BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

World History
Grade 9

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Conforms to New Jersey Core Curriculum Content Standards and National Common Core Standards

Board Approved: August 25, 2015

World History

(9th Grade)

Introduction: *World History* is a requirement for all students in the State of New Jersey and Bloomfield High School to graduate. The course is typically taught to 9th grade students over the course of one year.

The World History curriculum challenges students with the content, concepts, and skills in history, geography, economics, civics, and government that will help them develop into educated and responsible citizens capable of making informed decisions about local, national, and international challenges. This curriculum is aligned with both the 2014 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts & Literacy in History/Social Studies*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification.   It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility is how they choose to meet these demands.

Pacing: The *World History* curriculum is divided into four units each focusing on a different historical era.

- ***Unit I - Global Interactions (1300 - 1700):***
    - (Renaissance, Scientific Revolution, Reformation, Explorations, and Monarchs)
- ***Unit II - Age of Revolution (1700 - 1914):***
    - (Enlightenment, French Revolution, American Revolution, Industrial Revolution, and Imperialism)
- ***Unit III - 20th Century (1914 - 1945):***
    - (World War I, Between Wars, and World War II)
- ***Unit IV - 20th Century (1945 - Present Day):***
    - (Cold War, Post-9/11 World)

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook: World History: Patterns of Interaction

Established Goals: New Jersey Core Curriculum Content Standards

http://www.state.nj.us/education/cccs/2014/ss/
http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/

In collaboration with the NJDOE, the Bloomfield School district integrates K-12 instruction in the following themes:

Amistad: http://www.theamistadcommission.com/

Constitution Day: http://www.ed.gov/legislation/FedRegister/other/2005-2/052405b.pdf

Holocaust: http://www.state.nj.us/education/holocaust/about_us/mandate.html

Overarching Understandings:

1. Significant historical events involve a complex set of interrelated causes and effects

2. Knowledge of the past informs the present and can prepare people for the future

3. Groups and nations attempt to establish order and security based on systems that develop over time

4. People and nations have values and interests that can result in conflict or cooperation

Course Name	World History College Prep	**Grade Level**	9th
Unit #, Title	Unit I – Global Interaction	**Time Frame**	8 Weeks (40 Days)

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Standards

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Content:

6.2.12.A.1.a: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.a: Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.C.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.C.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.d: 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.C.1.e: Determine the extent to which various technologies, (e.g., printing, the 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.D.1.a: Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.d: 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.D.1.e: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.f: Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.A.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

6.2.12.A.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.a: Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.C.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.a: Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c: Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Common Core

Reading Standards:
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of event described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity bands independently and proficiently.

Writing History Standards:
WHST.9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

WHST.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

WHST.9-10.7 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.

WHST.9-10.8. 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.

WHST.9-10.10 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.

WHST.9-10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of text of recognized literary merit.

Other

8.1.12.F.1 - Select and use specialized databases for advanced research to solve real-world problems.

8.1.12.A.2- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Essential Questions	Enduring Understandings
EQ1: How do leaders positively and negatively affect a society? **EQ2:** How do technological innovations impact the world, then and today? **EQ3**: How do trade networks allow ideas, goods, and people to spread? **EQ4**: How does culture and religion develop and change over time? **EQ5:** Why do societies explore and interact? **EQ6:** What factors contribute to globalization? **EQ7:** how do technological advances contribute to historical turning points?	**EU1:** Wealth accumulated from European trade with the Middle East, fostered civic pride in the Italian cities. Wealthy citizens held a secular view of the world **EU2:** The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. **EU3:** Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Content Vocabulary		Academic Vocabulary	
Absolutism	Secular	Annotate	Point of View
Theocracy	Scientific Revolution	Background	Visualization
Mercantilism	Renaissance	Inference	Contextualize
Columbian Exchange	Empire	Determine	Significance
Protestant Reformation	Trade	Discuss	Application/Apply
Age of Reason/Enlightenment	Cause and Effect	Evidence	Critique
Nationalism	Cultural Diffusion	Identify	Thesis
Humanism	Gun-Powder Empires		

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Identify and describe the political, social, and economic characteristics of the significant dynasties and empires of the world at the time: East Asia –China, Japan, Korea; Southwest Asia – India, Persia, Ottoman; Africa; Europe; The Americas

Identify and explain the causes and effects of the Renaissance, Reformation, and the Scientific Revolution.

Evaluate the religious and cultural changes on the world as the result of Renaissance and Exploration.

Examine the motivations of European exploration.

Evaluate the political and economic impact of exploration and colonization on Europe, Africa, Asia and the Americas

Analyze the colonial experience in the Americas. | Answer assigned essay questions/writing prompts:
Example(s):
- Research and answer the following in a journal entry: Did the slave trade have more benefits or drawbacks for the New World?

- You have been assigned to defend Martin Luther's action in nailing his Ninety-Five Theses to the door of All Saints' Church in Wittenberg. What would you say in his defense? What personal courage must he have possessed?

Assign select topics and have students conduct research and create a presentation (PowerPoint, Prezi, iMovie, Podcast, speech)
Example(s):
- Students create a Facebook page for various Renaissance men and their contributions reflected change of the time period. | Teacher Observation/Questioning

Rubric

Unit Test

Subject Quizzes

Peer-evaluation

Homework and class work

Checking for understanding

Primary Source Worksheet/Analysis |

Assess the cultural diffusion that occurred between Europeans, Africans, Asians, and Americans as a result of exploration and colonization. Discuss the centralization of political power in Europe and the growth of national cultures. Trace the factors that led to a gradual decline of Islam, as a dominant political force in Europe and the Middle East, during the Early Modern Era. Analyze the growth and impact of absolutism in Western Europe. Appraise the development of constitutionalism in England. Analyze the growth and impact of absolutism in Eastern Europe.	• Create an illustrated children's book that identidies and examines the impact of exploration. • Create a class textbook on the Renaissance. Each student must research and create a page for a significant figure of the Renaissance, Reformation, and Exploration. Participate in class activity (jigsaw, gallery walk, stations) *Example(s):* • Jigsaw activity to identify and analyze different countries motives for and impact of exploration. • Participate in a gallery walk of Renaissance art and identify influences from Eastern and Greek and Roman cultures. Writing DBQ/Essay: *Example(s):* • How Did the Renaissance Change Man's View of Man? Class Discussion (Socratic seminar, coffee-house, debate, etc…) *Example(s):* • Discuss whether Martin Luther should be considered a revolutionary or a reformer.	

Resources

Textbook:
- World History: Patterns of Interaction

Primary Source Readings:
- Stearns, Peter N. *World History in Documents: A Comparative Reader*. Second ed. New York: New York UP, 2008. Print.

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. 5th ed. Vol. 1. Boston: Houghton Mifflin, 2005. Print.

- Kishlansky, Mark A., and Susan Lindsey. Lively. *Sources of World History, Volume II: Readings for World Civilization*. 2nd ed. Belmont, CA: Wadsworth, 1999. Print.

- Brophy, James M. *Perspectives from the Past: Primary Sources in Western Civilizations*. Fifth ed. Vol. II. New York: W.W. Norton, 2012. Print.

Online Video Resources:
- Fall of The Roman Empire...in the 15th Century: Crash Course World History:
  - https://www.youtube.com/watch?v=3PszVWZNWVA&list=PLBDA2E52FB1EF80C9&index=12
- Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13:
  - https://www.youtube.com/watch?v=TpcbfxtdoI8&list=PLBDA2E52FB1EF80C9&index=13
- The Dark Ages...How Dark Were They, Really?: Crash Course World History #14:
  - https://www.youtube.com/watch?v=QV7CanyzhZg&list=PLBDA2E52FB1EF80C9&index=14
- Venice and the Ottoman Empire: Crash Course World History #19:
  - https://www.youtube.com/watch?v=UN-II_jBzzo&list=PLBDA2E52FB1EF80C9&index=19
- Russia, the Kievan Rus, and the Mongols: Crash Course World History #20:
  - https://www.youtube.com/watch?v=etmRI2_9Q_A&list=PLBDA2E52FB1EF80C9&index=20
- The Renaissance: Was it a Thing? - Crash Course World History #22:
  - https://www.youtube.com/watch?v=Vufba_ZcoR0&list=PLBDA2E52FB1EF80C9&index=22
- The Columbian Exchange: Crash Course World History #23:
  - https://www.youtube.com/watch?v=HQPA5oNpfM4&list=PLBDA2E52FB1EF80C9&index=23
- The Atlantic Slave Trade: Crash Course World History #24
  - https://www.youtube.com/watch?v=dnV_MTFEGIY&list=PLBDA2E52FB1EF80C9&index=24

Document Based Questions:

- https://edubloomfieldk12nj-my.sharepoint.com

Course Name	World History College Prep	Grade Level	9th
Unit #, Title	Unit II – Age of Revolutions (1700 – 1914)	Time Frame	8 Weeks (40 Days)
Standards			

Content:

6.2.12.A.3.a: Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.b: Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.c: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.d: Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.e: Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a: Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b: Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a: Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b: Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c: Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e: 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.D.3.a: Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c: Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.d: 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.D.3.e: Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Common Core

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8.1.12.A.2- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

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9.1.12.E.1   Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.D.2   Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.C.5   Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.A.1   Apply critical thinking and problem-solving strategies during structured learning experiences.

Essential Questions	Enduring Understandings
EQ1: How have the ideas of the Enlightenment influenced modern government? **EQ2:** How does abuse of power lead to conflict? **EQ3:** What causes revolution? Is it ever justified? **EQ4:** When are people justified in using violence against their government? If ever? **EQ5**: What makes a leader great? Is it better to be loved or feared as a leader? **EQ6**: How do economics play a role in the decisions of a people or their government? **EQ7:** How do societies balance individual and community rights **EQ8:** How do Europeans define progress? Does progress benefit everyone? **EQ9:** How do new ideas and technology change the world?	**EU1:** Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. **EU2:** The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. **EU3:** Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Content Vocabulary		Academic Vocabulary	
Darwinism	Old Regime	Annotate	Point of View
Social Darwinism	Tennis Court Oat	Background	Visualization
Industrial Revolution	Robespierre	Inference	Contextualize
Imperialism	National Assembly	Determine	Significance
Revolution	Congress of Vienna	Discuss	Application/Apply
Enlightenment	Jacobins	Evidence	Critique
Communism	Girondins	Identify	Thesis
Capitalism	Code Napoleon		
Socialism	Nepotism		
Hegemony	Declaration of the Rights of Man		
Philosphe	and the Citizen		
Salon	Estate System		
The Enlightenment	Commercial Revolution		
Despot	Utilitarianism		

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Examine how the Scientific Revolution and Enlightenment altered Europe's worldview and political structure. Evaluate Revolution as a means for inducing change. Compare and contrast significant political revolutions during the 16th - 19th centuries. Examine how industrialization in Europe challenged traditional agrarian values. Analyze the inherent factors necessary for the emergence of industrial areas.	Answer assigned essay questions/writing prompts: *Example(s):* • Was the French Revolution was successful. Do you agree with this evaluation of the French Revolution? Why or why not? Assign select topics and have students conduct research and create a presentation (PowerPoint, Prezi, iMovie, Podcast, speech) *Example(s):* • Write a speech for the Scientific Hall of Fame • Students research and create an Industrial Revolution Era Newspaper covering various topics	Teacher Observation/Questioning Rubric Unit Test Subject Quizzes Peer-evaluation Homework and class work Checking for understanding Primary Source Worksheet/Analysis

Evaluate the beneficial and detrimental effects of the Industrial Revolution on the world.	• Students create an illustrated timeline of the French Revolution focusing on all major events of the revolution
Analyze the ways various advances enabled one nation to dominate another.	Participate in class activity (jigsaw, gallery walk, stations) *Example(s):* • Listen to and examine the lyrics of the Beatles song "Revolution" and put into context with 18th/19th century revolutionaries.
Define imperialism and compare and contrast its impact through the 16th – 20th centuries.	• Complete a graphic organizer that outlines the views of the Enlightenment thinkers
Analyze the impact of imperialism on the occupied nation and the occupying nation.	Writing DBQ/Essay: *Example(s):* • Reign of Terror – Was it Justified (French Revolution DBQ) • What Was the Driving Force Behind European Imperialism in Africa (Imperialism DBQ) Class Discussion (Socratic seminar, coffee-house, debate, etc…) *Example(s):* • Debate on whether a nation has the right to colonize a weaker nation

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Resources

Textbook:
- World History: Patterns of Interaction

Primary Source Readings:
- Stearns, Peter N. *World History in Documents: A Comparative Reader*. Second ed. New York: New York UP, 2008. Print.

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. 5th ed. Vol. 1. Boston: Houghton Mifflin, 2005. Print.

- Kishlansky, Mark A., and Susan Lindsey. Lively. *Sources of World History, Volume II: Readings for World Civilization*. 2nd ed. Belmont, CA: Wadsworth, 1999. Print.

- Brophy, James M. *Perspectives from the Past: Primary Sources in Western Civilizations*. Fifth ed. Vol. II. New York: W.W. Norton, 2012. Print.

Online Video Resources:
- The Spanish Empire, Silver, & Runaway Inflation: Crash Course World History #25
  - https://www.youtube.com/watch?v=rjhIzemLdos&index=25&list=PLBDA2E52FB1EF80C9
- The French Revolution: Crash Course World History #29:
  - https://www.youtube.com/watch?v=lTTvKwCylFY&index=29&list=PLBDA2E52FB1EF80C9
- Haitian Revolutions: Crash Course World History #30:
  - https://www.youtube.com/watch?v=5A_o-nU5s2U&index=30&list=PLBDA2E52FB1EF80C9
- Latin American Revolutions: Crash Course World History #31
  - https://www.youtube.com/watch?v=ZBw35Ze3bg8&index=31&list=PLBDA2E52FB1EF80C9
- Coal, Steam, and The Industrial Revolution: Crash Course World History #32:
  - https://www.youtube.com/watch?v=zhL5DCizj5c&index=32&list=PLBDA2E52FB1EF80C9
- Capitalism and Socialism: Crash Course World History #33:
  - https://www.youtube.com/watch?v=B3u4EFTwprM&index=33&list=PLBDA2E52FB1EF80C9
- Imperialism: Crash Course World History #35:
  - https://www.youtube.com/watch?v=alJaltUmrGo&index=35&list=PLBDA2E52FB1EF80C9

Document Based Questions:
- https://edubloomfieldk12nj-my.sharepoint.com

Course Name	World History College Prep	**Grade Level**	9th
Unit #, Title	Unit III – 20th Century (1914 – 1945)	**Time Frame**	8 Weeks (40 Days)
Standards			

Content:

6.2.12.A.4.a: Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12.A.4.b: Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.c: Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.B.4.a: Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.B.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.B.4.c: Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.B.4.d: Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.C.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.C.4.b: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.C.4.c: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d: Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.a: Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.b: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.c: Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.d: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12.D.4.e: Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12.D.4.f: Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.D.4.g: Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

6.2.12.D.4.h: 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.D.4.i: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.D.4.j: Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k: Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

Common Core

Reading Standards:
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of event described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity bands independently and proficiently.

Writing History Standards:
WHST.9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

WHST.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

WHST.9-10.7 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.

WHST.9-10.8. 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.

WHST.9-10.10 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.

WHST.9-10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of text of recognized literary merit.

Other

8.1.12.F.1 - Select and use specialized databases for advanced research to solve real-world problems.

8.1.12.A.2- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

9.1.12.F.2   Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.E.1   Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.D.2   Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.C.5   Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.A.1   Apply critical thinking and problem-solving strategies during structured learning experiences.

Essential Questions	Enduring Understandings
EQ1: When is global conflict inevitable? **EQ2:** What role does new technologies and sciences play in war? **EQ3:** How does war change/impact society? **EQ4:** How did the end of the war begin to shape the postwar world? **EQ5:** What factors led to the rise of dictators? Why do dictatorships flourish during times of depression? **EQ6:** How are genocide and other acts of mass violence humanly possible? What does justice look like after genocide?	**EU1:** Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. **EU2:** World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. **EU3:** Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Content Vocabulary			Academic Vocabulary	
Great Depression	Propaganda	Militarism	Annotate	Point of View
Recession	Trench Warfare	Imperialism	Background	Visualization
Dictatorship	Atomic Weapons	Appeasement	Inference	Contextualize
Totalitarianism	Roaring 20s	Five Year Plans	Determine	Significance
Communism	Genocide	Ghettos	Discuss	Application/Apply

Fascism	Holocaust	Axis Powers	Evidence	Critique
Nazism	Treaty of Versailles	United Nations	Identify	Thesis
Socialism	Nationalism	Superpowers		
Total War	Revolution	Pan-slavism		
Armistice				
Age of Anxiety				

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Describe the political and ideological philosophies that impacted the 20th centuries politically, culturally, and economically. Identify the causes and effects of WWI and WWII Evaluate the impact WWI and WWII had on the world Analyze the impact of technology propaganda during WWI and WWII Identify the role geography played before, during, and after WWI and WWII both politically and militarily. Identify how women's roles changed in the post war era.	Answer assigned essay questions/writing prompts: *Example(s):* • What effect did technology have on the two world wars? Writing DBQ/Essay: *Example(s):* • Underlying Causes of WWI DBQ • How Did the Versailles Treaty Help Cause WWII DBQ Assign select topics and have students conduct research and create a presentation (PowerPoint, Prezi, iMovie, Podcast, speech) *Example(s):* • Research and create a multimedia presentation identifying the role of women in the post-war era in the U.S., Europe, and Asia. • Create propaganda posters w/written analysis focusing on the different ideologies of the 20th century • Dictators PowerPoints/Facebook pages • Maps of pre/post-war world Participate in class activity (jigsaw, gallery walk, stations)	Teacher Observation/Questioning Rubric Unit Test Subject Quizzes Peer-evaluation Homework and class work Checking for understanding Primary Source Worksheet/Analysis

	Example(s): • Road to World War II Gallery Walk • Assess the provisions of the Treaty of Versailles and discuss possible consequences of the treaty. Class Discussion (Socratic seminar, coffee-house, debate, etc…) *Examples:* • Socratic Seminar on the Treaty of Versailles: An Act of Vision or Vengence?	

Resources

Textbook:
• World History: Patterns of Interaction

Primary Source Readings:
• Stearns, Peter N. *World History in Documents: A Comparative Reader*. Second ed. New York: New York UP, 2008. Print.

• Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. 5th ed. Vol. 1. Boston: Houghton Mifflin, 2005. Print.

• Kishlansky, Mark A., and Susan Lindsey. Lively. *Sources of World History, Volume II: Readings for World Civilization*. 2nd ed. Belmont, CA: Wadsworth, 1999. Print.

• Brophy, James M. *Perspectives from the Past: Primary Sources in Western Civilizations*. Fifth ed. Vol. II. New York: W.W. Norton, 2012. Print.

Online Video Resources:
• Archdukes, Cynicism, and World War I: Crash Course World History #36:
  o https://www.youtube.com/watch?v=_XPZQ0LAlR4&list=PLBDA2E52FB1EF80C9&index=36
• Communists, Nationalists, and China's Revolutions: Crash Course World History #37:
  o https://www.youtube.com/watch?v=UUCEeC4f6ts&list=PLBDA2E52FB1EF80C9&index=37
• World War II: Crash Course World History #38:

Document Based Questions:
- https://edubloomfieldk12nj-my.sharepoint.com

Course Name	World History College Prep	Grade Level	9th
Unit #, Title	Unit IV – 20th Century Continued (Cold War to Present Day)	Time Frame	8 Weeks (40 Days)

Standards

Content:

6.2.12.A.5.a: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).

6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.A.5.c: 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.A.5.d: Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e: Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.a: Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.B.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.B.5.c: Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.5.d: Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.B.5.e: Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.5.a: Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

6.2.12.C.5.b: Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.12.C.5.c: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.d: Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.e: Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.C.5.f: Assess the impact of the European Union on member nations and other nations.

6.2.12.C.5.g: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.D.5.a: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.b: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

6.2.12.D.5.c: 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.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries

6.2.12.A.6.a: Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b: Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.c: Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.a: Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b: Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d: Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a: Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

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8.1.12.A.2- Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.F.2   Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.E.1   Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.D.2   Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.C.5   Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.A.1   Apply critical thinking and problem-solving strategies during structured learning experiences.

Essential Questions	Enduring Understandings
EQ1: How have conflict and change influenced migration patterns internally and internationally?	**EU1:** Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.
EQ2: How have international organizations influenced change?	
EQ3: How do the political, economic, and social differences among western eastern nations impact the world?	**EU2:** International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
EQ4: What were the steps in the outbreak and development of the Cold War, & what led to confrontation and conflict between the USSR & the West?	
EQ5: To what extent were cold war tensions reflected in Europe and the United States socially, culturally, and artistically?	**EU3:** Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders
EQ6: How can the inhabitants of the world meet the challenges of a global community?	
EQ7: How has terrorism affected the world?	**EU4:** Terrorism is a tool used by various people to try and bring about change. One man's freedom fighter is another man's terrorist. Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. Genocides bring out the very best (e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity).
EQ8: Why does Genocide continue to occur throughout the world?	

Content Vocabulary		Academic Vocabulary	
Third World	European Union	Annotate	Point of View

Iron Curtain	Space Race	Background	Visualization
Marshall Plan	Korean War	Inference	Contextualize
North Atlantic Treaty	Cuban Missile Crisis	Determine	Significance
Organization	Decolonization	Discuss	Application/Apply
Common Market	Arab-Israeli Conflict	Evidence	Critique
Berlin Airlift	9/11	Identify	Thesis
Berlin Wall	Arab Spring		
Baby Boomers			

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Analyze the political, social, and economic outcomes of WWII leading to, and during, the Cold War Analyze the impact of communism in various areas of the world, Europe, Asia and Latin America Judge the effectiveness of the transition from colonized to independent nations. (Middle East, Africa, and Asia Analyze the rise of modern nation states in Asia including China, Japan, and Korea. Compare and identify the rise of nationalism and the inspirational leaders associated with the movement in China, Turkey, and India Describe the political, social and economic outcomes of post-WWII Latin America Analyze the impact of the creation and existence of Israel in world geo-politics. Compare and contrast free market capitalism,	Answer assigned essay questions/writing prompts: *Example(s)* - Research a developing nation and answer the following in an essay: What role does technology, communication, and global interactions have on a developing nation? Assign select topics and have students conduct research and create a presentation (PowerPoint, Prezi, iMovie, Podcast, speech) *Example(s)* - Cold War Museum – students design a museum based on either thematic, chronological, or geographical guidelines - Cold War Figures Facebook Pages - Create a newspaper that shows various acts of terrorism from the 20th and 21st centuries Participate in class activity (jigsaw, gallery walk, stations) - Examples:	Teacher Observation/Questioning Rubric Unit Test Subject Quizzes Peer-evaluation Homework and class work Checking for understanding Primary Source Worksheet/Analysis

Western European democratic socialism, and Soviet communism. Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives Describe historical examples of prejudice and genocide based on religious and cultural differences (i.e., Bosnia, Africa, Europe, Middle East, Asia). Evaluate the impact of terrorism on the world stability and the prospect of peace. Analyze the trends in the direction of a global economy and culture	o Students create their own learning-stations based on assigned topics Writing DBQ/Essay: *Example(s):* • The Geography of Cold War – What Was Containment? Class Discussion (Socratic seminar, coffee-house, debate, etc…) *Example(s)* • Cold War Socratic Seminar	

Resources

Textbook:
- World History: Patterns of Interaction

Primary Source Readings:
- Stearns, Peter N. *World History in Documents: A Comparative Reader*. Second ed. New York: New York UP, 2008. Print.

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. 5th ed. Vol. 1. Boston: Houghton Mifflin, 2005. Print.

- Kishlansky, Mark A., and Susan Lindsey. Lively. *Sources of World History, Volume II: Readings for World Civilization*. 2nd ed. Belmont, CA: Wadsworth, 1999. Print.

- Brophy, James M. *Perspectives from the Past: Primary Sources in Western Civilizations*. Fifth ed. Vol. II. New York: W.W. Norton, 2012. Print.

Online Video Resources:
- USA vs USSR Fight! The Cold War: Crash Course World History #39:
  - https://www.youtube.com/watch?v=y9HjvHZfCUI&list=PLBDA2E52FB1EF80C9&index=39
- Decolonization and Nationalism Triumphant: Crash Course World History #40:
  - https://www.youtube.com/watch?v=T_sGTspaF4Y&index=40&list=PLBDA2E52FB1EF80C9
- Globalization I - The Upside: Crash Course World History #41:
  - https://www.youtube.com/watch?v=5SnR-e0S6Ic&index=41&list=PLBDA2E52FB1EF80C9
- Globalization II - Good or Bad?: Crash Course World History #42:
  - https://www.youtube.com/watch?v=s_iwrt7D5OA&index=42&list=PLBDA2E52FB1EF80C9

Document Based Questions:
- https://edubloomfieldk12nj-my.sharepoint.com

Strategies for Differentiation	
Students Below Target:	**Students Meeting or Exceeding Target:**
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	