

Grade level: 9

Course Title: World History 9

Topic/Concept: Ancient Civilizations

Time Allotment: 1 Week

Unit Sequence: 1

Major Concepts to be learned:

- Development of civilizations
- Advancements of civilization
- Development of culture and religion

Expected Skills to be demonstrated:

- Explain the importance of the advancement of civilization
- Identify the connection between the Egyptian and Mesopotamian societies
- Explain the connection between the major civilizations of the early world
- Explain the different aspects of eastern religion

PA Standards/Anchors:

Eligible Content:

8.4.9.A
8.4.9.B
8.4.9.C
8.4.9.D

- Advancements in technology and society allowing for civilization
- The early domination of the Egyptians
- Mesopotamia, Indus River Valley, and Huang River Valley emerge as powerful civilizations
- Buddhism, Judaism, and Confucianism create different cultures

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Graphic organizers

Lecture
Written work
Summarizing

- Unit Test

Grade level: 9

Course Title: World History 9

Topic/Concept: Greek, Roman, & Islamic Empires

Time Allotment: 2 Weeks

Unit Sequence: Unit 1 Part II

Major Concepts to be learned:

- Rise and collapse of the Greek Empire
- Rise and collapse of the Roman Empire
- Rise and collapse of the Islamic Empire
- Development of the democracy and republic

Expected Skills to be demonstrated:

- Identify items associated with Greek and Roman Civilizations
- Explain the main defining aspects of Greek culture and analyze way Alexander pushed west
- Identify the important advancements of the Roman society
- Explain the early government of the Roman Republic
- Explain the advancements of Islamic Civilization

PA Standards/Anchors:

Eligible Content:

8.4.9.A
8.4.9.B
8.4.9.C
8.4.9.D

- Creation of the Greek city states and culture (Visual Arts, Greek Drama, The Olympic Games, Philosophers, Historians, Scientists)
- The Greek Empire under Alexander the Great
- The advancements and achievements of the Roman Empire
- Comparing the newly developed governments of the Roman Republic and Greek Democracy
- The impact of the Islamic Empire

Instructional Strategies:

Assessments:

Cooperative groups	Lecture
Group discussion	Research
Written work	Note Taking
Summarizing	Evaluating

- Unit Test

Grade level: 9

Course Title: World History 9

Topic/Concept: Medieval Europe

Time Allotment: 3 Weeks

Unit Sequence: 2

Major Concepts to be learned:

- The European need for protection against outside invading forces
- The government structure of Feudalism
- The economic structure of manorialism
- The role of the Catholic Church in Medieval life
- The many impacts of the Crusades

Expected Skills to be demonstrated:

- Analyze the importance of peasants in manorialism
- Explain the need for the development of feudalism
- Identify and reconstruct the different parts of a medieval fief
- Analyze the importance of the church in medieval society
- Explain why crusaders would put their life in danger in the name of religion

PA Standards/Anchors:

Eligible Content:

8.4.9.A
8.4.9.B
8.4.9.C
8.4.9.D

- The collapse of Roman control in Europe and the invasion of the Vikings
- The need for protection forces and peasants to accept the demands of Manorialism
- Kings turn towards knights to protect their kingdoms
- Structures within a fief
- The positive and negative impacts of the Crusades on European society
- The impact of the Black Plague

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Research
Written work	Hands-on activity
Note Taking	Summarizing
Evaluating	Specific Reading
Interactive Simulation	Instructional Videos

- Fief Project
- Black Plague Simulation
- Unit Test

Grade level: 9

Course Title: World History 9

Topic/Concept: Renaissance

Time Allotment: 3 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- Foundations of the Renaissance
- Great thinkers of the Renaissance movement
- Impact of Renaissance in Europe

Expected Skills to be demonstrated:

- Explain the new ideal of humanism
- Explain the importance of city-states in the development of the Renaissance
- Identify the main attributes of the Italian Renaissance artists
- Analyze the achievements of Northern Renaissance artists
- Students will research a Renaissance artist and present to the class

PA Standards/Anchors:

Eligible Content:

8.4.9.A
8.4.9.B
8.4.9.C
8.4.9.D

- The increased interest of education, thinking, and the arts due to the wealth among the Italian city-states
- The major thinkers and artists of Renaissance
- The adoption of Renaissance ideals in Western Europe

Instructional Strategies:

Assessments:

Problem solving activities	Evaluating
Lecture	Group discussion
Research	Hands-on activity
Summarizing	Oral Presentation
Instructional Videos	

- Unit Test
- Renaissance Artist Trading Card

Grade level: 9

Course Title: World History 9

Topic/Concept: Reformation

Time Allotment: 2 Weeks

Unit Sequence: 4

Major Concepts to be learned:

- Luther's drive to reform the Catholic Church
- The spread of Reformation ideals
- The key role Henry VIII played in the Reformation by separating England from the Catholic Church

Expected Skills to be demonstrated:

- Identify the main beliefs of Lutheranism
- Identify the new Protestant religions developed as a result of Luther's ideas
- Analyze the short-term and long-term effects of the English Reformation.

PA Standards/Anchors:

Eligible Content:

8.4.9.A
8.4.9.B
8.4.9.C
8.4.9.D

- Luther's need for catholic reform
- Luther's disagreement with the Catholic Church
- The spread of Protestantism

Instructional Strategies:

Assessments:

Problem solving activities Group discussion Research Outlining Charts	Lecture Instructional Videos Summarizing Evaluating	• Unit Test
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Grade level: 9

Course Title: World History 9

Topic/Concept: Age of Exploration

Time Allotment: 2 Weeks

Unit Sequence: 5

Major Concepts to be learned:

- Understand the motivations for exploration: God, Gold, and Glory
- European exploration of the Americas and colonization
- The Columbian Exchange and the trade of plants, animals, diseases, and ideas between the Eastern and Western Hemispheres
- Development of the Atlantic Slave Trade
- Economic policies of European nations through Mercantilism

Expected Skills to be demonstrated:

- Analyze how interactions among Europe, Africa, and the Americas changed societies over time.
- Explain the motivations for European exploration and expansion.
- Describe how technological advances made exploration possible.
- Explain the positive and negative effects of the Columbian Exchange on different populations.
- Describe how the triangular trade system operated.
- Explain the causes and effects of the transatlantic slave trade.

PA Standards/Anchors:

Eligible Content:

7.1.9 A 8.1.9 A
8.1.9 B 8.1.9 C
8.4.9 A
8.4.9 C

- Reasons for European exploration (economic, religious, political)
- Major explorers and their contributions
- Significance of the Columbian Exchange
- Effects of slavery on Africa, Europe, and the Americas
- Principles of mercantilism, the relationship between colonies and mother countries

Instructional Strategies:

Assessments:

Lecture Specific Reading
Group discussion Written work
Graphic organizers Charting
Summarizing Evaluating

- Unit Test

Grade level: 9

Course Title: World History 9

Topic/Concept: Absolutism in Europe

Time Allotment: 3 Weeks

Unit Sequence: 6

Major Concepts to be learned:

- The source of power of Absolute Monarchs
- The relationship between an absolute monarch and his people
- Understand the problems of absolute monarchy and how the problems motivated people to push for change
- See the impacts of absolute monarchy on the land and people of Europe

Expected Skills to be demonstrated:

- Analyze Philip II's motivation behind his aggressive actions
- Analyze why absolutism spread throughout Europe
- Evaluate why the people followed every demand of the absolute monarchs
- Explain how the Sun King's grand ruling of France actually sealed the death of the French Monarchy
- Evaluate the impact of Peter the Great's reforms on Russian society
- Construct a slideshow presentation including political, economic and religious policies of European Absolute Monarchs

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C
8.1.12 A

- Spain under the control of the Hapsburg Monarchs
- England difficulties under the rule of Henry VII, Henry VIII, and Elizabeth I
- The Sun King reigns over France
- The conflicts of the German Absolute States
- Development of Russian power under the early Romanovs

Instructional Strategies:

Assessments:

Lecture Group discussion Research Charting Evaluating	Instructional Videos Performance task Written work Summarizing Specific Reading
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- Absolute Monarch Research Project
- Unit Test

Grade level: 9

Course Title: World History 9

**Topic/Concept: Scientific Revolution
& Enlightenment**

Time Allotment: 2 Weeks

Unit Sequence: 7

Major Concepts to be learned:

- Impact of scientific discoveries on how people viewed and explained the natural world
- The development of modern science thought processes
- The development of modern political thought through the ideas of the enlightenment
- Struggles of reason vs. established governments

Expected Skills to be demonstrated:

- Analyze how Galileo's declaration of information contradictory to the Catholic Church motivated people to start asking questions
- Compare and contrast the ideas of enlightenment thinkers
- Analyze the connections of Enlightenment thinkers and modern democracy
- Evaluate the connections between Enlightenment ideas and the American declaration of independence
- Research a scientist from the Scientific Revolution

PA Standards/Anchors:

Eligible Content:

8.1.6 A
8.1.6 B
8.1.12 A
8.4.9 B
8.4.9 C

- The discoveries of Galileo and development of scientific thought
- The application of reason in the field of politics
- The impact of salons

Instructional Strategies:

Assessments:

Problem solving activities	Summarizing
Lecture	Group discussion
Research	Written work
Hands-on activity	Charting
Instructional Videos	

- Unit Test
- Declaration of Independence evaluation
- Scientist Research

Grade level: 9

Course Title: World History 9

Topic/Concept: Age of Revolution

Time Allotment: 3 Weeks

Unit Sequence: 8

Major Concepts to be learned:

- Understand how the people began pushing for more power and control
- Understand the problems facing the common French citizen
- The change in British government after the English Civil War and Glorious Revolution
- Understand the difficulties of fighting a revolution and developing a new government

Expected Skills to be demonstrated:

- Analyze how religion impacted the beginning of the English Civil War
- Evaluate what motivated the English to contact Mary
- Evaluate the status of the common French citizen
- Explain the motivation behind the events leading to the French Revolution
- Illustrate the French problems with establishing a new and successful government
- Analyze why Napoleon was a perfect fit for struggling France
- Create a poster depicting the grievances of the people during the French Revolution
- Identify and locate the countries and territories of Europe after the Congress of Vienna

PA Standards/Anchors:

Eligible Content:

7.1.9 A
8.1.9 A
8.1.9 B
8.1.9 C

- The changing English Government through the English Civil War, the Restoration, and the Glorious Revolution.
- The problems of French society and the French Revolution
- The fluid French government during the French Revolution
- The rise and fall of Napoleon Bonaparte

Instructional Strategies:

Assessments:

Problem solving activities Lecture Written work Summarizing Research Specific Reading	Map reading and labeling Group discussion Charting Evaluating Instructional Videos
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- Unit Test
- French Revolution Poster
- Map Quiz

Grade level: 9

Course Title: World History 9

Topic/Concept: Industrial Revolution

Time Allotment: 3 Weeks

Unit Sequence: 9

Major Concepts to be learned:

- The relationship between factors of production and industrialization
- The development of urbanization as a result of industrialization
- The roots of the modern mechanical world
- The development of modern economic concepts
- Society changes with birth of industrialization

Expected Skills to be demonstrated:

- Analyze the importance of new agricultural technologies
- Analyze the impact of factories on the economy
- Evaluate the societal impacts of new innovations
- Analyze the impact of industrialization on society
- Analyze how capitalism developed from industrialization
- Explain how socialism development through the demands of the worker

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C

- Pre-Industrial Society and Industry
- The Development of Industry through the Textile Industry
- Development of mechanization
- Development of Capitalism and Socialism

Instructional Strategies:

Assessments:

Intearctive Activity	Problem solving activities
Lecture	Group discussion
Research	Written work
Hands-on activity	Projects
Graphic organizers	Summarizing
Evaluating	Specific Reading
Instructional Videos	Charting

- Unit Test
- Urban Game Results
- Invention Slideshow Project and Presentation

Grade level: 9

Course Title: World History 9

Topic/Concept: Age of Imperialism

Time Allotment: 2 Weeks

Unit Sequence: 10

Major Concepts to be learned:

- The impacts of Social Darwinism
- The problem with African colonization
- The impacts of Muslim colonies
- The development of the British "Jewel in the Crown;" India

Expected Skills to be demonstrated:

- Describe Africa before European colonization
- Analyze how African colonization was a prime example of Social Darwinism
- Explain why Europeans flocked to South Africa
- Describe the different forms of Imperialism and how they were demonstrated by European countries
- Evaluate the Middle Eastern response to European pressures
- Analyze positive and negative aspects of British colonization of India
- Identify and label the territories and colonized countries of Africa.

PA Standards/Anchors:

Eligible Content:

7.1.9 A
8.1.9 A
8.1.9 B
8.1.9 C

- The development and types of Imperialism
- The scramble for control of African territory
- Europeans claim control of Muslim lands
- British establish limited and then total control of India
- U.S. involvement in Imperialism

Instructional Strategies:

Assessments:

Group discussion
Charting
Evaluating
Specific Reading

Written work
Summarizing
Instructional Videos
Map reading and Labeling

- Unit Quiz
- Map Quiz

Grade level: 9

Course Title: World History 9

Topic/Concept: Nationalism

Time Allotment: 2 Weeks

Unit Sequence: 11

Major Concepts to be learned:

- The problems of totalitarianism
- Nationalism spurs change in China

Expected Skills to be demonstrated:

- Evaluate the problems the new Republic of China faced
- Trace the rise of communism in China
- Describe the civil war between Chinese Communists and Nationalists

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C

- The many controlling aspects of totalitarianism
- The collapse of the Qing Dynasty, the rise of Nationalism, and development of communism by Mao Zedong

Instructional Strategies:

Assessments:

Problem solving activities
Lecture
Summarizing
Evaluating
Specific Reading

- World War I Test

Grade level: 9

Course Title: World History 9

Topic/Concept: World War I

Time Allotment: 3 Weeks

Unit Sequence: 12

Major Concepts to be learned:

- Impacts of international alliances
- Impact of Nationalism
- Development of the Allied Powers and Central Powers
- Development of a total globalized war
- The problems of the Treaty of Versailles

Expected Skills to be demonstrated:

- Identify the political and military factors at work in Europe in the late 1800's
- Analyze the problems with developing alliances which guarantee military support
- Diagram the events which led to the start of WWI
- Evaluate how the assassination of Archduke Ferdinand could cause large scale warfare
- Describe the problems of trench warfare
- Describe how the allied powers came to win WWI
- Analyze the factors which led to American involvement in WWI
- Analyze the many problems with the Treaty of Versailles
- Identify and label countries of Europe and Allied and Central forces during World War I

PA Standards/Anchors:

Eligible Content:

7.1.9 A
8.1.9 A
8.1.9 B
8.1.9 C

- Factors which led to disagreement and armament
- The assassination of Archduke Francis Ferdinand
- The Schlieffen Plan and the development of trench warfare
- American involvement in the WWI
- The end of the war and the problems of the Treaty of Versailles

Instructional Strategies:

Assessments:

Lecture	Group discussion
Written work	Charting
Summarizing	Specific Reading
Map reading and labeling	Instructional Videos

- Unit Test, including Nationalism
- Map Quiz

Grade level: 9

Course Title: World History 9

Topic/Concept: Russian Revolution

Time Allotment: 1 Week

Unit Sequence: 13

Major Concepts to be learned:

- Understand the motivations of the Russian people to push for change
- The reforms of Lenin supported what the people of Russia wanted

Expected Skills to be demonstrated:

1. Describe the problems of Nicholas II which led to the March Revolution
2. Summarize the Bolshevik Revolution and its outcome
3. Explain Lenin's reforms and the rise of Stalin
4. Summarize Stalin's state-controlled economic and social programs
5. Analyze the problems with the reforms of Stalin

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C

- Development of Revolutionary ideas in Russia
- The chaos of the Russian government during the early 1900's
- Stalin siezes power over Russia

Instructional Strategies:

Assessments:

Problem solving activities
Lecture
Interactive Simulation

Instructional Videos
Summarizing
Specific Reading

- Unit Quiz

Grade level: 9

Course Title: World History 9

Topic/Concept: Years of Crisis

Time Allotment: 1 Week

Unit Sequence: 14

Major Concepts to be learned:

- The societal, social, economic, and political effects of the lack of assistance in the Treaty of Versailles
- The world wide nature of the Great Depression
- The rise of Fascism aggression and the problems with appeasement

Expected Skills to be demonstrated:

- Analyze how the Treaty of Versailles caused problems for former Central Power countries
- Evaluate how the Treaty of Versailles created hostility among European countries
- Describe the problems of the Weimer Republic
- Analyze the world wide impacts of the Great Depression
- Describe Mussolini's creation of a Fascist state in Italy
- Analyze why there was a shift from democratic governments to dictatorships in Eastern Europe

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C

- The European problems after WWI
- The economic and political problems of the Weimar Republic
- The massive world wide economic collapse of the Great Depression
- Fascism takes hold in Italy and Germany
- Principles of totalitarianism
- Aggressive totalitarian countries invade neighboring countries

Instructional Strategies:

Assessments:

Problem solving activities	Charting
Lecture	Group discussion
Performance task	Summarizing
Evaluating	Specific Reading

- Unit Quiz

Grade level: 9

Course Title: World History 9

Topic/Concept: World War II

Time Allotment: 3 Weeks

Unit Sequence: 15

Major Concepts to be learned:

- The root causes of WWII
- The power of the Nazis Regime
- The evil demonstrated by the Nazis Regime
- Global changes as a result of WWII

Expected Skills to be demonstrated:

- Describe how Germany overran much of Europe and North Africa
- Explain how the Japanese expanded their power in the Pacific
- Describe the results of the "Final Solution"
- Summarize the Allied campaigns and the events that led to surrender
- Compare postwar governments in Europe and Japan
- Compare and contrast post WWI agreements and post WWII agreements
- Identify and label countries of Europe and Allied and Axis forces during World War II and Japanese holdings in the Pacific

PA Standards/Anchors:

Eligible Content:

7.1.9 A
8.1.9 A
8.1.9 B
8.1.9 C

- Hitler's Nazis Regime
- The Pacific Campaign
- The Holocaust
- The Allied Victory
- Europe and Japan in Ruins

Instructional Strategies:

Assessments:

Group discussion	Performance task
Written Response	Timeline
Charting	Summarizing
Map reading and labeling	Evaluating
Instructional Videos	

- Unit Test
- Map Quiz
- Quizzes
- WWII Timeline

Grade Level: 9

Course Title: World History 9

Topic/Concept: Restructuring the Postwar World

Time Allotment: 2 Weeks

Unit Sequence: 16

Major Concepts to be learned:

- The establishment of communism as a global power
- Berlin was divided between communist East Berlin and democratic West Berlin during the Cold War.
- The competition between communism and democracy breeds economic and military explosion

Expected Skills to be demonstrated:

- Trace the development of the Cold War
- Describe the economic and political affects of the Cold War
- Analyze the global competition between the United States and the Soviet Union
- Analyze how the space race was a prime example of international competition
- Explain how the military was used during the Cold War

PA Standards/Anchors:

Eligible Content:

8.1.9 A
8.1.9 B
8.1.9 C

- The Beginning of the Cold War
- The East and West Split
- The Communist Bloc
- Western Europe
- The United States

Instructional Strategies:

Assessments:

Lecture	Research
Group discussion	Project
Written work	Summarizing
Evaluating	

- Cold War Timeline Slideshow Project