



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Social Studies
Course: Concepts of World History
Grade(s): 9

Course Overview

This one-year survey of World History explores the evolution of societies through global interactions and their impact from 1500 to the present day. Students will examine diverse civilizations, cultures, and historical events to understand the forces that have shaped the modern world. Throughout the course, they develop historical thinking, analysis, and communication skills while building a strong foundation in world history.

Students will strengthen their ability to think critically, solve problems, analyze maps and visual data, use technology effectively, and communicate through writing. Skills such as chronology and media literacy are introduced early and reinforced throughout the year.

The study of world history begins with European exploration, the emergence of the first global age, and the rise of major empires. Students then investigate the Reformation, Scientific Revolution, and Enlightenment to understand how new ideas transformed societies and inspired political change. The course continues with the Industrial Revolution, Western expansion, and imperialism, emphasizing their economic, political, social, and environmental impacts. The year concludes with an examination of the major events and global developments of the 20th century.

Key Learning Outcomes

Upon completing this course, students will be able to:

- Illustrate the impact of geography on historical development.
- Analyze the causes and effects of European global voyages of exploration, understanding the complex interactions between the Eastern and Western Hemispheres.
- Compare and contrast the societies and political systems of major 16th and 17th-century empires.
- Explain how intellectual movements like the Reformation, Scientific Revolution, and Enlightenment challenged existing institutions.
- Highlight the key developments and global impact of 17th and 18th-century revolutions, particularly their role in spreading democratic ideals and nationalism.
- Assess the positive and negative consequences of the Industrial Revolution on human life.

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- Explain the motivations behind imperialism and its impact on colonized peoples.
- Describe the causes and consequences of World War in the 20th Century.
- Outline major political, social, and economic trends in both developed and developing nations in the 20th Century.
- Demonstrate proficiency in essential social studies skills, including chronological and spatial thinking, critical thinking, and presentation skills.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

- 6.2.12.GeoSV.1.a: 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.
- 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a: 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.
- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.GeoPP.2.a: 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.

- 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.CivicsPD.3.a: 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).
- 6.2.12.CivicsDP.3.a: 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.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.2.12.GeoGI.3.a: 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.
- 6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- 6.2.12.EconGE.3.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.
- 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.EconET.3.a: 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.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- 6.2.12.CivicsPI.4.a: 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.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

- 6.2.12.CivicsHR.4.a: 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.
- 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.GeoGI.4.a: 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.
- 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.HistoryCC.4.f: 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.
- 6.2.12.HistoryCC.4.g: 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”.
- 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- 6.2.12.CivicsPI.5.a: 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.

- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.GeoSV.5.a: 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).
- 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.f: 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).
- 6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- Era 6. Contemporary Issues
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.GeoPP.6.a: 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.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Interdisciplinary Standards:

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. opportunity to integrate climate change education.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. opportunity to integrate climate change education.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. opportunity to integrate climate change education.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Career Readiness, Life Literacies and Key Skills Standards:

- **9.1.12.EG.3:** Explain how individuals and businesses influence government policies.
- **9.1.12.EG.4:** Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- **9.1.12.EG.5:** Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- **9.2.12.CAP.1:** Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- **9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice.
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- **9.4.12.CT.3:** Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

- **9.4.12.DC.7:** Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society.
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** "Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions... may work better than others.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- **9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Ready Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)
- [Holocaust & Genocide Education](#) (Grades K - 12)
- [Amistad Act](#) (Grades K - 12)
- [Climate Change Education](#) (Grades K - 12)
- [Asian Americans and Pacific Islanders](#) (Grades K - 12)
- [History and Contributions of Individuals with Disabilities and LGBTQ persons](#)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do.

- Identify 15th-century global political, economic, and cultural trends.

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- 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.
- Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- Trace the movement of essential commodities (eg., sugar, cotton) from Asia to Europe to America, and determine the impact trade had on the New World's economy and society.
- Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 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.
- 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.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 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.
- Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 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).
- 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.
- Determine the factors that led to the Reformation and the impact on European politics.
- Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 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).
- 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.
- Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 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.
- Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th-century Britain.

- Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 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.
- Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- 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.
- 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.
- Assess government responses to incidents of ethnic cleansing and genocide.
- Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- Use primary and secondary sources to examine colonial participation and experiences in WWI & WWII.
- Determine how geography impacted military strategies and major turning points during World War II.
- 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.
- 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.
- Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 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.
- 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.
- 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.
- 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”.
- 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).

- Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 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.
- Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- 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.
- Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 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.
- 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).
- Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 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.
- Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 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).
- 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.
- Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 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.
- Relate the rise of the Internet and social media to the global economy.
- Evaluate the impact of terrorist movements on governments, individuals and societies.

Units of Study

Below is a list of the units and their essential questions.

Unit 1: The First Global Age: (9 weeks)

- What were the main motives for and lasting effects of exploration and colonization in the 15th and 16th centuries?
- What were the positive and negative global effects of the Columbian Exchange?
- How were land-based and sea-based empires maintained?
- How did absolute rulers centralize power and contribute to cultural advancement in both Europe and Asia?
- How did the Renaissance, Reformation, Scientific Revolution, and Enlightenment change the way people thought about the world in which they lived?

Unit 2: Revolutions: (10 weeks)

- What similarities exist among political revolutions, and what were the key differences between the revolutions during this time period?
- How did the Industrial Revolution drastically change the way people viewed society, economics, and politics?
- What were the motives for imperialism?
- How did European colonization affect the long-term development of colonized regions?

Unit 3: The Era of Great Wars: (7 Weeks)

- Why was World War I seen as “the Great War” by its contemporaries?
- How was World War I different from previous wars?
- How did the Treaty of Versailles lay the foundation for future global conflict?
- Why were totalitarian governments able to be formed?
- How do totalitarian leaders rule?
- Why were the Allies able to win World War II?

Unit 4: The Modern Era: (6 Weeks)

- How did Communism rise and fall after WWII?
- How did former European colonies gain independence, and what challenges did they face once they achieved it?
- What challenges face the world in the 21st century, and what are some potential solutions?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing.

Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. Additionally, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

- Whole Class Texts:
 - Primary Textbook: King, W. E., & Lewinski, M. (2006). *World history* [Student ed.]. AGS Publishing.

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- Supplemental Textbooks:
 - Ellis, Elisabeth Gaynor and Anthony Esler. *World History Connections to Today*. Upper Saddle River, NJ: Prentice Hall, 2003.
 - Baker et al. *History Alive: World History Program*. Palo Alto, CA: Teachers Curriculum Institute, 1994.
 - Diamond, Jarrod. *Guns, Germs and Steel: The Fates of Human Societies*.
 - A variety of primary and secondary source packets relevant to the topics at hand prepared and photocopied by the instructor.

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and evaluative purposes. Teachers may choose one or more of the following options to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Multiple Choice Assessments
- Short Writing
- Source Analysis

Summative:

- Multiple-choice and short-answer tests
- Essays
- DBQs
- Debate Activities
- Presentations
- Short/Long-term Projects
- Performance-Based Tasks (PBTs)
- Digital Exhibits & Multimodal Projects
- Historical Simulations
- Independent Research Opportunities
- Source Analysis

Benchmark:

- NJSLA
- NJGPA
- Departmental Exams
- Unit/Chapter Tests

Alternative Assessments

- Portfolios
- Document-Based Questions (DBQs)
- Performance-Based Tasks (PBTs)
- Digital Exhibits & Multimodal Projects

Suggested Strategies for Modification & Differentiation

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Modifications Chart

The accommodations listed below should be provided as appropriate in accordance with each student's Individualized Education Program (IEP) recommendations.

CONTENT/MATERIAL

- Access to accurate notes
- Provide copy of class notes
- Additional time to complete tasks/long-term projects with adjusted due dates
- Adjust number of items student is expected to complete
- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Allow verbal rather than written responses
- Modify curriculum content based on student's ability level
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Access to electronic text (e.g. Downloaded books)
- Provide books on tape, CD or read aloud computer software
- Modified homework assignments (modify content, modify amount, as appropriate)

ORGANIZATION

- Assistance with organization of planner/schedule
- Assistance with organization of materials/notebooks
- Use a consistent daily routine
- Assist student in setting short-term goals
- Break down tasks into manageable units
- Provide benchmarks for long-term assignments and/or projects
- Use of checklists
- Use of an assignment notebook or planner
- Check homework on a daily basis
- Provide timelines for work completion
- Develop monthly calendars with assignment due dates marked
- Provide organizational support through learning management systems
- Enlarge work space areas
- Provide organizers/study guides
- Require classroom notebooks and/or folders

INSTRUCTION

- Frequently check for understanding
- Color code important information
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Present information via the visual modality (written material to supplement other modalities)
- Provide outline in advance of lecture
- Demonstrate directions and provide a model or example of completed task
- Emphasize multi-sensory presentation of data

- Encourage use of mnemonic devices
- Provide oral as well as written instructions/directions
- Allow for repetition and/or clarification of directions, as needed
- Reinforce visual directions with verbal cues
- Give direct and uncomplicated directions
- Orient to task and provide support to complete task
- Provide easier tasks first
- Help to develop metacognitive skills (self-talk and self-correction)
- Directions repeated, clarified or reworded
- Have student demonstrate understanding of instructions/task before beginning assignment
- Allow wait time for processing before calling on student for response
- Read directions aloud
- Administer work in small segments
- Provide visual models of completed tasks
- Give verbal as well as written directions
- Use interests to increase motivation
- Use marker (e.g. index card, ruler) for visual tracking
- Enlarge print

ASSESSMENT

- Modified grading
- Additional time to complete classroom tests/quizzes
- Announce test with adequate prep time
- Small group administration of classroom tests/quizzes
- Provide larger white work space on quizzes and tests
- Modified tests/quizzes
- Modify the number of choices on tests/quizzes
- Modify length of test
- Modify the content of tests/quizzes
- Adjust test format to student's ability level
- Provide manipulative examples
- Develop charts, visual outlines, diagrams, etc.
- Verbally guide student through task steps
- Allow for oral rather than written responses on tests
- Allow for oral follow-up for student to expand on written response
- Allow use of a computer
- Provide a word bank for fill-in-the blank tests
- Allow dictated responses in lieu of written responses
- Do not penalize for spelling errors
- Allow typed rather than handwritten responses
- Allow student to circle responses directly on test rather than use Scantron
- Provide word banks for recall tests
- Read test aloud
- Allow student to make test corrections for credit
- Mark answers in test booklet
- Point to response
- Alternate test-taking site

ATTENTION/FOCUS

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- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Arrange private signal to cue student to off-task behavior
- Establish and maintain eye contact when giving oral directions
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Use study carrel
- Arrange physical layout to limit distractions
- Frequently ask questions to engage student
- Refocusing and redirection
- Behavior/time management system

WRITTEN LANGUAGE

- Include brainstorming as a pre-writing activity
- Edit written work with teacher guidance
- Allow use of word processor
- Use graphic organizers

SOCIAL/BEHAVIORAL

- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Utilize student in development of tasks/goals
- Encourage student to self-advocate
- Minimize negative behavior
- Present alternatives to negative behavior
- Establish positive scripts
- Desensitize student to anxiety causing events
- Monitor for overload, excess stimuli
- Identify triggers
- Help student manage antecedents
- Develop signal for when break is needed
- Give student choices to allow control
- Provide positive reinforcement
- Provide consistent praise to elevate self-esteem
- Model and role play problem solving
- Provide counseling
- Use social skills group to teach skills and provide feedback