

**Union County Educational Services Commission
High School Course Syllabus**

Title: World History

Timeline: Full Year; 5 Credits

Course Description:

World History traces the development of civilization from the Neolithic Revolution to the Age of Industrialization. This course includes the study of past civilizations and their influences on modern societies. The purpose of World History is to develop a greater understanding of how geography along with cultural institutions and beliefs shape the evolution of human societies.

Scope and Sequence:

- I. Geography; Ancient/Classical Civilization
- II. Emergence of the First Global Age; Renaissance, Reformation, Scientific Revolution, and Enlightenment
- III. Age of Revolutions; World Wars
- IV. The Modern World

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - Social Studies

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – World History**

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	Geography Ancient/Classical Civilizations	Emergence of the First Global Age Renaissance, Reformation, Scientific Revolution, and Enlightenment	Age of Revolutions World Wars	The Modern World
Essential Question(s)	How does where I am impacted who I am? What causes conflict?	Who are the winners and losers of globalization? What causes change?	Does might make right? Do we have an obligation to humanity beyond our borders?	Who are the winners and losers of globalization?
Big Idea¹	Human/ Environment Interaction Culture	Globalization Birth of Ideas	Change Human Rights	Security and Sustainability Idealism and Extremism
Standards	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.B.6.a - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. 6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	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.C.1.c - Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 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	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	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.d - Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina,

¹ Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

	<p>6.2.8.A.3.c - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p>and Native Americans.</p> <p>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.</p> <p>6.2.12.D.1.c - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>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.</p> <p>6.2.12.D.1.f - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies</p> <p>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</p> <p>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</p>	<p>industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>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.</p> <p>6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>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.</p> <p>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.</p> <p>6.2.12.D.3.d - Analyze the extent to which racism was both</p>	<p>Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>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.</p> <p>6.2.12.C.5.b - Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>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.</p>
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		<p>English limited monarchy).</p> <p>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.</p> <p>6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics.</p> <p>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.</p> <p>6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>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.</p> <p>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.</p> <p>6.2.12.A.4.d - Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>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.</p> <p>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.</p> <p>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</p>	
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			<p>theory and practice.</p> <p>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.</p> <p>6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.b - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>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.</p> <p>6.2.12.D.4.e - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.g - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p>6.2.12.D.4.h - Assess the extent to which world war, depression,</p>	
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			<p>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>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.</p>	
Content	<p>Physical Geography: Landmasses and oceans</p> <p>Political Geography: Countries, borders, and boundaries</p> <p>Cultural Geography: How geography impacts society and culture</p> <p>Classical civilizations (i.e., Greece, Rome, India, and China) Cultural Exchange and Diffusion World Religions</p>	<p>Abrahamic and Eastern Religions</p> <p>The Crusades</p> <p>Syrian Civil War</p> <p>Slavery Practices</p> <p>Christianity in the European colonies</p> <p>Enlightenment in Different Regions of the World</p> <p>Rise of Power in European Nations</p> <p>Causes and Effects of the Renaissance</p> <p>Causes and Effects of the Reformation</p> <p>The Printing Press</p>	<p>The Causes and Effects of:</p> <ul style="list-style-type: none"> - World War I - World War II - The Holocaust <p>Government Responses to Genocide and Ethnic Cleansing</p> <p>Effects of the Disintegration of the Ottoman Empire</p>	<p>Cold War</p> <p>Korean War</p> <p>Conflicts in the Middle East</p> <p>United Nations</p> <p>Modern Day Genocides</p> <p>Migration</p> <p>Capitalism, Democratic Socialism, and Communism</p> <p>LGBTQ+ Issues</p>
Skills	-Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.			

	<ul style="list-style-type: none"> -Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. -Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. -Relate current events to the physical and human characteristics of places and regions. -Distinguish valid arguments from false arguments when interpreting current and historical events. -Evaluate sources for validity and credibility and detect propaganda, censorship, and bias. -Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. -Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider the appropriate use of language for the task and audience. 			
Holocaust / Amistad Requirement Topic(s)		Origins of slavery and genocide	Transatlantic Slave Trade Holocaust African-American Role in War Effort	Rwandan Genocide, Bosnian Genocide, Africa's role in the world today