

World History
Course: 0050
5 Credits
2019

I. COURSE DESCRIPTION:

World History is a full-year thematic course that aligns with the New Jersey Student Learning Standards. This course is a comprehensive study of World History and human interaction from The Emergence of the First Global Age to the 21st Century. Students will analyze world history, geography, and cultures through in-depth analysis of the evolution of our modern world and its political and economic framework. Students are expected to read related literacy selections, evaluate primary resources, and engage in critical analyses and cultural comparisons. Research and writing skills are emphasized with an interdisciplinary approach. The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges. Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. PCTI's vision of social studies fosters a population that: is civic minded, globally aware, and socially responsible. Including, reinforcing fundamental values of American citizenship through active participation in local and global communities. Making informed decisions about local, state, national, and global events based on inquiry and analysis. Additionally, they consider multiple perspectives, values of diversity, and promote cultural understanding. Utilizing emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The following topics are included in World History:

1. Exploration: The First Global Age
2. The Renaissance, Protestant Reformation, and Enlightenment
3. Global Revolutions
4. Imperialism and World War I
5. World War II and Global Challenges
6. Contemporary Issues

II. Units:

Content Area:	World History	Grade(s)	9
Unit Plan Title:	Exploration (1350-1700): The First Global Age		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
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.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.			
6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.			
<i>Please see Addendum for additional NJSLS Standards Addressed in this unit.</i>			
Essential Questions (3-5)			
How and why do empires rise and fall?			
How did global economies impact the world?			
How did varying policies and practices regarding slavery impact humanity?			
How do inventions, innovations, and ideas provide a foundation for society?			
How do nationalistic ambitions change the world?			
Anchor Text			
Spielvogel, Jackson J., and Jay McTighe. <i>World History & Geography: Modern Times</i> . WA, McGraw-Hill Education, 2014. ISBN-13: 978-0076647187			
Informational Texts (3-5)			
Graphic Novel: “Broken Spears” (ConnectED resource)			
Triangular Trade Map, http://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/docs/trade_routes.htm			
Amerigo Vespucci-“South America and Her People” (Google team drive-WH Primary Sources)			
“Sir Francis Drake, a Privateer”- (Google team drive-WH Primary Sources)			
Aztec Codices-PBS website- http://www.pbs.org/conquistadors/cortes/cortes_a00.html			
Short Texts (1-3)			
Ibn Battuta: “Travels in Asia and Africa” www.fordham.edu/halsall/source/1354-ibnbattuta.asp			
Bernal Díaz del Castillo, “The Discovery and Conquest of Mexico” & Miguel Leon-Portilla, “The Broken Spears: The Aztec Account of the Conquest of Mexico”. (ConnectED Resource)			

China and Portugal Trade Views (Google team drive-folder)	
Formative & Summative Assessments	
Formative-Analysis of Primary and Secondary sources Research Databases with Google slides presentations.	
Summative-Research Simulation Task (RST)- (google team drive) Document Based Questions-primary source/secondary source analysis Unit Test	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Google Team Drive Canvas / Google Classroom Stanford History Education Group Reading Like a Historian Lessons: <i>The Dark Ages, The Black Death in Florence, Understanding the Black Death, The Middle Passage, Martin Luther, The Conquistadors</i> . https://sheg.stanford.edu/ PCTI Media Center Database: Facts on File, Modern World History PCTI Media Center Database, Facts On File Infographics (PDFs) and Maps. Conquistador Inquiry Lesson, Hypothesizing Google Forms. Google Team Drive.	
Suggested Time Frame:	Six weeks

Content Area:	World History	Grade(s)	9
Unit Plan Title:	The Renaissance, Protestant Reformation and the Enlightenment (1350-1700)		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
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.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.b Determine the factors that led to the Reformation and the impact on European politics.			
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.			
<i>Please see Addendum for additional NJSLS Standards Addressed in this unit.</i>			
Essential Questions (3-5)			
How did the ideas developed during the Renaissance and Reformation led to political, economic, and cultural change?			
How can trade lead to economic prosperity, political power and cultural exchange?			
What conditions can encourage the desire for reform?			
How can reform influence society and beliefs?			

How do religious ideas impact global interactions?

Anchor Text

Spielvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. WA, McGraw-Hill Education, 2014. ISBN-13: 978-0076647187

Informational Texts (3-5)

Giorgio Vasari, "Life of Leonardo Da Vinci" Fordham University Modern History Sourcebook:

<http://www.fordham.edu/halsall/source/vasari1.html>

"The Medici: Ruling Behind the Scenes-Economics" (McGraw-Hill ConnectED Chapter 2 resources)

"Selling Indulgences", McGraw-Hill ConnectED

Short Texts (1-3)

Christine de Pizan's "The Book of the City of Ladies"- McGraw-Hill ConnectED

Desiderius Erasmus, "The Praise of Folly Martin Luther", Ninety-five Theses, McGraw-Hill ConnectED

Martin Luther 95 Theses- (Google team drive)

Desiderius Erasmus Describes Thomas More- (Google team drive-WH Primary Sources)

Formative & Summative Assessments

Formative-Analysis of Primary and Secondary sources

Research Databases with Google slides presentations.

Summative-Research Simulation Task (RST)- (google team drive)

Document Based Questions-primary source/secondary source analysis

Unit Test

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive

Canvas / Google Classroom

McGraw-Hill ConnectED

How to Rule a New Government, Niccolò Machiavelli Class Play, Cicero, Team Drive

Stanford History Education Group Reading Like a Historian Lessons: <https://sheg.stanford.edu/>

The Dark Ages

The Black Death in Florence

Understanding the Black Death

The Middle Passage

Martin Luther

Galileo

PCTI Media Center Database: Facts On File, Infographics (PDFs)

Heilbrunn” Timeline of Art History” (Renaissance Art): <https://www.metmuseum.org/toah/works/#!?theme=69>

Heilbrunn Essay (Reformation): https://www.metmuseum.org/toah/hd/refo/hd_refo.htm

PCTI Media Center Databases- Facts on File- Modern World History Map of the Reformation-

<http://online.infobase.com/HRC/Search/ImageDetails/3?imageId=59631>

Painting- Martin Luther Burning the Papal Bull <http://online.infobase.com/HRC/Search/ImageDetails/3?imageId=47091>

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: Six weeks

Content Area: World History **Grade(s)** 9

Unit Plan Title: Global Revolutions (Political, Industrial, Scientific and Social)

NJSLS Standard(s) Addressed in this unit

Focus Standards:

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

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.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.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.

Please see Addendum for additional NJSLS Standards Addressed in this unit.

Essential Questions (3-5)

How did philosophical ideas alter ideologies throughout the world?

How did new ideas influence subsequent revolutions throughout the world?

How does discontent with economic, social and political conditions results in a catalyst for change?

How did the Industrial Revolution influence massive population movements, growth of urbanization, expanding economic systems and technological innovation?

What causes revolution and its impact on society changes?

Anchor Text

Spielvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. WA, McGraw-Hill Education, 2014 ISBN-13: 978-0076647187

Informational Texts (3-5)	
1789- “Dec. Rights of Man and Citizen” (Google team drive-WH Primary Sources) 1792- “Wollstonecraft Feminist”, McGraw-Hill ConnectED British House of Lords Committee (Interviewer) & Holmes, E. (Interviewee). (1818) “Interviews on Child Labor.” 1898- Marie Curie” Radium”, McGraw-Hill ConnectED	
Short Texts (1-3)	
Stanford <u>History Education Group Reading Like a Historian Lessons</u> : https://sheg.stanford.edu/ <i>Factory Life</i> <i>Reign of Terror</i>	
Formative & Summative Assessments	
Formative-Analysis of Primary and Secondary sources Research Databases with Google slides presentations.	
Summative-Research Simulation Task (RST)- (google team drive) Document Based Questions-primary source/secondary source analysis Unit Test	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Google Team Drive Canvas / Google Classroom McGraw-Hill ConnectED Google Arts & Culture Website, “The Palace of Versailles” https://artsandculture.google.com/partner/palace-of-versailles PCTI Media Center Database: Facts on File, Modern World History National Archives Analysis Worksheets, https://www.archives.gov/education/lessons/worksheets	
Suggested Time Frame:	Six weeks

Content Area:	World History	Grade(s)	9
Unit Plan Title:	Imperialism and WWI		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
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.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.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.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.

Please see Addendum for additional NJSL Standards Addressed in this unit.

Essential Questions (3-5)

- How does global competition foster the expansion of imperialist practices?
- Why does nationalism and global power often lead to conflict?
- How did the social and political aspirations of nations lead to the growth and development of nationalism?
- How does war effect technology, society, politics and environment?
- What can cause economic instability and the role politics and policies play?

Anchor Text

Spielvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. WA, McGraw-Hill Education, 2014. ISBN-13: 978-0076647187

Informational Texts (3-5)

Excerpt-“Heart of Darkness” <https://www.gutenberg.org/files/219/219-h/219-h.htm>

Maps- Africa and Asia Imperialism

1919 Treaty of Versailles

League of Nations,” America Tips the Balance”, “Great Depression”, “Cicero”, Google Team Drive

Short Texts (1-3)

Stanford History Education Group Reading Like a Historian Lessons: <https://sheg.stanford.edu/>

- *Sepoy Rebellion*
- *Battle of the Somme*
- *Ataturk and Women’s Rights in Turkey*
- *Women’s War of 1929*
- *Invasion of Nanking*

“World War I Soldier’s Letter Home,” Australian, Francis James Mack, 1917-1918 (Primary Source Reading) Google Team Drive.

Formative & Summative Assessments

Formative-Analysis of Primary and Secondary sources

Research Databases with Google slides presentations.

Summative-Research Simulation Task (RST)- (google team drive)

Document Based Questions-primary source/secondary source analysis
Unit Test

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive

Canvas / Google Classroom

McGraw-Hill ConnectED

PCTI Media Center Database: Facts on File, Modern World History Infographics (PDFs)

Film- *Suffragette*, 2015

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: Six Weeks

Content Area: World History

Grade(s) 9

Unit Plan Title: World War II and Global challenges since 1945

NJSLS Standard(s) Addressed in this unit

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.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.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.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.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.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.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.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.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.f Assess the impact of the European Union on member nations and other nations.

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.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.

Essential Questions (3-5)

Why do political actions often lead to war or heightened tensions amongst countries?

How does conflict between nations impact the civilian society?

How do the MAIN (militarism, alliances, imperialism, nationalism) reasons for war-cause World War II?

How does war result in change?

What challenges may countries face as a result of war?

Anchor Text

Spielvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. WA, McGraw-Hill Education, 2014. ISBN-13: 978-0076647187

Informational Texts (3-5)

"D-Day: The Great Invasion", Craig R Whitney, New York Times Upfront; Mar 22, 2004.

Stanford History Education Group Reading Like a Historian Lessons: <https://sheg.stanford.edu/>

Appeasement

Nazi Propaganda

India Partition

The Cold War

The Korean War

Castro and the United States

Short Texts (1-3)

The Atlantic (online magazine article)" World War II-After the War" <https://www.theatlantic.com/photo/2011/10/world-war-ii-after-the-war/100180/>

Biography- "Indira Gandhi"

"11 Strange Battlefields Where the Cold War Was Fought"- <http://mentalfloss.com/article/68009/11-strange-battlefields-where-cold-war-was-fought>

Geography and History, "Japanese Expansion Before World War II" , McGraw Hill ConnectED.

Formative & Summative Assessments

Formative-Analysis of Primary and Secondary sources

Research Databases with Google slides presentations.

Summative-Research Simulation Task (RST)- (google team drive)
Document Based Questions-primary source/secondary source analysis
Unit Test

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive
Canvas / Google Classroom
McGraw-Hill ConnectED
“WWII in Europe” and” WWII in the Pacific”, WebQuests, Google Team Drive.
“WWII Vet Reunites with Man He Saved from Concentration Camp 71 Years Ago”, Reading, ABC News, 2016.
NAZI Hunters News Articles, Google Team Drive.
D-Day Photo Lesson, Google Team Drive.
Film- *Tora! Tora! Tora!* 1970
Film- *Gandhi*, 1982
Facts on File Database Infographics (PDFs)
United States Holocaust Memorial Museum <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005137>
National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: Six weeks

Content Area: World History **Grade(s)** 9

Unit Plan Title: Contemporary Issues

NJSLS Standard(s) Addressed in this unit

Focus Standards:

- 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.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.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.

Essential Questions (3-5)

- How can economic and social changes affect a country?
- What influences global political and economic relationships?
- How do social and environmental issues affect counties different?
- How do social and environmental issues affect countries differently?

Anchor Text

Spielvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. WA, McGraw-Hill Education, 2014. ISBN-13: 978-0076647187

Informational Texts (3-5)

Primary Source-“Genocide in Rwanda”, McGraw-Hill ConnectED

Global Issues HIV McGraw-Hill ConnectED

Stanford History Education Group Reading Like a Historian Lessons: <https://sheg.stanford.edu/>

Assassination of Patrice Lumumba

China’s Cultural Revolution

NAFTA

Kyoto Protocol

Short Texts (1-3)

Reading- “Science and Technology 21st Century”, McGraw-Hill ConnectED

Reading- “The Breakup of Yugoslavia,” McGraw-Hill ConnectED

Reading- “The Modern Chinese Economy”, McGraw-Hill ConnectED

Formative & Summative Assessments

Formative-Analysis of Primary and Secondary sources

Research Databases with Google slides presentations.

Summative-Research Simulation Task (RST)- (google team drive)

Document Based Questions-primary source/secondary source analysis

Unit Test

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Film- *Hotel Rwanda*, 2004

Google Team Drive

Canvas / Google Classroom

McGraw-Hill ConnectED

Database- Facts on File- Modern World History

Nystrom/Herff Jones *Atlas of World History* 2nd Edition (PDF Atlas, Google team drive)

Facts on File Database Infographics (PDFs)

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame:

Six weeks

III. Instructional Strategies:

To meet the individual needs of our students, differential instruction is utilized. This involves the use of a variety of instructional strategies, including but not limited to:

Readings and exercises from the approved text(s) and related supplemental materials

Individual and group research projects

Database research and citation

Cooperative group activities

Teacher generated handouts/PDFs

Lecture in conjunction with class discussion and notes

Debates Document Based questions (DBQs)

Research Based Questions (RSTs)

Oral and written reports

Simulations/Skits and Role-playing activities

Multimedia presentations

Related field trips and history competitions

Cooperative based group activities

Basic technology application – Word, Google Docs, Google Slide, PowerPoint, and internet search Oral and documented presentations

Technology and Web-based activities and presentations

IV. SCOPE AND SEQUENCE:

SKILLS TO BE LEARNED	I = Introduce D = Develop R= Reinforce M = Master
Identify how early European society would shape future movement across the globe	IDR
Formulate the reasons for European global expansion	IDR
Analyze the decline of Qing Dynasty	IDR
Identify the early economic systems of globalization and the importance the Columbian Exchange	IDR
Measure the effects of the colonization of Latin America	IDR
Describe the social and economic climate of the Middle Eastern empires	IDR
Describe the social and economic structure of the East Asian empire	IDR
Assess the importance of the Italian city states to the Renaissance	IDR
Identify key people, inventions and ideas that came arose during the era	IDR
Analyze the events why the Reformation occurred	IDR

Identify the reasons for the spread of Protestantism	IDR
Identify the contributions of the Scientific Revolution	IDR
Illustrate the importance of the Enlightenment movement on the world	IDR
Identify the concept of Industrial property and its impact	IDR
Describe the idea of Mass Society during the era	IDR
Compare National state and democracy in Europe	IDR
Identify modern ideas that arose during the era.	IDR
Judge the importance of the Industrial revolution	IDR
Support the need for Nationalism and its impact on the world	IDR
Identify the political revolutions that occurred and how is affected the structure of Europe	IDR
Summarize the events of the revolutions in Latin America	IDR
Analyze the importance of Romanticism and realism	IDR
Describe the European crisis of economics versus religion	IDR
Identify causes, events and outcomes of English Revolution	IDR
Describe Absolutism and the effects on Europe	IDR
Identify the lasting effects of the Renaissance on European Culture	IDR
Analyze how power was balanced in Europe	IDR
Describe how the American Revolution is a product of the these social, technological and economic movements	IDR
Identify how and why the French revolution began	IDR
Describe how the French Revolution changed Europe	IDR
Summarize how Napoleon came to power and dominated Europe political landscape	IDR
Analyze why Napoleon fell from power	IDR
Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	IDR
Describe British rule in India	IDR
Analyze the causes and effects of imperialism in Latin America	IDR
Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	IDR
Identify the reason that WWI started	IDR
Summarize the events of WWI	IDR

Illustrate how and why the Russian Revolution occurred	IDR
Analyze the reasons for the end of WWI	IDR
Describe the rise of Nationalism in the Middle east	IDR
Identify the importance of Nationalism in Africa and Asia	IDR
Analyze the Revolution in China and its lasting impact	IDR
Describe how Nationalism brought Latin America to the modern world	IDR
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.	IDR
Describe the cause of WWII	IDR
Summarize the events of WWII	IDR
Illustrate life on the home front during WWII	IDR
Analyze the New Order and the Holocaust and its impact on future events	IDR
Identify the reasons that WWII ended and the outcomes of the war	IDR
Identify the reasons for the Cold War	IDR
Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.	IDR
Describe the change in China during the Era	IDR
Summarize the Cold War conflicts that occurred	IDR
Compare and Contrast life in the Western World versus the Eastern World	IDR
Describe life in the Asian Rim during the Cold War	IDR
Identify how different countries in Asia, Middle east, Africa and Latin America gained Independence	IDR
Formulate how the end of the Cold War Era lead to modern Countries and a rise of nationalism	IDR
Analyze the reason for the fall of USSR and its impact on the world	IDR
Describe the political changes in the modern world	IDR
Identify the Social challenges in the modern world	IDR
Identify the different economic systems of the world	IDR
Participate in a simulated meeting, research evidence from multiple sources about an economic problem and develop a plan of action.	IDR
Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.	IDR
Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	IDR
Summarize the recent changes in science technology and environment in the world	IDR

V. Complete List Of Course Textbooks, Instructional Resources & Software:

Speilvogel, Jackson J., and Jay McTighe. World History & Geography: Modern Times. McGraw-Hill Education, 2014, ISBN-13: 978-0076647187
McGraw-Hill: World History & Geography, Modern Times Resource Kit, ConnectED <https://my.mheducation.com/login?logout=true>

Google- Team Drive-World History

PCTI Databases:

Facts on File

Gale

Pro-quest

SIRS

CREDO

PDF File- Nystrom” World History Atlas” https://drive.google.com/file/d/12xIXXsP3_tywN9ohnC1kDxtmiX0lh5aG/view?usp=sharing

National Archives

<https://www.archives.gov/education>

Stanford University

<https://sheg.stanford.edu/>

Gilder Lehrman

<https://www.gilderlehrman.org/>

Fordham University Sourcebook

<https://sourcebooks.fordham.edu/sbook.asp>

VI. Student Handout:

COURSE DESCRIPTION:

World History is a full-year thematic course that aligns with the New Jersey Student Learning Standards. This course is a comprehensive study of World History and human interaction from The Emergence of the First Global Age to the 21st Century. Students will analyze world history, geography, and cultures through in-depth analysis of the evolution of our modern world and its political and economic framework. Students are expected to read related literacy selections, evaluate primary resources, and engage in critical analyses and cultural comparisons. Research and writing skills are emphasized with an interdisciplinary approach. The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the

fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges. Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. PCTI's vision of social studies fosters a population that: Is civic minded, globally aware, and socially responsible. Including, reinforcing fundamental values of American citizenship through active participation in local and global communities. Making informed decisions about local, state, national, and global events based on inquiry and analysis. Additionally, they consider multiple perspectives, values of diversity, and promote cultural understanding. Utilizing emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions..

The following topics are included in World History:

Exploration: The First Global Age
The Renaissance, Protestant Reformation, and Enlightenment
Global Revolutions
Imperialism and World War I
World War II and Global Challenges
Contemporary Issues

Proficiencies:

Identify how early European society would shape future movement across the globe
Formulate the reasons for European global expansion
Analyze the decline of Qing Dynasty
Identify the early economic systems of globalization and the importance the Columbian Exchange
Measure the effects of the colonization of Latin America
Describe the social and economic climate of the Middle Eastern empires
Describe the social and economic structure of the East Asian empire
Assess the importance of the Italian city states to the Renaissance
Identify key people, inventions and ideas that came arose during the era
Analyze the events why the Reformation occurred
Identify the reasons for the spread of Protestantism
Identify the contributions of the Scientific Revolution
Illustrate the importance of the Enlightenment movement on the world
Identify the concept of Industrial property and its impact

Describe the idea of Mass Society during the era
Compare National state and democracy in Europe
Identify modern ideas that arose during the era.
Judge the importance of the Industrial revolution
Support the need for Nationalism and its impact on the world
Identify the political revolutions that occurred and how is affected the structure of Europe
Summarize the events of the revolutions in Latin America
Analyze the importance of Romanticism and realism
Describe the European crisis of economics versus religion
Identify causes, events and outcomes of English Revolution
Describe Absolutism and the effects on Europe
Identify the lasting effects of the Renaissance on European Culture
Analyze how power was balanced in Europe
Describe how the American Revolution is a product of the these social, technological and economic movements
Identify how and why the French revolution began
Describe how the French Revolution changed Europe
Summarize how Napoleon came to power and dominated Europe political landscape
Analyze why Napoleon fell from power
Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
Describe British rule in India
Analyze the causes and effects of imperialism in Latin America
Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
Identify the reason that WWI started
Summarize the events of WWI
Illustrate how and why the Russian Revolution occurred
Analyze the reasons for the end of WWI
Describe the rise of Nationalism in the Middle east
Identify the importance of Nationalism in Africa and Asia
Analyze the Revolution in China and its lasting impact

Describe how Nationalism brought Latin America to the modern world

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.

Describe the cause of WWII

Summarize the events of WWII

Illustrate life on the home front during WWII

Analyze the New Order and the Holocaust and its impact on future events

Identify the reasons that WWII ended and the outcomes of the war

Identify the reasons for the Cold War

Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

Describe the change in China during the Era

Summarize the Cold War conflicts that occurred

Compare and Contrast life in the Western World versus the Eastern World

Describe life in the Asian Rim during the Cold War

Identify how different countries in Asia, Middle east, Africa and Latin America gained Independence

Formulate how the end of the Cold War Era lead to modern Countries and a rise of nationalism

Analyze the reason for the fall of USSR and its impact on the world

Describe the political changes in the modern world

Identify the Social challenges in the modern world

Identify the different economic systems of the world

Participate in a simulated meeting, research evidence from multiple sources about an economic problem and develop a plan of action.

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Summarize the recent changes in science technology and environment in the world

Addendum I

Additional NJSL Standard(s) Addressed in each unit:

<p>Exploration (1350-1700) The First Global Age</p> <p>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.</p> <p>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.</p> <p>6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>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.</p> <p>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.</p> <p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.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.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p>
<p>The Renaissance, Protestant Reformation and the Enlightenment (1350-1700)</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>

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

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.

Global Revolutions (Political, Industrial, Scientific and Social)

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

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.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.

Imperialism and WWI

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.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.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.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.
- 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.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.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.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.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.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.

World War II and Global challenges since 1945

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

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.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.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.

Contemporary Issues

- 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.

Addendum II

Assignments:

Conquistadors Inquiry Lesson and Assessment, Google Team Drive.

Beyond the Bubble History Assessments of Thinking (HATs): <https://sheg.stanford.edu/history-assessments>

Inca Fortification (Sourcing)

Tupac Amaru II (Background Knowledge)

Document Based Questions-primary source/secondary source analysis

Research Databases with Google slides presentations- Cortés and the conquest of the Aztec/Pizarro and the conquest of the Inca.

Beyond the Bubble History Assessments of Thinking (HATs): <https://sheg.stanford.edu/history-assessments>

Plague Doctor (Sourcing Assessment)

Ibn Battuta

Research Simulation Task (RST)- Renaissance and Humanism- (Google team drive)

Analysis of Primary and Secondary sources

The Philosophes- Student Simulation, McGraw-Hill ConnectED

Beyond the Bubble History Assessments of Thinking (HATs): <https://sheg.stanford.edu/history-assessments>

Louis XVI (Sourcing)

Tennis Court Oath (Background Knowledge)

Haitian Revolution (Contextualization)

Haitian Constitution (Background Knowledge)

Napoleon's Retreat (Sourcing)

Analysis of Primary and Secondary Sources

Biography Assignment

Photo Analysis of Child Labor

Beyond the Bubble History Assessments of Thinking (HATs): <https://sheg.stanford.edu/history-assessments>

Japan and America (Contextualization)

Zulu Chief (Contextualization)

Arabian Peninsula (Sourcing)

Iranian Constitutional Revolution (Sourcing)

Italian Atrocities (Sourcing)

Dome Hospital (Contextualization)

League of Nations (Background Information)

Beyond the Bubble History Assessments of Thinking (HATs): <https://sheg.stanford.edu/history-assessments>

Apartheid in South Africa (Background Knowledge)

China's Cultural Revolution (Background Knowledge)

Primary Source- Genocide in Rwanda, McGraw-Hill ConnectED