration on various indigenous societies in Africa and the Americas.
- Students will analyze charts, maps, and graphics to write on how the Columbian Exchange and Atlantic Slave Trade influenced the New and Old Worlds.
- Students will analyze primary and secondary sources to assess the treatment of enslaved people.
- Students will debate the relationship between capitalism and the institution of slavery.

**SUGGESTED TIME ALLOTMENT**

6 Weeks

**SUPPLEMENTAL UNIT RESOURCES**

McCoy, T. (2020, October 14). Coronavirus kills Indigenous elders, accelerating loss of languages. Newsela. <https://newsela.com/read/coronavirus-indigenous-elders-language/id/2001014573/>.

WGBH Educational Foundation. (2018, January 9). Geography of the Middle East, an ancient and modern crossroads. Newsela. [https://newsela.com/read/lib-mid-east-ancient-modern-crossroads/id/39092/?collection\\_id=2000000192](https://newsela.com/read/lib-mid-east-ancient-modern-crossroads/id/39092/?collection_id=2000000192).

National Geographic Society. (2019, September 12). *Effects of economic globalization*. Newsela. <https://newsela.com/read/natgeo-globalization-economy-effects/id/52755/>.

Video: Lost History: Rediscovering the Taino People <http://www.youtube.com>

Video: Mankind Story of All of Us: Aztecs. History Channel, 2012.

Bartolome De Las Casas *In Defense of the Indians*. Northern Illinois University Press, 1992.  
(H)

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit I: The First Global Age**

	<p>Alfred W. Crosby, Jr. <i>The Columbian Exchange</i>. Praeger Publishers, 2003. (H)</p>
--	---

“The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,” University of Virginia, 2015. <http://www.slaveryimages.org>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit II: The Age of Revolutions**

<b>TRANSFER:</b> Students will be able to determine the impact of the Enlightenment era on historical revolutions and the relevance of Enlightenment thinking to social movements today.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>6.2.12.CivicsPR.2.a:</b> Compare the principal ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/ Islamic empires of the Middle East and North Africa.</p> <p><b>6.2.12.CivicsPR.2.b:</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).</p> <p><b>6.2.12.GeoPP.2.a:</b> Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p> <p><b>6.2.12.EconGE.2.a:</b> Relate the development of more modern banking and financial systems to European economic influence in the world.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Absolutism was propelled by the crises and turmoil of the sixteenth and seventeenth centuries.	<ul style="list-style-type: none"> <li>Why are people willing to give up their freedoms for strong leaders?</li> </ul>
	The scientific thought of the sixteenth and seventeenth centuries challenged beliefs and led to social changes.	<ul style="list-style-type: none"> <li>How and why does social change occur?</li> </ul>
	A multiplicity of political, economic, religious, and social factors led to people challenging old ideas about power, authority, and identity.	<ul style="list-style-type: none"> <li>When does it become necessary for individuals to question and criticize authority?</li> </ul>
	The French, American, Haitian, and Latin revolutions were similar in multiple ways including causes, effects, and impacts.	<ul style="list-style-type: none"> <li>Why might citizens revolt?</li> </ul>
	Enlightenment ideas discussed in Europe were not unique to the continent, as these ideas were also evaluated in the Middle East and North Africa.	<ul style="list-style-type: none"> <li>How are ideas formed and spread?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit II: The Age of Revolutions**

<p><b>6.2.12.HistoryCC.2.a:</b> Determine the factors that led to the Reformation and the impact on European politics.</p>	<p>Religious/political leaders challenged the authority of the Catholic Church and resulted in the creation of new religions.</p>	<p>Differentiate between Protestant leaders and their beliefs.</p>
<p><b>6.2.12.HistoryCC.2.b:</b> Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p>	<p>The printing press promoted the spread of revolutionary values and ideas throughout Europe, ease of access for more people allowed for the growth of revolutionaries in many fields.</p>	<p>Determine how advancements in technology influence how people learn and interact with the world.</p>
<p><b>6.2.12.HistoryCC.2.c:</b> Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>The Catholic Church attempted to stop the spread of Protestantism through a movement known as the Counter-Reformation.</p>	<p>Analyze reforms made by the Catholic Church during the Counter-Reformation.</p>
<p><b>6.2.12.HistoryUP.2.a:</b> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>Enlightenment social and political theories emphasized democratic concepts, individual and natural rights, and the relationship between government and its citizenry.</p>	<p>Identify the major Enlightenment thinkers, and evaluate the impact of their ideas on social and political change.</p>
<p><b>6.3.12.HistoryCA.1:</b> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p>	<p>Internal conflict, unstable economies, and rising competition between neighboring countries propelled the rise of absolute monarchs.</p>	<p>Summarize the factors that led to the rise of absolute monarchs in Europe.</p>
<p><b>6.2.12.CivicsPD.3.a:</b> Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p>	<p>Enlightenment thinkers influenced the Declaration of Independence, the U.S. Constitution, and the U.S. Bill of Rights, which in turn influenced France's Declaration of the Rights of Man and of the Citizen.</p>	<p>Research enlightenment thinkers' ideas evidenced in revolutionary documents to analyze the extent to which such thought set expectations of liberty, equality, and justice.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit II: The Age of Revolutions**

<p><b>6.2.12.CivicsDP.3.a:</b> Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p> <p><b>6.2.12.HistoryCC.3.a:</b> Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p>	Revolutions have specific attributes in common which propel individuals and groups to seek change.	Explain to what extent political, economic, and social conditions influence movements of reform.
	Revolutionary ideas about individual freedoms and reforms were also applied to economics.	Analyze to what extent modern economic and banking systems are impacted by Enlightenment ideas.
	New ideas about individual freedoms spurred social change that continues to impact our understanding of governmental practice today.	Debate the impact of contemporary issues on modern day laws and how individuals are impacted by governmental practices.
	The Scientific Revolution introduced new advancements and technologies that impacted individuals' understanding of how the world works.	Summarize major discoveries and developments of various scientific thinkers.
	The American Revolution was brought about by colonial dissatisfaction with taxes and their own representation within the government, which in turn influenced others to revolt against traditional forms of government.	Determine the causes of the American Revolution and write about how it influenced the French Revolution.
	The French Revolution was propelled by civil unrest, ineffective leadership, widespread hunger, a rigid social class structure, and charismatic leadership.	Analyze the causes of the French Revolution.
	The Haitian and Latin American revolutions occurred due to the inability of European monarchies to maintain control of their colonies during periods of revolution.	Discuss how Haitian and Latin American revolutionary leaders took advantage of European social change to achieve their goals of independence.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit II: The Age of Revolutions**

	<p>Modern-day revolutions continue to be impacted by the same social, political, and economic factors that influenced revolutions of the past.</p>	<p>Analyze the causes and impacts of modern-day revolutions and current events.</p>
	<p><b>KEY TERMS:</b> reform, renaissance, theory, elliptical, direct democracy, classical, republic, liberal, moderate, conservative, guillotine, coup d'état, balance of power, Renaissance, Catholic Church, printing press, Gutenberg Bible, indulgences, The Ninety-Five Theses, Protestant Reformation, Anglican Church, Counter-Reformation absolute monarchy, divine right, constitutional monarchy, Enlightenment, Scientific Revolution, heliocentric, scientific method, Declaration of Independence, checks and balances, federalism, Estates- General, National Assembly, Tennis Court Oath, Bastille</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing an analysis of maps, charts, primary and secondary documents that show the influence of the printing press.</li> <li>• Researching and debating enlightenment thinkers' ideas.</li> <li>• Create a portfolio demonstrating understanding of the intellectual and global revolutions, focusing on student choice.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read and analyze primary source documents from the Enlightenment period.</li> <li>• Students will compare and contrast the causes, effects, and impacts of the intellectual revolutions (Reformation, Scientific, Enlightenment) and political revolutions (American, French, Haitian, Latin American).</li> <li>• Students will analyze how technological advances can lead to new scientific discoveries and medicinal care.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>6 Weeks</p>	

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit II: The Age of Revolutions**

<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Santini , J.-L. (2017, March 10). <i>Smartphones are revolutionizing medicine</i>. Newsela. <a href="https://newsela.com/read/elem-doctor-smartphone/id/27695/">https://newsela.com/read/elem-doctor-smartphone/id/27695/</a>.</p> <p>Associated Press. (2018, January 10). Alarmed by fake news, states push media literacy courses in schools. Newsela. <a href="https://newsela.com/read/fake-news-literacy/id/39256/">https://newsela.com/read/fake-news-literacy/id/39256/</a>.</p> <p>The DBQ Project: <i>What was the Most Important Consequence of the Printing Press?</i></p> <p>Martin Luther’s Ninety-Five Theses: <a href="http://www.historyguide.org">http://www.historyguide.org</a></p> <p>Thomas Jefferson: <i>The Declaration of Independence</i> The United States Bill of Rights</p> <p>John Locke: <i>Two Treatises of Government</i> <b>(H)</b></p> <p>Petition of Right <b>(H)</b> Interactive Map of Versailles: <a href="http://bienvenue.chateauversailles.fr/en/accueil">http://bienvenue.chateauversailles.fr/en/accueil</a></p> <p>Video: History Channel: <i>The French Revolution</i>: <a href="https://www.Youtube.com">https://www.Youtube.com</a></p>
------------------------------------	--

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

<b>TRANSFER:</b> Students will analyze how the industrial revolution and imperialism of the 1800s have had a lasting impact on today's global interactions and technology.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>6.2.12.CivicsPI.3.a:</b> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p><b>6.2.12.CivicsDP.3.b:</b> Use data and evidence to 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.</p> <p><b>6.2.12.GeoGI.3.a:</b> Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p> <p><b>6.2.12.EconGI.3.a:</b> Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p><b>6.2.12.EconGI.3.b:</b> Construct a claim based on evidence regarding on the interrelationships</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Industrialization transformed many types of industry and spread rapidly to western Europe and the United States resulting in significant social, political, and economic changes and reforms.	<ul style="list-style-type: none"> <li>How can new industry and technology affect people's lives?</li> <li>What should a government's role be in its nation's economy?</li> </ul>
	The global balance of power shifted after the Industrial Revolution because industrialized nations dominated the rest of the world.	<ul style="list-style-type: none"> <li>How might technology be an advantage to a country?</li> </ul>
	Prior to European imperialism in the 19th century, there were many civilizations in Africa and Asia involved in global interaction and trade.	<ul style="list-style-type: none"> <li>What makes a country or continent rich and powerful?</li> </ul>
	Imperialist expansion into Africa and Asia was prompted by a number of factors including the desire to spread western ideology, and a need for resources and new markets.	<ul style="list-style-type: none"> <li>What motivates a country to expand?</li> </ul>
	Numerous groups of people, including women and children, benefited from reform movements as a result of industrialization.	<ul style="list-style-type: none"> <li>In what ways are our modern lives impacted by social reform movements of the past?</li> </ul>
	<b><u>KNOWLEDGE</u></b>	<b><u>SKILLS</u></b>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

	<b>Students will know:</b>	<b>Students will be able to:</b>
<p>between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p><b>6.2.12.EconGI.3.c:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>	<p>Imperialism had both positive and negative impacts that continue to modern times.</p>	<p>Compare and contrast the impacts of historical industrialization on various groups of people around the world.</p> <p>Evaluate how the Industrial Revolution has impacted the environment.</p>
<p><b>6.2.12.EconET.3.a:</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p>	<p>The Industrial Revolution began in Great Britain because of the availability of raw materials, markets, and governmental support.</p>	<p>Explain why the Industrial Revolution began in Great Britain.</p>
<p><b>6.2.12.CivicsPI.3.a:</b> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p>	<p>The technological breakthroughs of the Industrial Revolution included advancements in power, transportation, and communication.</p>	<p>Describe the key inventions that helped move production of goods out of private homes and propelled the Industrial Revolution.</p>
<p><b>6.2.12.CivicsDP.3.b:</b> Use data and evidence to 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.</p>	<p>During the late 1800s, cities grew and changed, and education, leisure time activities, and the arts reflected those changing times.</p>	<p>Create a visual representation that illustrates the stages of the Industrial Revolution’s effects on an English village from 1750 to 1850.</p> <p>Draw conclusions regarding the positive and negative impact of industrialization and urbanization on people’s lives.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

<p><b>6.2.12.GeoGI.3.a:</b> Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p> <p><b>6.2.12.EconGI.3.a:</b> Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p><b>6.2.12.EconGI.3.b:</b> Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p><b>6.2.12.EconGI.3.c:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p><b>6.2.12.EconET.3.a:</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p>	The Industrial Revolution inspired new ideas about economics including capitalism, socialism and communism.	Evaluate the feasibility of the economic theories of capitalism, socialism, and communism.
	The Industrial Revolution led to economic, social, and political reforms.	Describe the roles of government and workers in bringing about social reform and unionization.
	Countries where the Industrial Revolution did not spread were at a global disadvantage at the end of the 19th century.	Evaluate the advantages of industrialized countries over those that did not industrialize.
	Economic, political, and ideological factors led to and justified European imperialism in Africa and Asia in the 1800s-1900s.	Explain the means, motives and justifications of European imperialism in the 19th century.
	Despite resistance movements, European imperialism influenced and altered the development of African and Asian societies.	Determine the advantages and disadvantages of imperialism and explain how it influenced social, economic, and political changes in Africa and Asia during this time period.
	Native cultures and nations differed in their response to European expansion and occupation in Africa and Asia.	Describe resistance of native peoples to imperialism and evaluate the successes and failures of resistance.
	Prior to western intervention, Africa consisted of many ethnic and linguistic groups who controlled their own land and trade networks.	Identify and explain several African civilizations and the resources they traded as well as the vast number of ethnicities on the continent.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

<p><b>6.3.12.CivicsHR.1:</b> 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 these human rights violations are a universal problem.</p>	<p>Due to civil unrest and violence, the British government forced the British East India Company to turn over their power in India to the British government, who ruled India until 1947.</p>	<p>Determine the events that led to India's independence movement.</p>
	<p>Prior to western intervention, Chinese (Ming and Qing) and Japanese (Tokugawa) dynasties pursued policies of isolationism.</p>	<p>Compare and contrast China and Japan politically, economically and socially before European intervention in the 19th century.</p>
	<p>Western values challenged indigenous values, resulting in conflict within non-western societies that are evident today.</p>	<p>Evaluate the conflicts in Asian and African societies due to the influx of western values and belief systems.</p>
	<p>As a result of imperialism, numerous African and Asian nations lagged in developing well-functioning political and economic systems.</p>	<p>Analyze the legacy of imperialism on Asian and African nations.</p>
	<p><b>KEY TERMS:</b> urbanization, investment, textiles, strikes, reforms, mass production, steam engine, Enclosure Acts, labor unions, laissez faire, socialism, capitalism, Marxism, communism, developed countries, undeveloped countries, standard of living, imperialism, ideology, colonialism, protectorate, isolationism, extraterritoriality, westernization, reforms, direct rule, indirect rule, spheres of influence, Berlin Conference, Scramble for Africa, British East India Company</p>	

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>	
<ul style="list-style-type: none"> <li>• Researching and presenting a case study of an imperialized country during the 19th century.</li> <li>• Researching and writing about a current issue in an African country, China and/or Japan.</li> <li>• Summarizing the connection between industrialization and the need for resources and European imperialism of Africa and Asia.</li> </ul>	
<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Students will compare and contrast European and indigenous perspectives on imperialism by reading primary source documents.</li> <li>• Students will participate in an industrial revolution factory simulation to assess the working conditions of the factory system.</li> <li>• Students will evaluate the progress of women and the movement towards suffrage and equality.</li> <li>• Students will discuss the lasting impact of apartheid on South Africa and its fight for racial justice.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	5 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Washington Post. (2019, January 31). Fight climate change before it's too late, say youth around the world. Newsela. <a href="https://newsela.com/read/kids-fight-climate-change/id/49022/">https://newsela.com/read/kids-fight-climate-change/id/49022/</a>.</p> <p>Krogh, B., &amp; Ledgard, J. (2016, July 5). <i>Opinion: Tech companies don't give Africans many job opportunities</i>. Newsela. <a href="https://newsela.com/read/tech-jobs-africa/id/18958/?collection_id=2000000192">https://newsela.com/read/tech-jobs-africa/id/18958/?collection_id=2000000192</a>.</p> <p>Simulation Game: The Urban Game. Teacher-created narrative and collaborative posters on the process of urbanization</p> <p>Rudyard Kipling. The White Man's Burden. (1899)</p> <p>Colonization and Independence in Africa (4 case studies), The Choices Program, Brown University, 2014.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit III: Industrialization & Imperialism**

DBQ: African Actions and Reactions to Scramble for

Africa: [http://apcentral.collegeboard.com/apc/public/repository/ap09\\_frq\\_world\\_history.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_world_history.pdf)

*Disability in the Industrial Revolution: Physical Impairment in British Coalmining, 1780-1880*  
by David M Turner and Daniel Blackie.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit IV: The Great War**

<b>TRANSFER:</b> Students will posit how 20th century conflict shaped the world in which they live today.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>6.2.12.GeoSP.4.a:</b> Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p> <p><b>6.2.12.HistoryCC.4.a:</b> Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p><b>6.2.12.HistoryUP.4.a:</b> Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p>	Competition for land and resources created contempt and suspicion among the major European powers.	<ul style="list-style-type: none"> <li>Does competition have mostly positive or negative consequences?</li> </ul>
	Militarism, alliances, imperialism, and nationalism led to World War I.	<ul style="list-style-type: none"> <li>When, if ever, is war necessary?</li> </ul>
	New types of warfare and technologies introduced during World War I changed the face of warfare resulting in total war.	<ul style="list-style-type: none"> <li>How might new technology impact how wars are fought?</li> </ul>
	Geography and differences in cultural identification in the Balkans helped create conflict in the region.	<ul style="list-style-type: none"> <li>How can regional issues create global conflict?</li> </ul>
	Nationalism resulted in the formation of the new nations of Italy and Germany.	<ul style="list-style-type: none"> <li>What contributes to formation of a national identity?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:
	By 1914, European nations placed great importance on militarism, and began to increase the size of their standing armies and developed new military technologies.	Evaluate how militarism and the desire for strong militaries added to the competition and distrust between European nations.
	The concept of nationalism can have positive and negative effects on individuals and the actions of nation-states.	Discuss the concept of nationalism and its impact on the actions of numerous state actors before and during World

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

		<p>War I.</p> <p>Analyze the reemergence of nationalism in the modern day and how it may impact global affairs.</p>
	A complex system of alliances created two distinct groups in the Allied and Axis powers.	<p>Categorize European nations and their colonies into their appropriate alliance systems.</p> <p>Evaluate how alliances created a domino effect which pulled the world into a regional conflict.</p>
	World War I was a truly world-wide event, as the colonies of European nations also fought and provided resources.	Discuss how Asian, African, and Pacific colonies contributed to the war effort.
	The desire of European nations to industrialize and imperialize caused suspicion and created competition.	Summarize how the need for resources and national prestige helped move European nations closer to war.
	Trench warfare created a stalemate that prompted the use of new technology in battle.	Identify the new modern warfare methods and strategies used in World War I.
	World War I and long-term social unrest resulted in revolution in Russia and eventually into a restructured Russia.	<p>Explain how Russian experiences in World War I and domestic conditions contributed to revolution.</p> <p>Describe the major events of the Russian Revolution.</p> <p>Explain how the Russian Revolution contributed to restructuring of the</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

		country politically, economically, and socially.
	The terms of the peace agreement contained harsh penalties for Germany and established the first global organization whose purpose was to maintain global peace.	Analyze individual aspects of the Treaty of Versailles to assess how it contained seeds for future conflicts.
	Following World War I, Austria-Hungary and the Ottoman Empire collapsed or were broken up, forming new independent nations and changing political boundaries.	Compare and contrast the political boundaries of the world in 1914 and 1939.
	<b>KEY TERMS:</b> alliance, neutral, assassination, propaganda, Triple Alliance, Triple Entente, Central Powers, Allied Powers, Western Front, trench warfare, total war, Bolshevism, Marxism-Leninism, U-boats, Zimmerman Note, Fourteen Points, Treaty of Versailles, League of Nations	
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>		
<ul style="list-style-type: none"> <li>• Researching different specific aspects of the Great War and creating a presentation on their findings.</li> <li>• Writing a response to a document-based question that uses primary and secondary sources to determine the causes of World War I.</li> <li>• Summarize different aspects of the Treaty of Versailles and analyze their impact on the German citizenry.</li> </ul>		
<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>		
<ul style="list-style-type: none"> <li>• Students will role play as individual nations to analyze the impact of alliances on the road to World War I.</li> <li>• Students will take notes on and summarize the M.A.I.N. reasons for the outbreak of World War I.</li> <li>• Students will engage in a Trench Warfare simulation to understand the dangers of this method of war.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	4 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Brown, B. (2018, November 19). <i>Why World War I Still Matters</i> . The New York Times Upfront. <a href="https://upfront.scholastic.com/issues/2018-19/111918/why-world-war-1-still-matters.html#970L">https://upfront.scholastic.com/issues/2018-19/111918/why-world-war-1-still-matters.html#970L</a> .	

**Randolph Township Schools**  
**Randolph High School**  
**World History Curriculum**

	<p>Bloomberg. (2018, April 13). <i>Issue Overview: Chemical weapons</i>. Newsela. <a href="https://newsela.com/read/overviewchemicalweapons/id/42320/collection_id=2000000192">https://newsela.com/read/overviewchemicalweapons/id/42320/collection_id=2000000192</a> “Great Powers Game”: Lead up to WWI.</p> <p><a href="http://www.esuhd.org/documents/A%20%20Update%202012/Students%20%20Parents/Instruction/Curriculum/Simulations_Games.pdf">http://www.esuhd.org/documents/A%20%20Update%202012/Students%20%20Parents/Instruction/Curriculum/Simulations_Games.pdf</a></p> <p>The DBQ Project: “What Were the Underlying Causes of World War I?”</p> <p>Woodrow Wilson. The Fourteen Points (1918)</p> <p>How WWI Sparked the Gay Rights Movement by Laurie Marhoefer for Smithsonian Magazine: <a href="https://www.smithsonianmag.com/history/forgotten-origins-modern-gay-rights-movement-wwi-180963283/">https://www.smithsonianmag.com/history/forgotten-origins-modern-gay-rights-movement-wwi-180963283/</a></p>
--	--

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

<b>TRANSFER:</b> Students will evaluate how the atrocities of the Holocaust and WWII revolutionized modern warfare.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>6.2.12.CivicsHR.4.a:</b> Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p><b>6.2.12.HistoryCC.4.c:</b> 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.</p> <p><b>6.2.12.CivicsPI.4.b:</b> Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>6.2.12.GeoSP.4.b:</b> Determine how geography impacted military strategies and major turning points during World War II.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The political, economic, and social unrest that followed World War I led to the rise of totalitarian dictators in Europe that resulted in human oppression and genocide.	<ul style="list-style-type: none"> <li>• How do leaders gain the trust of their citizens?</li> <li>• How should people respond to injustice?</li> </ul>
	The Holocaust resulted in the murder of over 12 million people, including 6 million Jews.	<ul style="list-style-type: none"> <li>• How can otherwise normal people rationalize evil actions?</li> </ul>
	The policy of appeasement allowed Hitler to invade several countries with little to no consequence.	<ul style="list-style-type: none"> <li>• To what extent should the international community hold individual countries accountable for their actions?</li> </ul>
	The need for resources and a desire for imperialism caused Japan to become an aggressor in Asia and the Pacific.	<ul style="list-style-type: none"> <li>• How does the need for resources influence the actions of a nation and people?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

<p><b>6.2.12.GeoGI.4.a:</b> Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.</p> <p><b>6.2.12.EconEM.4.a:</b> 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.</p> <p><b>6.2.12.HistoryCC.4.e:</b> Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p><b>6.2.12.HistoryCC.4.f:</b> Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.</p> <p><b>6.2.12.HistoryUP.4.b:</b> Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p>	<p>The failure to resolve political, economic, social, and diplomatic factors ignited a second global conflict, World War II.</p>	<p>Evaluate the Treaty of Versailles's negative impacts on the German people.</p>
	<p>The Great Depression, starting in the United States, had devastating impacts on European nations and peoples.</p> <p>Italy under Mussolini, the Soviet Union under Stalin, and Germany under Hitler are examples of totalitarian governments, which share common features and attempt to control all aspects of individuals' lives.</p> <p>Totalitarian dictators used violence, political skill, and propaganda to maintain power.</p> <p>Hitler used strong anti-Semitic beliefs, hostility toward or prejudice against Jews, as an explanation for Germany's problems and excluded Jews from mainstream German life through measures such as the Nuremberg Laws and Kristallnacht.</p>	<p>Analyze how the Great Depression and economic hardship provided an opportunity for totalitarian dictators to gain power in Europe.</p> <p>Identify the common features of totalitarian governments.</p> <p>Compare and contrast how Mussolini, Stalin, and Hitler rose to power and kept power.</p> <p>Define anti-Semitism and determine how Hitler used this belief to exclude Jews from German society.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

<p><b>6.2.12.HistoryCC.4.g:</b> Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”</p> <p><b>6.2.12.HistoryCC.4.h:</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).</p> <p><b>6.2.12.HistoryUP.4.c:</b> 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.</p> <p><b>6.2.12.HistoryCA.4.c:</b> Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p>	<p>Japanese expansion in Asia and desire for strategic resources produced tensions with the United States and resulted in the Japanese bombing of Pearl Harbor.</p>	<p>Determine the key events that led to rising tensions between the United States and Japan.</p>
	<p>After the United States entered World War II, the Allies began making strides against the Axis powers.</p> <p>While men were fighting on the front, women took on noncombat roles and supported the war effort at home.</p>	<p>Compare how the Allies responded to the militaristic and expansionist actions of the Axis Powers (Germany, Italy, Japan).</p> <p>Explain the events that began World War II.</p> <p>Summarize the Axis aggression that led to the entry of the United States into World War II and evaluate how this impacted the overall outcome of the war.</p> <p>Determine how social, economic, and political roles of women were transformed during this time period.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

	<p>During the Holocaust, Germany’s Nazi government deliberately murdered approximately 6 million Jews and 5 million non-Jews in Europe.</p> <p>Though LGBT people were not allowed to serve openly in the military, they served their nations during both WWI and WWII.</p>	<p>Explain the Nazi government’s “Final Solution” and summarize how the Nazis carried out this plan.</p> <p>Discuss the changes in governmental and legal policies that now allow LGBT people to serve openly in the military.</p>
	<p>Atrocities were committed by Germany in the Holocaust, the Soviet Union with Gulag camps, the United States with Japanese Internment, and Japan with forced death marches and internment.</p>	<p>Present on the wartime atrocities committed by Germany, Japan, Russia, and the United States.</p>
	<p>The Allies taking of Berlin and Germany and the use of two atomic bombs by the United States against Japan led to the surrender of Germany and Japan respectively.</p>	<p>Outline the events that brought an end to the war on the European and Pacific fronts.</p>
	<p>The Allied Powers differed on their visions for the postwar world, resulting in later conflict.</p>	<p>Compare and contrast the visions of various Allied powers (Great Britain, United States, Soviet Union) for the postwar world.</p>
	<p>Both World War I and World War II altered the lives of people across multiple continents.</p>	<p>Analyze relevant statistics to determine the impact of war on diverse peoples.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

	<p>The war concluded with the dropping of two atomic bombs on Hiroshima and Nagasaki, Japan.</p> <p>The interwar years were marked by economic instability, but also a sense of experimentation and acceptance for those of different gender identities.</p>	<p>Debate the use of atomic weapons by the United States on Japan.</p> <p>Assess the ways that interwar years Germany illustrated new levels of acceptance and celebration for the LGBT community.</p>
	<p><b>KEY TERMS:</b> genocide, proletariat, armistice, mandates, gulag, fascism, Nazi Party, Nuremberg Laws, Kristallnacht, Axis Powers, nonaggression pact, blitzkrieg, Allies, Battle of Stalingrad, Battle of Midway, kamikazes, concentration camps, Holocaust, D-Day, V-E Day, V-J Day, Yalta Conference, United Nations, Potsdam Conference</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Researching and presenting on the wartime atrocities committed by Germany, Japan, Russia, and the United States.</li> <li>• Investigate the scientific research and experimentation of the atomic bomb and determine its long-lasting effects on the Japanese population.</li> <li>• Compare and contrast different forms of propaganda and media usage and its impact on mobilizing a country for “total war.”</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will research and evaluate the effectiveness of key military strategies undertaken during World War II.</li> <li>• Students will evaluate the causes and impacts of the Holocaust by viewing images and videos.</li> <li>• Students will discuss Japan’s motives for imperialism and the impacts Japan’s actions had on Asia.</li> </ul>		

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

<b>SUGGESTED TIME ALLOTMENT</b>	6 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Bilefsky, D. (2021, May 19). <i>Israeli-Palestinian strife feeds a spate of anti-Semitic acts in Europe</i>. The New York Times. <a href="https://www.nytimes.com/2021/05/19/world/middleeast/israel-palestinians-anti-semitism-europe.html">https://www.nytimes.com/2021/05/19/world/middleeast/israel-palestinians-anti-semitism-europe.html</a>.</p> <p>Hurst, D. (2018, August 9). <i>Young messengers keep Japan's atomic bomb memories alive</i>. Newsela. <a href="https://newsela.com/read/japan-mini-storytellers/id/45136/?collection_id=2000000192">https://newsela.com/read/japan-mini-storytellers/id/45136/?collection_id=2000000192</a>.</p> <p>World War II Posters: <a href="http://www.loc.gov">http://www.loc.gov</a></p> <p>Website: <a href="http://www.bbc.co.uk/history/worldwars/">http://www.bbc.co.uk/history/worldwars/</a> This website contains resources on World War II and the Nazi genocide.</p> <p>“Communism vs. Fascism.” <a href="https://www.oerproject.com/">https://www.oerproject.com/</a>, <a href="http://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit7/Communism-vs-Fascism">www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit7/Communism-vs-Fascism</a>.</p> <p><i>The Pink Triangle: From Nazi Label to Symbol of Gay Pride</i> by Matt Mullen for History.com: <a href="https://www.history.com/news/pink-triangle-nazi-concentration-camps">https://www.history.com/news/pink-triangle-nazi-concentration-camps</a></p> <p><i>Homosexuals &amp; the Holocaust: Background &amp; Overview</i> by Ben Austin for The Jewish Virtual Library: <a href="https://www.jewishvirtuallibrary.org/background-and-overview-of-homosexuals-in-the-holocaust">https://www.jewishvirtuallibrary.org/background-and-overview-of-homosexuals-in-the-holocaust</a></p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit V: The Interwar Years & World War II**

	Facing History and Ourselves, multiple resources: <a href="https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior">https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior</a>
--	---

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

<b>TRANSFER:</b> Students will determine how recent global events are the lasting result of tensions throughout the Cold War.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>6.2.12.CivicsPI.4.a:</b> Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p><b>6.2.12.HistoryCC.4.b:</b> Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p><b>6.2.12.HistoryCC.4.d:</b> 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.</p> <p><b>6.2.12.HistoryCA.4.a:</b> Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p> <p><b>6.2.12.HistoryCA.4.b:</b> Assess the causes of revolution in the 20th century (i.e., Russia, China,</p>	New and developing nations in Latin America, Asia, and Africa struggled to unify their diverse populations, often resulting in authoritarian or military rule.	<ul style="list-style-type: none"> <li>• What factors influence the stability of a nation?</li> </ul>
	The United States and the Soviet Union emerged from World War II as superpowers, triggering a rivalry over ideology and national security.	<ul style="list-style-type: none"> <li>• To what extent can the world function when political ideologies are different?</li> </ul>
	Revolutions in Asia, the Americas, and Eastern Europe often became areas of conflict between the U.S. and the Soviet Union as each sought to expand its control and influence over other nations.	<ul style="list-style-type: none"> <li>• When might a nation have the right to interfere in the affairs of another nation?</li> </ul>
	Several proxy wars, including Korea and Vietnam, came about due to the larger Cold War.	<ul style="list-style-type: none"> <li>• What is the relationship between public opinion and policy?</li> </ul>
	Changing definitions of personhood and human rights emerged after WWII, the Holocaust, and the foundation of the United Nations.	<ul style="list-style-type: none"> <li>• How effective are UN declarations, when different areas of the world have different concepts of personhood and equality?</li> </ul>
		<b><u>KNOWLEDGE</u></b>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

	<b>Students will know:</b>	<b>Students will be able to:</b>
<p>India, and Cuba), and determine the impact on global politics.</p> <p><b>6.2.12.CivicsPI.5.a:</b> Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.</p>	<p>Various populations struggled with the challenges of establishing new nations in a post-war world.</p>	<p>Analyze the struggle towards viability of new nations.</p>
<p><b>6.2.12.HistoryCC.5.a:</b> 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.</p>	<p>The opposing economic and political philosophies of the United States and the Soviet Union led to global competition.</p>	<p>Contrast the opposing philosophies of the United States and the Soviet Union.</p>
<p><b>6.2.12.GeoPP.5.a:</b> Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</p>	<p>The United Nations was established to protect members against aggression and aimed to achieve the goals of international peace, security, and the protection of human rights.</p>	<p>Describe the goals and reasons for the establishment of the United Nations in 1945.</p>
<p><b>6.2.12.GeoSV.5.a:</b> Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).</p>	<p>The Universal Declaration of Human Rights sets human rights standards for all nations and although nonbinding, it inspired people and organizations around the world.</p>	<p>Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.</p>
<p><b>6.2.12.GeoGI.5.a:</b> Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the</p>	<p>Containment, a United States policy directed at blocking Soviet influence and stopping the expansion of communism, led to significant global conflicts.</p>	<p>Write an evaluation of the American policy of containment.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

<p>United States to expand and protect their spheres of influence.</p> <p><b>6.2.12.EconET.5.a:</b> Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p>	<p>The Marshall Plan helped Western Europe make a rapid recovery from the war and provided political stability.</p>	<p>Determine how the Marshall Plan impacted the spread of communism in Europe.</p>
<p><b>6.2.12.EconET.5.b:</b> Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p>	<p>The United States, Canada, and most Western European countries joined into an alliance called the North Atlantic Treaty Organization, and the Soviet Union and other communist nations of Eastern Europe formed the Warsaw Pact.</p>	<p>Compare and contrast the formation and implementation of NATO and the Warsaw Pact.</p>
<p><b>6.2.12.EconGE.5.a:</b> Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>	<p>The Tiananmen Square protests brought about the fall of the Berlin Wall which helped bring about the end of the Soviet Union.</p>	<p>Evaluate how global events helped bring about the fall of the Berlin Wall.</p>
<p><b>6.2.12.HistoryCC.5.a:</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.</p>	<p>After developing the atomic bomb, the United States and the Soviet Union researched and developed the hydrogen bomb in order to gain a military advantage over the other.</p>	<p>Describe the development and implications of the arms race and the key events of the Cold War era.</p>
<p><b>6.2.12.HistoryCC.5.b:</b> Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p><b>6.2.12.HistoryCC.5.c:</b> Relate the lingering effects of colonialism to the efforts of Latin American,</p>	<p>After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.</p>	<p>Describe the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

<p>African, and Asian nations to build stable economies and national identities.</p> <p><b>6.2.12.HistoryCC.5.d:</b> Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p><b>6.2.12.HistoryCC.5.e:</b> 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, Middle East).</p> <p><b>6.2.12.HistoryCC.5.f:</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.</p> <p><b>6.2.12.HistoryCC.5.g:</b> 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.</p> <p><b>6.2.12.HistoryCC.5.h:</b> Assess the impact of the international arms race, the space race, and nuclear</p>	<p>In Asia, the Cold War flared into actual wars supported primarily by the superpowers.</p>	<p>Describe how the Korean and Vietnam conflicts were extensions of the Cold War.</p>
	<p>New nations emerged from the British colony in India after a long period of civil unrest.</p>	<p>Trace the struggles for freedom on the Indian subcontinent.</p>
	<p>Former colonies in Southeast Asia worked to build new governments and economies.</p>	<p>Analyze the independence movements in Southeast Asia in regions such as the Philippines, Burma, Malaysia, Singapore, and Indonesia.</p>
	<p>After World War II, African leaders threw off colonial rule and created independent countries.</p>	<p>Explain the independence movements and struggles to cast off colonial rule in African nations such as Ghana, Kenya, Congo, and Angola.</p>
	<p>The British policy of apartheid led to racial segregation throughout South Africa for nearly fifty years.</p>	<p>Explain the impact of apartheid on the black population of South Africa and the determination of its citizens to gain independence.</p>
	<p>When the UN set up a 1947 plan to divide Palestine, conflict erupted between Jews and Muslims.</p>	<p>Analyze how the establishment of the modern state of Israel led to military conflicts resulting from that decision.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

proliferation on international politics from multiple perspectives.	Tensions between the United States and the Soviet Union resulted in several conflicts across the globe that intensified during the Cuban Missile Crisis.	Write a description of how the Cuban Missile Crisis brought the world to the brink of Nuclear War.
	The causes for the decline and collapse of the Soviet Union include Eastern European and ethnic minority resistance to Soviet control, economic collapse, failure to keep pace in the arms race, and decreased belief in the benefits of communism.	Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.
	Independence movements swept through Asia and Africa as revolutionaries used violent and nonviolent methods to overthrow existing political systems to create their own nations.	Discuss conditions that justify overthrowing one government and replacing it with a new one.
	Disagreements between governments around the world arose over differing political ideologies, socialism, communism, fascism, and liberal democracy.	Compare and contrast the differences between socialism, communism, fascism, and liberal democracy.
	Political, social, and economic factors brought about the end of the Soviet Union.	Identify the factors that bring about a nation's collapse.

**Randolph Township Schools  
 Randolph High School  
 World History Curriculum**

**Unit VI: End of Empire and the Cold War**

		Analyze the impact of symbolism on groups and individuals.
	<p><b>KEY TERMS:</b>          superpowers, ideology, capitalism, communism, secular, doctrine, détente, theocracy, human rights, Policy of Containment, Anti-Ballistic Missiles (ABMs), Domino Theory, perestroika, United Nations, Iron Curtain, Cold War, Marshall Plan, atomic diplomacy, Korean War, People’s Republic of China, Bay of Pigs, Cuban Missile Crisis, Berlin Crisis, Geneva Conference, Vietnam War</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing an analysis of maps, charts, political cartoons, and documents to evaluate the global impact of the Cold War.</li> <li>• Researching and presenting on different proxy wars to evaluate the overall conflict between the United States and the USSR.</li> <li>• Analyze the impact of the Cold War on the Middle East to discuss how the conflict helped create the War on Terror.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will watch newsreels from the Cold War in order to evaluate key tensions and issues of the time.</li> </ul>		

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

<ul style="list-style-type: none"> <li>• Students will create propaganda imagery that advocates for the Cold War from both perspectives to illustrate the opposing philosophies of the United States and Soviet Union.</li> <li>• Students will write an evaluation of the American policy of containment by analyzing maps and charts detailing the spread of communism in Europe and Southeast Asia.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	5 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Smith, P. (2021, March 29). <i>Upheaval in Russia</i>. The New York Times Upfront.  <a href="https://upfront.scholastic.com/issues/2020-21/032921/upheaval-in-russia.html#1260L">https://upfront.scholastic.com/issues/2020-21/032921/upheaval-in-russia.html#1260L</a>.</p> <p>Smith, P. (2019, September 2). <i>Cuba at a Crossroads</i>. New York Times UpFront.  <a href="https://upfront.scholastic.com/content/dam/classroom-magazines/upfront/issues/2019-20/090219/p14-17-cuba/UPF-090219-Lexile-p14-17.pdf">https://upfront.scholastic.com/content/dam/classroom-magazines/upfront/issues/2019-20/090219/p14-17-cuba/UPF-090219-Lexile-p14-17.pdf</a>.</p> <p>Web quest: Communism and Containment  <a href="http://score.rims.k12.ca.us/activity/communism/">http://score.rims.k12.ca.us/activity/communism/</a></p> <p>American Experience: Race for the Superbomb  <a href="http://www.pbs.org">http://www.pbs.org</a></p> <p>Vietnam Online:  <a href="http://www.pbs.org">http://www.pbs.org</a></p> <p>Henderson, B. (n.d.). <i>The Cold War: An Overview</i>. <a href="https://www.oerproject.com/">https://www.oerproject.com/</a>.  <a href="https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit8/The-Cold-War-An-Overview">https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit8/The-Cold-War-An-Overview</a>.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VI: End of Empire and the Cold War**

How Exclusion from the Military Strengthened Gay Identity in America by Ross Benes for Rolling Stone: <https://www.rollingstone.com/culture/culture-news/how-exclusion-from-the-military-strengthened-gay-identity-in-america-125267/>

*Disability in Eastern Europe and the former Soviet Union: history, policy and everyday life* by Kateřina Kolářová:  
<https://www.tandfonline.com/doi/full/10.1080/09687599.2015.1014666>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

<b>TRANSFER:</b> Students will evaluate a contemporary global issue and propose an action plan for change.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>6.2.12.GeoGE.1.a:</b> 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.</p> <p><b>6.2.12.CivicsHR.5.a:</b> Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p> <p><b>6.2.12.CivicsPI.6.a:</b> Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p><b>6.2.12.CivicsHR.6.a:</b> Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p><b>6.2.12.CivicsHR.6.b:</b> Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding</p>	The globalized economy has brought the world closer together than ever before, but it has affected industrialized and developing nations differently.	<ul style="list-style-type: none"> <li>• Is globalization mainly positive or negative?</li> </ul>
	A renewed international focus on human rights issues has improved the lives of women, ethnic minorities, and other often-marginalized groups.	<ul style="list-style-type: none"> <li>• What responsibilities do humans have to one another?</li> <li>• How can individuals or groups affect change?</li> </ul>
	The modern world faces security issues stemming from terror, ethnic violence, energy concerns, and natural resource depletion.	<ul style="list-style-type: none"> <li>• How and why do threats to stability arise?</li> </ul>
	The rise in internet and social media transforms the social, political, and economic life of people all over the world.	<ul style="list-style-type: none"> <li>• How does the internet and social media transform a society?</li> </ul>
	Recent advances in technology, especially the rise of global connections and social media, have upended centuries-old social and cultural norms with varying results.	<ul style="list-style-type: none"> <li>• How has social media changed our understanding of the world?</li> </ul>
		<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

<p>economic development and environmental sustainability and its impact on human rights.</p> <p><b>6.2.12.GeoPP.6.a:</b> Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><b>6.2.12.EconGE.6.a:</b> Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p> <p><b>6.2.12.EconGE.6.b:</b> Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p><b>6.2.12.EconGE.6.c:</b> Relate the rise of the Internet and social media to global economy.</p> <p><b>6.2.12.HistoryCC.6.a:</b> Evaluate the impact of terrorist movements on governments, individuals and societies.</p>	<p>Globalization has created an enormous global economy with industrialized nations exerting their influence over developing nations.</p>	<p>Compare and contrast socioeconomic outcomes of globalization between industrial and developing nations.</p>
	<p>The rise of developing nations is challenging the current global power structure.</p>	<p>Evaluate the ways that developing nations are challenging the global power structure.</p>
	<p>The European Union was formed for a multitude of reasons, including political and economic.</p>	<p>Gather current event information to speculate on the current and future prospects of the European Union.</p>
	<p>Western culture has been diffused throughout the world.</p>	<p>Write an evaluation on what makes western culture appealing and juxtapose it to local cultures.</p>
	<p>Increased wealth from oil in the Middle East has led to conflict and economic inequality amongst its peoples.</p>	<p>How can wealthy resources have a negative impact on a country's citizens?</p>
	<p>The issue of forced labor remains devastating across the globe, especially in the developing world.</p>	<p>Identify the issues surrounding human trafficking.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

<p><b>6.3.12.CivicsPD.1:</b> Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p><b>6.3.12.GeoGI.1:</b> Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p><b>6.3.12.EconGE.1:</b> 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.</p> <p><b>6.3.12.HistoryCA.2:</b> Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p>	Natural resource depletion throughout Latin America has led to economic and social conflict.	Explain the role of government in controlling the consumption and depletion of natural resources in a country.
	A variety of factors have led to an increase in terrorism in the 21 <sup>st</sup> century, including domestic issues, radical Islamism, and ethnic tensions.	Debate what constitutes an act of terror and why acts of terror succeed or fail in their intentions.
	The United Nations remains committed to its founding charter but contentious relations among its members can sometimes limit its influence.	Determine the factors that limit the influence of the United Nations in global affairs.
	Non-Governmental Organizations, the World Bank, and the International Monetary Fund aim to balance economic and social inequalities worldwide.	Analyze the political and economic impact of different international and governmental organizations on developing countries.
	The end of the Cold War, while reducing the foreign policy tensions surrounding nuclear weapons, led to greater nuclear proliferation via legal and illicit methods.	Write an argument evaluating the qualifications for countries to have nuclear weapons.
	Climate change is becoming a central issue that nations must address.	Scrutinize scientific, political, and media opinions on the issue of climate change.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

	Global health epidemics have devastated healthcare systems and economies.	Determine how disparities in healthcare opportunities and economic constraints have enabled the growth of epidemics globally.
	Energy sourcing has become a major geopolitical problem, leading to energy security issues as well as a push for more renewable energy resources.	Evaluate the role that petroleum and its providers play in both domestic and global affairs and explain the benefits and drawbacks of various renewable energy sources.
	Major advances in telecommunications, biotechnology, and microprocessors have led to an economic technology boom and major social shifts in the developed world.	Determine the impact of technology on various world societies.
	Demographic concerns continue to threaten the human race, including overpopulation, access to food and water resources, and issues surrounding migration.	Contrast migration issues of today to others in history and evaluate whether similar solutions can be applied or adapted to today.
	Although many governments and communities have made major strides towards women's, LGBT, persons with disabilities, and minority rights, change	Evaluate the changes to legal codes worldwide that protect marginalized and minoritized groups.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

	is not universal with many groups still facing oppression.	
	The number of refugees worldwide has increased due to ethnic violence and resource depletion.	Evaluate the causes of the worldwide refugee crisis.
	Changes in policy regarding central banks, international investment, and exchange impact regional and global economies.	Discuss the roles different governments should have in global economies.
	Increased population growth, migration, and changes in urban-rural populations create new ideas for political reform.	Determine how population growth, migration, and changes in urban-rural populations affect a country.
	<b>KEY TERMS:</b> interdependence, outsourcing, famine, epidemic, refugees, terrorism, sanctions, deforestation, biotechnology, cloning, globalization, multinational corporations, NGO, free trade, popular culture, cultural diffusion, weapons of mass destruction, sustainable development, global warming, genetic engineering, green revolution	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Researching and presenting on an international issue such as global poverty or the effects of globalization, then providing possible solutions, conclusions, or resolutions.
- Discuss the responsibility of the United Nations in times of global crisis.

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Students will use current events or research to create a class discussion on issues relevant to the unit.</li> <li>• Students will create a poster advocating either side of the European Union membership debate.</li> <li>• Students will deconstruct multiple perspectives on climate change and its effects on the environment.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	4 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Dahir, A. L. (2021, April 19). <i>Ethiopia's Refugee Crisis</i>. The New York Times Upfront. <a href="https://upfront.scholastic.com/content/classroom_magazines/upfront/issues/2020-21/041921/ethiopia-s-refugee-crisis.html">https://upfront.scholastic.com/content/classroom_magazines/upfront/issues/2020-21/041921/ethiopia-s-refugee-crisis.html</a>.</p> <p>Washington Post. (2021, January 27). <i>A guide to how gender-neutral language is developing around the world</i>. Newsela. <a href="https://newsela.com/read/ela-gender-languages/id/2000003690/?collection_id=2000000192">https://newsela.com/read/ela-gender-languages/id/2000003690/?collection_id=2000000192</a>.</p> <p>New York Times. (2020, March 20). <i>Photos from a Century of Epidemics</i>, <a href="https://www.nytimes.com/2020/03/20/world/europe/coronavirus-aids-spanish-flu-ebola-epidemics.html">https://www.nytimes.com/2020/03/20/world/europe/coronavirus-aids-spanish-flu-ebola-epidemics.html</a>.</p> <p>The United Nations, <a href="http://www.un.org">http://www.un.org</a> New York Times Room for Debate, <a href="https://www.nytimes.com/roomfordebate">https://www.nytimes.com/roomfordebate</a>.</p> <p>BBC Country Profiles: <a href="http://news.bbc.co.uk/1/hi/country_profiles/default.stm">http://news.bbc.co.uk/1/hi/country_profiles/default.stm</a>.</p> <p>CIA World Factbook, <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a> Human Rights Watch, <a href="https://www.hrw.org">https://www.hrw.org</a>.</p>

**Randolph Township Schools  
Randolph High School  
World History Curriculum**

**Unit VII: Contemporary Issues**

Human Rights Campaign, [www.hrc.org](http://www.hrc.org).

The Global Divide on Homosexuality Persists by Jacob Poushter and Nicholas Kent for the PEW Research Center: <https://www.pewresearch.org/global/2020/06/25/global-divide-on-homosexuality-persists/>.

*A Globalized LGBT Rights Fight: New International Agreements Show Redrawing of Decades-old Battle Lines* by Graeme Reid for the Human Rights Watch: <https://www.hrw.org/news/2011/11/02/globalized-lgbt-rights-fight>.