



K I R K W O O D
S C H O O L D I S T R I C T

WORLD HISTORY 1450-PRESENT

Course Description: This course will provide students with a comprehensive overview of world history from 1450 to the present day. Students will study the major events and trends that have shaped the world, as well as the interconnectedness of different cultures and societies. They will also develop the skills necessary to analyze historical sources and construct historical arguments.

Grade Level: 9th Grade

Unit Scope and Sequence

Unit 1: Early Global Interactions

Unit 2: Collision of Hemispheres: Exploration, Exchange and Conquest

Unit 3: Absolutism, Enlightenment, and Revolution

Unit 4: Industrialization and Imperialism

Unit 5: World War I: Global Causes and Impacts

Unit 6: Interwar Years, Rise of Totalitarianism and WWII

Unit 7: Cold War and Decolonization

Unit 8: Our Globalized World: Opportunities and Challenges

Course Enduring Understandings:

- Human history is a story of interconnectedness.
- Continuity and Change are both constant in human history
- Human actions have consequences

Course Essential Questions:

- How has the interconnectedness of different cultures and societies shaped the world?
- How has change driven by technological innovation, economic development, and social movements impacted human societies?
- What are the consequences of human actions on individuals and societies?

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Unit 1: Early Global Interactions

Dive into the past and explore how artifacts and sources shape our understanding of history. Analyze primary and secondary sources, trace global interactions, and connect artistic expression to political and social change. Discover the Renaissance, Reformation, and Scientific Revolution, and compare them to the achievements of other civilizations. Investigate the causes and effects of these major movements, and learn to identify patterns in global exchange. Develop critical thinking, historical empathy, and the ability to communicate effectively about the past.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● History is a discipline that involves analyzing documents and using them to construct an account of the past. ● Contact, conflict, and cooperation between peoples and societies shape human development. 	<ul style="list-style-type: none"> ● How do perspective and historical context shape the creation of sources and artifacts? ● What are the causes and consequences when people, goods, and ideas are exchanged among continents? ● How do art, architecture, literature, and technological innovation reflect political and social changes?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Historical Context ● Audience ● Perspective/Point of View ● Bias ● Reliability ● Primary Source ● Secondary Source ● Bias ● Feudalism ● Crusades ● Christianity ● Dark Ages/Medieval ● Plague (Black Death) ● Islam ● Empire ● Renaissance ● Protestant Reformation ● Scientific Revolution 	<ul style="list-style-type: none"> ● Identify evidence within documents to corroborate information supporting historical claims. ● Analyze how historical context or point of view shape a source/artifact. ● Compare and Contrast the European Renaissance and Scientific Revolution with the Golden Ages of other civilizations (ex: Song China, Islamic Golden Age). ● Analyze the lasting global impacts of the Renaissance, Reformation, and Scientific Revolution. ● Use maps, charts, and other means to identify patterns in globalizing networks of communication and exchange.

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Unit 1: Early Global Interactions

Unit Standards

Using a world history lens, describe how peoples' perspectives shaped the sources and artifacts they created. (9-12.WH.1.PC.A)

- Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas (9-12.WH.2.PC.B)
- Analyze the historic rise of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations and roles in conflict and cooperation. (9-12.WH.2.PC.C)
- Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made. (9-12.WH.2.GS.B)
- Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. (9-12.WH.3.CC.A)
- Assess the roles of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions. (9-12.WH.3.PC.C)

Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (9-12.WH.1.CC.E)

- Compare the dominant characteristics, contributions of and interactions among major civilizations of Asia, Europe, Africa, the Americas, and Middle East in Ancient and Medieval times. (9-12.WH.2.CC.B)
- Explain how the Crusades, Scientific Revolution, Black Death, and resulting exchanges that followed impacted Europe and led to the Renaissance. (9-12.WH.2.CC.C)
- Explain how scientific and technological advancements impacted the interconnectedness within and among regions. (9-12.WH.2.PC.A)
- Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta, India, Chinese, and Muslim Empires. (9-12.WH.2.CC.A)
- Analyze physical geography to explain how regions are connected or isolated from each other. (9-12.WH.2.G.A)

Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010. (9-12.WH.1.G.A)

- Locate major cities of the world and key world nations; the world's continents, and oceans, and major topographical features of the world. (9-12.WH.1.G.C)
- Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. (9-12.WH.2.G.B)
- Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic successes or failures of societies in Europe, Africa, Middle East, India, the Americas, and China. (9-12.WH.2.EC.A)
- Explain the challenges and benefits of large empires including those found in Russia, China, and the Middle East. (9-12.WH.3.CC.C)
- Analyze the physical geography to explain the availability and movement of resources. (9-12.WH.3.G.A)

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Unit 2: Collision of Hemispheres: Exploration, Exchange, and Conquest

Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the Old and New World developed, expanded, and collapsed.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Complex civilizations existed throughout the world before and during the European rise in global significance. ● European contact with other civilizations led to cultural exchange and interactions that resulted in permanent disruption and change across the globe. ● The enslavement and abuse of African and Indigenous American people resulted in significant short-term and long-term impacts on the social, cultural, economic, and political systems in Africa, Europe, and the Americas. ● A sense of responsibility to recognize and uphold human value and to prevent future atrocities. 	<ul style="list-style-type: none"> ● How were empires in the Americas, Asia, and Africa similar to and different from civilizations in Europe? ● How does isolation or connectedness impact a civilization? ● What were the causes and consequences of European contact with Africa, Asia, and the Americas?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Indigenous people of the Americas ● Europeans ● Columbian Exchange ● God, Gold, and Glory as motivations for exploration ● Triangle Trade ● Trans-Atlantic Slave Trade ● Middle Passage 	<ul style="list-style-type: none"> ● Select evidence from sources to support a conclusion. ● Evaluate the reliability of a source using one or more of the following: historical context, point of view, and purpose. ● Explain the causes and consequences of social hierarchies. ● Use maps to draw conclusions about the impacts of the Age of Exploration. ● Describe key features of Afro-Eurasian and American civilizations before European contact. ● Evaluate the inequalities and abuses that existed within new forms of social organization and modes of production.

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Unit 2: Collision of Hemispheres: Exploration, Exchange, and Conquest

Unit Standards

Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (9-12.WH.1.PC.B)

- Assess the roles of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions. (9-12.WH.3.PC.C)
- Describe the major changes in patterns of migration and human settlement in Africa, Asia, and the Americas resulting from European expansion. (9-12.WH.3.G.B)
- Compare the extent and impacts of African, European, American, and Asian trade networks. (9-12.WH.3.EC.A)
- Compare the origins, development, and effects of coerced labor systems in Asia, Africa, Europe, and the Americas. (9-12.WH.3.EC.B)
- Analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict. (9-12.WH.3.PC.A)
- Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian exchange and European expansion in the Eastern and Western Hemispheres. (9-12.WH.3.PC.B)

Analyze the causes and consequences of European overseas expansion to determine its effects on peoples and cultures in Europe, Asia, Africa, and the Americas. (9-12.WH.3.CC.B)

- Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences. (9-12.WH.4.G.C)
- Analyze physical geography to explain the availability and movement of resources. (9-12.WH.3.G.A)
- Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences. (9-12.WH.3.G.A)
- Describe how governments and governmental institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world. (9-12.WH.3.GS.A)
- Describe how new sources of wealth resulting from global interaction impacted cultures and civilizations. (9-12.WH.3.EC.C)
- Trace the development and impact of religious reform on exploration and conflicts among groups and nations. (9-12.WH.3.PC.D)
- Inspire in students a sense of responsibility to recognize and uphold human value and to prevent future atrocities (RSMo 2022 §161.700)

Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010. (9-12.WH.1.G.A)

- Analyze physical geography to explain the availability and movement of resources. (9-12.WH.3.G.A)
- Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas, and China. (9-12.WH.2.EC.A)
- Describe major changes in patterns of migration and human settlement in Africa, Asia, and the Americas resulting from European expansion. (9-12.WH.3.G.B)
- Analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict. (9-12.WH.3.PC.A)

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 3: Absolutism, Enlightenment, and Revolution

The Enlightenment and the Age of Revolution brought radical change to all aspects of people's lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe and the Americas, including changing views about class, race, and identity.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Pre-Enlightenment governments were centered around absolutist rulers, tradition, and religious beliefs. ● Absolutist governments' abuse of power contributed to the prevalence of Enlightenment ideals. ● The Enlightenment's challenge to absolutism influenced political revolutions and new governments throughout the Americas, Europe, and the World. 	<ul style="list-style-type: none"> ● Why do people challenge their government? ● What should the role of individuals be in governance? ● How did the Enlightenment lead to revolutions and new government structures that are influential today?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Absolutism ● Enlightenment ● Revolution ● Republic ● Natural Rights 	<ul style="list-style-type: none"> ● Evaluate and assess the impact of absolutism on individuals and groups in society. ● Apply key ideas and values of the Enlightenment to revolutionary ideas and documents. ● Evaluate the causes and consequences of political Revolutions. ● Construct an argument that evaluates a revolution during this time.

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Unit 3: Absolutism, Enlightenment, and Revolution

Unit Standards

Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450. (9-12.WH.1.GS.A)

- Compare and contrast limited and absolute governments and the extent of their impact on individuals and society. (9-12.WH.4.GS.B)
- Compare and contrast governmental systems including monarchy, oligarchy, dynasty, theocracy. (9-12.WH.2.GS.A)
- Describe how governments and governmental institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world. (9-12.WH.3.GS.A)
- Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society. (9-12.WH.5.GS.A)
- Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolutions. (9-12.WH.4.CC.A)
- Analyze the style and function of a leader to determine their impact on a governmental system. (9-12.WH.3.GS.B)

Predict the consequences which can occur when individuals fail to carry out their personal responsibilities and when institutions fail to meet the needs of individuals and groups. (9-12.WH.1.GS.B, 9-12.WH.1.GS.C)

- Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking and explain their social, political, and economic impact. (9-12.WH.3.CC.A)
- Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of power. (9-12.WH.4.GS.A)
- Compare and contrast limited and absolute governments and the extent of their impact on individuals and society. (9-12.WH.4.GS.B)
- Compare and contrast causes and significant outcomes of political revolutions during this era (e.g., Glorious Revolution, American Revolution, French Revolution, Haitian and Latin American Revolutions). (9-12.WH.4.CC.B)
- Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. (9-12.WH.4.CC.C)
- Analyze reactions to revolutions in order to predict future conflicts. (9-12.WH.4.CC.D)
- Compare and contrast government systems resulting from political revolutions. (9-12.WH.4.GS.C)
- Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. (9-12.WH.4.PC.A)

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Unit 4: Industrialization and Imperialism

The Industrial Revolution changed the way individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. The conditions and developments of the late nineteenth century and twentieth centuries significantly influenced today's world. The Industrial Revolution fueled the desire in industrialized countries for natural resources and new markets, motivating those countries to extend their reach and establish colonial empires around the world.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● The Industrial Revolution dramatically transformed the way people lived and worked. ● The Industrial Revolution fueled the desire in industrialized countries for new resources and markets, motivating them to establish colonies in less industrialized countries around the world. ● Imperialism led to the spread of new technology and ideas while also exploiting the people and resources in Africa and Asia. 	<ul style="list-style-type: none"> ● What are the benefits and drawbacks of a country being industrialized? ● How were the Industrial Revolution and Imperialism connected? ● What motivates a country to take over another country? ● How were people in colonies impacted by imperialism and how did they respond to imperialism?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Industrial Revolution ● Capitalism ● Communism/Socialism ● Imperialism ● Social Reforms ● Labor Unions ● Suffrage ● Social Darwinism 	<ul style="list-style-type: none"> ● Analyze the benefits and costs of the Industrial Revolution on society as a whole and on individuals. ● Analyze the relationship between the Industrial Revolution and Imperialism. ● Describe connections between Social Darwinism and Imperialism. ● Analyze causes, patterns, and responses to human rights violations in colonies.

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 4: Industrialization and Imperialism

Unit Standards

Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450. (9-12.WH.1.EC.A)

- Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia, and the Americas (9-12.WH.4.EC.B)
- Analyze new technologies and forms of energy to determine their effects on the lives of individuals, groups, and societal organizations. (9-12.WH.4.PC.B)
- Explain how scientific and technological advancements impacted the interconnectedness within and among regions. (9-12.WH.2.PC.A)
- Explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways. (9-12.WH.4.G.A)
- Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlement, and migrations. (9-12.WH.4.G.B)
- Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their consequences. (9-12.WH.4.G.C)
- Analyze the origins and characteristics of laissez-faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions. (9-12.WH.4.EC.4)
- Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions. (9-12.WH.4.PC.C)
- Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation. (9-12.WH.4.PC.D)

Analyze World-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences (9-12.WH.5.CC.A)

- Analyze physical geography to explain the availability and movement of resources. (9-12.WH.5.G.A)
- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010. (9-12.WH.1.G.A.)
- Analyze major demographic patterns to determine their effect on the human and physical systems. (9-12.WH.5.G.D)
- Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. (9-12.WH.5.PC.A)
- Analyze economic systems (e.g. market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions. (9-12.WH.5.EC.A)

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 5: World War I: Global Causes and Impacts

Militarism, alliances, imperialism, nationalism, and economic transformations contributed to the first World War. Industrialized weapons involved citizens in a total war like never before. World War I was supposedly the war to end all wars, but the political resolutions and economic consequences of this conflict laid the foundations for World War II.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● The actions and decisions of both individuals and governments can lead to large-scale conflict. ● New weapons, war strategies, and industrialization led to nations engaging in total war. ● Decisions made by individuals, organizations, and governments at the end of World War I set the stage for future conflict. 	<ul style="list-style-type: none"> ● What leads multiple countries to join the same conflict? ● How did the Industrial Revolution and technological advances change how war is fought and experienced? ● How can conflict be effectively resolved? ● What were the long-term impacts of World War I on common people around the world?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Militarism ● Alliance System ● Imperialism ● Nationalism ● Propaganda ● Total War ● Treaty of Versailles ● Armenian Genocide ● Spanish Influenza ● Industrialized Warfare 	<ul style="list-style-type: none"> ● Deconstruct and evaluate the effectiveness of WWI propaganda. ● Identify the relationships that led to the origins of World War I. ● Explain how technological and scientific advancements changed military tactics, and the impacts of these changes. ● Use tools to analyze the chronology of events leading to the end of World War I. ● Evaluate the impacts of World War I, including genocide, loss of life, and the spread of disease. ● Critique the peacemaking process and the Treaty of Versailles.

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 5: World War I: Global Causes and Impacts

Unit Standards

Create and use tools to analyze a chronological sequence of related events in world history.

(9-12.WH.1.CC.A)

- Trace the origins, and relationships, among the world wars, revolutions, and global conflicts of the 20th century to determine their impacts on the world today. (9-12.WH.5.CC.B)
- Evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production, and increasing global interaction). (9-12.WH.5.G.C)
- Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. (9-12.WH.5.EC.B)
- Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status-quo. (9-12.WH.5.PC.C)

Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

(9-12.WH.1.CC.E)

- Analyze world-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences. (9-12.WH.5.CC.A)
- Trace the origins, and relationships, among the world wars, revolutions, and global conflicts of the 20th century to determine their impacts on the world today. (9-12.WH.5.CC.B)
- Evaluate the impact of nationalism on existing and emerging peoples and nations post 1450. (9-12.WH.4.CC.E)
- Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. (9-12.WH.5.GS.B)
- Analyze the causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. (9-12.WH.5.PC.A)

Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

(9-12.WH.1.G.B)

- Analyze the varying process of decolonization to compare its effects on the world today. (9-12.WH.5.CC.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post 1450. (9-12.WH.5.PC.D)
- Analyze the physical geography to explain the availability and movement of resources. (9-12.WH.5.G.A)

WORLD HISTORY 1450-PRESENT: 9th Grade
Unit 6: Interwar Years, Rise of Totalitarianism, and World War II

The ineffectiveness of treaties and international organizations combined with the economic collapse of the 1930s enabled the rise of totalitarianism, sparking World War II. In some cases, civilians became targeted victims and in others, collaborators in war crimes and genocide during the Holocaust. New technology including the atomic bomb dramatically altered the nature of war and geo-political relations moving forward. Governments and institutions responded to mass levels of violence by creating systems of accountability and international legal frameworks.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● The aftermath of World War I partially led to the rise of dictators and the outbreak of World War II. ● Global war leads to lasting impact on citizens, economies, and political systems. ● Governments and collaborators took actions that led to war crimes and genocide during World War II, such as the Holocaust. ● A sense of responsibility to recognize and uphold human value and to prevent future atrocities. 	<ul style="list-style-type: none"> ● How do totalitarian rulers achieve and maintain power over their societies? ● How should governments respond to crises and aggressors? ● What are the conditions that can lead to genocide? ● How should governments, institutions, and individuals handle war crimes and genocide?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Great Depression ● Totalitarianism ● Sequence of events during World War II ● Genocide/Holocaust ● Atomic Warfare ● Roaring Twenties ● Chinese Civil War ● Fascism 	<ul style="list-style-type: none"> ● Deconstruct sources of evidence to generate an informed conclusion about the rise of totalitarianism and the beginning of World War II. ● Explain how the Treaty of Versailles and the Great Depression led to the outbreak of World War II. ● Create maps and timelines to analyze events of WWII. ● Sequence events and patterns relating to genocide. ● Evaluate government, institutional, and individual responses to war crimes and genocide. ● Evaluate the use and impact of new strategies and weapons used in WWII.

WORLD HISTORY 1450-PRESENT: 9th Grade
Unit 6: Interwar Years, Rise of Totalitarianism, and World War II

Unit Standards

Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450. (9-12.WH.1.GS.A)

- Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. (9-12.WH.5.PC.A)
- Compare and contrast evolving governmental systems, including monarchy, totalitarianism, theocracy, and representative government to determine their impact on society. (9-12.WH.5.GS.A)
- Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment and resource allocation and among regions. (9-12.WH.5.EC.A)
- Evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c.1450. (9-12.WH.5.PC.E)
- Analyze the technological, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. (9-12.WH.5.PC.C)
- Educate students about the Holocaust and inspire in students a sense of responsibility to recognize and uphold human value and to prevent future atrocities (RSMo 2022 §161.700)

Create and use tools to analyze a chronological sequence of related events in world history. (9-12.WH.1.CC.A)

- Trace the origins and relationships among the world wars, revolutions, and global conflicts of the 20th century to determine their impacts on the world today. (9-12.WH.5.CC.B)
- Evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production, and increasing global interaction). (9-12.WH.5.G.C)
- Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. (9-12.WH.5.EC.B)

Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010. (9-12.WH.1.G.A)

- Analyze major demographic patterns to determine their effect on the human and physical systems(9-12.WH.5.G.D)
- Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment. (9-12.WH.5.G.B)
- Analyze the process of globalization to determine its effect on global conflict and cooperation (9-12.WH.5.PC.B)

WORLD HISTORY 1450-PRESENT: 9th Grade Unit 7: Cold War and Decolonization

Following World War II the United States and the Soviet Union emerged as global super-powers. The Cold War witnessed both active and passive conflict between the United States's sphere of influence and the Soviet Union's. Meanwhile, territories that were once colonial possessions gained independence through both conflict and cooperation with Western powers during the post-World War II era.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● The Cold War was a clash between two global superpowers with differing ideologies. ● Decolonization and the Cold War transformed global power dynamics. 	<ul style="list-style-type: none"> ● How are communist and capitalist ideologies different? ● How did the Cold War affect world affairs? ● What circumstances led to widespread post-WWII decolonization?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Cold War ● Decolonization ● International Organizations ● Non-Governmental Organizations ● United Nations ● Global Communist Movements 	<ul style="list-style-type: none"> ● Compare and contrast the ideologies of communism and capitalism. ● Evaluate the relationship between the Cold War and decolonizing societies/regions. ● Assess the role of self-determination and nationalism in the process of decolonization. ● Sequence events and evaluate the effects of decolonization. ● Independently select, evaluate, and organize varied sources of evidence about a Cold War event to construct meaning and generate an informed conclusion.

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 7: Cold War and Decolonization

Unit Standards

Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue. (9-12.WH.1.CC.C)

- Explain connections among historical context and peoples' perspectives at the time in world history. (9-12.WH.1.CC.B)
- Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the 20th century to determine their impacts on the world today. (9-12.WH.5.CC.B)

Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450. (9-12.WH.1.GS.A)

- Analyze the varying processes of decolonization to compare its effects on the world today. (9-12.WH.5.CC.C)
- Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450 (9-12.WH.4.CC.E)
- Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. (9-12.WH.5.EC.B)

Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (9-12.WH.1.PC.B)

- Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. (9-12.WH.5.PC.A)
- Analyze major demographic patterns to determine their effect on human and physical systems. (9-12.WH.5.G.D)
- Analyze the varying processes of decolonization to compare its effects on the world today. (9-12.WH.5.CC.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures c. post 1450. (9-12.WH.5.PC.D)

WORLD HISTORY 1450-PRESENT: 9th Grade

Unit 8: Our Globalized World: Opportunities and Challenges

This unit will examine the history of globalization, its impact on the world, and the interconnectedness and interdependence of different cultures and societies. Students will learn about the economic, political, social, and cultural dimensions of globalization, as well as its positive and negative effects. They will also explore and research specific examples of global challenges, such as climate change, poverty, and human rights abuses.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Globalization has made our world interconnected and interdependent. ● Increased interconnectedness and interdependence have created both opportunities and challenges for humans around the planet. 	<ul style="list-style-type: none"> ● How has globalization changed the world we live in? ● In what ways is global interdependence good and bad? ● What are the causes of a modern problem related to globalization? What are existing and potential solutions to this problem?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Globalization ● Contemporary Issue ● Governmental Organization ● Non-Governmental Organization ● Policy 	<ul style="list-style-type: none"> ● Develop and execute a research plan to independently access, select, evaluate, and organize evidence to research a contemporary issue in world history. ● Create a research product describing historical causes of the contemporary issue, evaluation of the existing solutions, and their own proposed solution. ● Identify the causes of a modern problem and existing solutions. ● Access reliable sources of information to research using a variety of resources.

WORLD HISTORY 1450-PRESENT: 9th Grade
Unit 8: Our Globalized World: Opportunities and Challenges

Unit Standards

Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue. (9-12.WH.1.CC.C)

- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450. (9-12.WH.1.GS.A)
- Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. (9-12.WH.5.GS.B)
- Analyze the process of globalization to determine its effect on global conflict and cooperation. (9-12.WH.5.PC.B)
- Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. (9-12.WH.EC.B)

Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of view represented in the resources. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (9-12.WH.1.CC.D, 9-12.WH.1.CC.E)

- Evaluate the relationship between technological and scientific advancement (e.g., communication, transportation, production) and increasing global interaction. (9-12.WH.5.G.C)
- Analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict. (9-12.WH.3.PC.A)
- Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment. (9-12.WH.5.G.B)
- Trace the origins and relationships among the world wars, revolutions, and global conflicts of the 20th century to determine their impacts on the world today. (9-12.WH.5.CC.B)