WORLD HISTORY
Course of Study

Summit High School
Summit, NJ

Grade Level / Content Area:

9th Grade
World History

Developed by
Lawrence Seid
&
Ashley M. Sularz
Summit High School
2010-2011

Revisions (2012): Sularz
Pacing Guide

33 Weeks Active Teaching of New Material

Unit 1: The Age of Global Encounters 7 weeks
   A. Developing Historical Skills
   B. Renaissance
   C. Reformation
   D. Exploration & Colonization

Unit 2: Age of Revolutionary Change 7 weeks
   A. Absolutism & Constitutionalism
   B. Scientific Revolution & Enlightenment
   C. Political Revolutions (French & Latin American)

Unit 3: Industrialism & The New Global Age 6 weeks
   A. Industrial Revolution
   B. Rise of Nationalism
   C. The ‘New’ Imperialism

Unit 4: The Era of the Great Wars 7 weeks
   A. World War I
   B. Russian Revolution
   C. Between the Wars (1920s & 1930s)
   D. World War II

Unit 5: The Modern World 6 weeks
   A. Cold War
   B. Decolonization
   C. Modern Conflicts
   D. Globalization / Rise of the Rest
COURSE DESCRIPTION:
This is a one-year survey of world history tracing the development and contributions of civilizations in different parts of the world. Emphasis is placed on the cultures and civilizations of Europe, the Far East, Africa and the Americas from 1450 to the present day. The course is integrated by a number of themes that form the patterns of civilization. Among these themes are:

- The major political, economic and social changes/developments of a historical era
- The relationship between the environment and humans
- The growth of science and technology in altering and advancing human progress
- The development of culture and the effects of cultural interaction
- The arts as a reflection of human thought and understanding of the world around them

The course begins a survey of modern day issues serving as a backdrop to the introduction of skills essential to the study of history: critical thinking & problem solving, writing, note taking, computer use, map analysis, picture, chart, graph & table interpretation, time & chronology, social participation and media literacy. Throughout the year, students will practice and develop these skills in the subsequent units.

The first semester examines the major global historical, scientific and cultural events from the Renaissance through the Industrial Revolution. Then an emphasis will be placed on the dual effects of western expansion and imperialism on non-western civilizations and western societies in the 19th century at the start of the second semester. The final units will introduce students to the major global events of the 20th century and the post W.W.II era of globalization.

COURSE PROFICIENCIES:
The student will be able to:

- Illustrate the impact of geography on the development of culture
- Trace the economic, social, cultural and political development of Western Europe from The Renaissance to the Industrial Revolution
- Outline the causes of European global voyages of exploration and determine the effect of these expeditions of Europe and the rest of the world by examining the increasingly complex system of global encounters between Europe, Asia, Africa and the Americas.
- Highlight the main developments of the French Revolution and its worldwide impact in spreading democratic ideals
- Explain how the Industrial Revolution forever altered life and assess the positive and negative impact of industrialization
- Describe the growth of nationalism and democratic values by assessing its impact in the world
- Explain the motives for imperialism and the impact of colonial rule on conquered peoples
- Explain the causes and consequences of World War I and World War II in the early 20th century
- Describe the major political, social and economic trends in both the developed and developing worlds during the post World War II Era
- Demonstrate skill in the use and interpretation of maps, charts, graphs and tables
- Present a viewpoint (with clarity and organization) both in speech and in writing
- Develop skills of historical research, document analysis and critical thinking
Unit 1: The Age of Global Encounters

Standard 6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives / Content Statement(s)

By the 14th Century Europe had climbed free from the depths of the Medieval Era and began to experience a period of tremendous intellectual, artistic, and political change. This period of change resulted in economic growth, religious strife, and international exploration and exchange. A revival of capitalism known as the commercial revolution would spread through Europe. This growth would lead to an increased fascination with the classical past in the form of the Renaissance. After years of neglect and corruption the Church came under attack from within leading to the era known as the Protestant Reformation. In addition, it would be during this time that foundations for European domination of the rest of the world would begin via exploration and colonization.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings
What will students understand about the big ideas?

What are the major political, economic and social developments that have defined this era?

Students will understand that…

The Renaissance, Reformation, and era of European conquest of other parts of the world occurred simultaneously and the impacts of each are interrelated.

The Renaissance began in Italy in large part because of the vast economic and commercial growth experienced by Italian Merchants. A complex system of patronage was created to support the construction of architectural and artistic masterpieces that served to project the newfound power and status of important Italian families. Artists, writers, and scholars alike renewed their interest in all things classical.

Soon this wave of Humanism spread north to the low countries, France, Spain, England and the German States. Christian Humanists would place more religious focus on the power and importance of the individual before God. As a result of charismatic leadership and the power of the printed word, Europe became divided on religious grounds. Only a few centuries earlier the Church reigned supreme as a universal institution that helped to define Europe. However, several centuries of corruption, poor
<table>
<thead>
<tr>
<th>How has the environment and humans affected each other?</th>
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<tbody>
<tr>
<td>Leadership and moral decay brought with it the Protestant Reformation and the Era of Religious Warfare.</td>
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<tr>
<td>Motivated by religious zeal and economic ambition, young men set sail from Europe in hopes of reaching mythical destinations. Throughout the 14th, 15th, and 16th centuries onward explorers and conquerors set forth upon Africa, Asia, and the Americas in hopes of gaining new spice trading routes. As a result two new continents were “officially” discovered and European culture, technology, plants, animals, and disease spread throughout the world. The resulting Columbian Exchange would shape the fate of multiple continents.</td>
</tr>
<tr>
<td>The geographic location of the European Continent and the proximity of seafaring nations on the Iberian Peninsula to water allowed those nations to take the lead in the era of exploration. Nations such as Portugal and Spain took an early lead and played a major role in the development of the cultures and histories of Central and South America. Due to their isolation, the peoples of the Western Hemisphere were powerless to stop the onslaught of diseases that would in time help to contribute to the decline of that region's population by more than 90%.</td>
</tr>
<tr>
<td>The Columbian Exchange involved the spread of plants, animals, and disease from the New World to the Old World and vice versa. There were few domesticated animals in the New World, certainly no large beasts of burden. As a result of the exchange horses, cattle, and other domesticated animals were brought to the New World. The horse in particular dramatically transformed communication and transportation in the New World.</td>
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<tr>
<td>The addition of gunpowder and movable type printing are two examples of how technology altered human progress. Gunpowder would forever change the way armies were organized and equipped. The social status enjoyed by Knights would soon come to an end. The invention of the Printing Press would make it virtually impossible to contain new ideas of ways of thinking. It can be argued that the use of this technology was as influential, if not more, than the actual ideas put forth by the leaders of the Reformation.</td>
</tr>
<tr>
<td>New developments in ship design and navigation helped to propel Europe into a new period of globalization. Due to new advances in the design of sails, rudders, masts, and cannon technology Europeans would come to dominate the seas. This</td>
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</table>
How do cultures develop and what happens when they interact with each other?

How do the arts reflect human thought and understanding of the world around them?

Prior to and after the arrival of the Europeans into Asian territories, China and Japan began to turn inward and reject outside influences. Both the Ming Dynasty in China and the Tokugawa Shogunate in Japan rejected most of what the Europeans had to offer. Due to this inward approach as well as their geographic isolation from the West, China and Japan would eventually find themselves falling “left behind”.

During the Renaissance artists, architects, poets, scientists, and other learned peoples rediscovered their classical roots and expressed this devotion through all types of crafts. The people of this era used the arts to criticize institutions such as the church or government. They constructed larger than life edifices to call attention to the grandeur of their advancements. Literary figures expressed what they saw happening around them into poetry, political science, and epic storytelling.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

<table>
<thead>
<tr>
<th>NJCCS: (2009)</th>
<th>Examples, Outcomes, Assessments</th>
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<tbody>
<tr>
<td>1. Global Interactions &amp; Colonialism</td>
<td>Instructional Focus (7 weeks):</td>
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<tr>
<td>6.2.12.A.1.a 6.2.12.B.1.a</td>
<td>A. Historical Skills Introduction (1 week)</td>
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<tr>
<td>6.2.12.C.1.a 6.2.12.C.1.b</td>
<td>a. Definition and origins</td>
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<tr>
<td>2. Renaissance &amp; Reformation</td>
<td>e. Northern Renaissance</td>
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<tr>
<td>6.2.12.B.2.a 6.2.12.B.2.b</td>
<td>f. Gutenberg’s printing revolution</td>
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<td></td>
<td>b. Luther’s 95 Theses</td>
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<td></td>
<td>c. The fundamental teachings of Martin Luther</td>
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**Conceptual Objectives:**
- Develop a descriptive definition of the Italian Renaissance and explain how its key elements altered European society;
- Develop a descriptive definition of the Northern Renaissance and explain how its focus on Christian Humanism contributed to the Protestant Reformation;
- Contrast the role of upper class women in the Renaissance with their Medieval counterparts;
- Identify the principal causes of the Protestant Reformation;
- Examine the democratic implications of Protestant theology and thought;
- Describe the principal reforms of the Catholic Reformation;
- Determine the causes of European global voyages of discovery;
- Trace the development of the West African kingdoms of Mali and Songhai;
- Examine the ways in which Europe’s Age of Exploration altered global patterns of interaction;
- Describe the Columbian Exchange;
- Analyze and compare slavery and other forms of coerced labor in West Africa, the Caribbean, and the Americas;
- Examine the patterns of colonization and economic exploitation which European nations followed during the early modern era;
- Describe the evolving economic and cultural policies of the Ming Dynasty;
- Describe the scope and significance of the Ming Admiral Zheng He’s voyages;
- Identify the political, social, and economic factors which contributed to the decline of the Ming Dynasty;
- Evaluate the impact of the scholarly and missionary efforts of the Jesuits on both China and Europe;
- Identify the factors which contributed to the decline of the Silk Road;
- John Calvin and predestination
- Radical religious reformers
- The Reformation in Great Britain
- The Catholic / Counter Reformation
- The impact of the Reformation on European Jewry

**D. Exploration & Colonization (3 weeks)**
- Motives behind exploration
- The technology of ocean navigation
- Portugal’s voyages, Spain’s voyages & The Treaty of Tordesillas
- The search for a Northwest Passage
- European Trade Empires of the East (Portugal, Dutch, British)
- Eastern Reaction to European arrival – China & Japan
- Spanish conquest of the Americas
- The Columbian Exchange
- Spain's New World Empire – political, economic, social & cultural impact
- European colonies of North America

**Sample Assessments:**
- Multiple Choice & Short Answer Quizzes/Tests
- Essays
  - **Example:** Did Women really have a renaissance?
- Deliberations
  - **Example:** Was the conquest of the Americas good for the advancement of civilization?
- Research Assignments
- Multimedia projects/ Media literacy assignments
  - **Example:** Compare traditional and contemporary sources on Columbus.
- Role playing activities
- Presentations
  - **Example:** Presentation on an artist, writer, or thinker of the Renaissance.
• In order to explain the reasons behind the Silk Road as a trade route, contrast land based power and sea power;
• Define the terms associated with Japan’s feudal period;
• Explain the factors which led the Tokugawa Shogunate to pursue a policy of isolation;
• Describe the political, economic, and social structure of the Ottoman Empire;
• Demonstrate mastery of all relevant historical vocabulary

• Demonstration of understanding through art, poetry, song, etc
  o Example: Students listen to music of the Renaissance era and respond in a free writing session.
  o Example: Analyze a Shakespearean sonnet and its historical place in the Renaissance

Sample Instructional Strategies:
• Interdisciplinary Connections
  o Example: The Science behind Overseas Exploration
  o Example: Literature of Dante, Petrarch, Machiavelli, etc.

• Technology Integration
  o Video Clip: Engineering an Empire Da Vinci’s World.
  o Discussion of Brunelleschi’s dome through computer models.

• Global Perspectives
  o Portugal’s Asia Empire
  o Video/Reading- Guns, Germs and Steel

21st Century Skills:
• Creativity and Innovation
  o Students attempt to recreate key Renaissance artistic techniques.

• Critical Thinking and Problem Solving
  o Students are forced to create an emergency plan for their mock Renaissance Italian city-state in case of an outbreak of the Plague.

• Communication and Collaboration
  o Students are asked to find a student from another class and discuss one figure each from the Renaissance, Reformation, and Age of exploration and then journal about their experience.

• Information Literacy
  o Students analyze the Writings of Martin Luther from various points in his life to see the progress of the Protestant Reformation.

• Media Literacy
  o Students use periodicals to compare criticism of new scientific possibilities and worries to criticism of thinkers during the Scientific Revolution.

• Life and Career Skills
<table>
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<th>21st Century Themes (as applies to content area):</th>
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<tr>
<td>• <strong>Financial, Economic, Business, and Entrepreneurial Literacy</strong></td>
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<tr>
<td>○ Emphasis placed on the revival of Capitalism as well as the Commercial and Price Revolutions.</td>
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<td>• <strong>Civic Literacy</strong></td>
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<tr>
<td>○ Formation of Communes and Republics in Renaissance Italy.</td>
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<tr>
<td>○ Rise of Nation States and the New Monarchs (Consolidation of power amongst monarchs).</td>
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<tr>
<td>• <strong>Health Literacy</strong></td>
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<tr>
<td>○ Impact of Eurasian Diseases on the Civilizations of the Americas during the Columbian Exchange.</td>
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Unit 2: Age of Revolutionary Change

**Standard 6.2 World History/Global Studies**
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas: Course Objectives / Content Statement(s)**
During the Age of Revolutionary Change Europeans debated over the optimal forms of government as well as the basic foundations of society. It is within this era that many of the cornerstones of our modern scientific, intellectual, and political systems were established. This “debate” would not be solely intellectual. Most of Europe would experience some form of violent conflict in order to formulate answers to the important questions of the day.

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<td><em>What will students understand about the big ideas?</em></td>
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<th>Students will understand that…</th>
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During the 16th and 17th centuries many of Europe’s monarchs centralized their power, increased the size and scope of their influence and increased the size of their standing armies. At the start of this period Spain held the reins of international power. Overtime that mantle would be fought over by other European nations. Through warfare and diplomacy England and France would vie for power developing contrasting political systems along the way.

In England a bloody civil war and the threat of a second would lead to the development of a constitutional monarchy and the rule of law. A debate over the merits of this civil war as well as a new, more logical approach to society at large would help to change the way Europeans viewed the world in which they lived. The major figures of the Enlightenment would come to challenge nearly every tenet of western civilization and thought.

In France, monarchs would grant tax exemptions and special privileges to nobles in exchange for absolute power. Overtime these privileges of the nobles combined with overspending by the crown would lead France on a downward spiral headed to economic ruin and perhaps the most influential political and social revolution the world has ever seen.
### How has the environment and humans affected each other?

During the era of the Napoleonic wars France conquered or pacified nearly all of Europe. However, due to geography France’s nemesis England was able to remain unscathed across the English Channel. Due to England holding naval superiority over France, Napoleon was unable to knock the British out of the war. Overtime Napoleon was defeated at the hands of the harsh Russian winter and the constant pressure applied by the English.

### How does science and technology alter and advance the path of human progress?

Scientific thinkers such as Copernicus and Newton forever altered the way humans view the universe around them. These important advances did not come without criticism or debate. It would take some time for these breakthroughs in theory to transform into applied science. In this same era dramatic advances were being made in the realm of medical knowledge. Accurate depictions of the human anatomy as well as an understanding of the circulation of blood were finally being understood.

### How do cultures develop and what happens when they interact with each other?

Due to its relative isolation and distance from Western Europe, many important trades, technologies, and cultural advances had not moved as far east as Russia. Relative to western Europe, the Russia that Peter the Great inherited was backward and archaic. In order to modernize his nation, Peter instituted a policy of “Westernization” in order to bring Russia up to speed with the rest of the world technologically, economically and socially. Upon his death, Russia had become part of and one of the great European powers.

### How do the arts reflect human thought and understanding of the world around them?

The literature and art of the Age of Reason came to reflect the dramatic events that were transpiring. David’s *Death of Marat* and Goya’s *The Third of May* are more than just paintings. They are historical accounts of earth shattering events. The literature of this period critiqued all members of society for their flaws and missteps.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<td><strong>2. Scientific Revolution &amp; Enlightenment</strong></td>
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### Instructional Focus (7 weeks):

#### A. Absolutism & Constitutionalism (2 ½ weeks)

- Definition and origins of Absolutism
- Spanish power – Phillip II
- French power – Louis XIV
### 3. Political Revolutions

|---------------|---------------|---------------|

#### Conceptual Objectives:
- Develop a descriptive definition of absolutism and explain how its key elements affected European society;
- Examine factors that led to the emergence of absolute governments throughout Europe;
- Contrast the goals of absolute and constitutional ideals;
- Identify the struggle for power between the monarchy and Parliament in England;
- Describe how constitutional government developed following the restoration of the English monarchy;
- Examine the causes and effects of the Glorious Revolution on the power of the monarch in England;
- Describe the changes in life, thought, and government in Western Europe and the United States resulting from the Scientific Revolution and Enlightenment;
- Evaluate the global effect of the American Revolution by relating the event to the emergence of Latin American movements for independence;
- Contrast the political and economic philosophies of key Enlightenment thinkers during the Age of Reason;
- Explain how women helped encourage and spread Enlightenment ideals;
- Identify political, social, and economic causes of the French Revolution;
- Contrast the stages of the French Revolution including both moderate and radical;
- Describe Napoleon’s rise to power and determine reasons for his downfall focusing on the growth of nationalism;
- Compare Napoleon’s domestic policies to the ideals of the Enlightenment and

### B. Scientific Revolution & Enlightenment (2 weeks)

|---------------|---------------|---------------|

- Changing views of the universe
- Scientific thinkers and their works
- Fundamentals of the scientific method
- Definitions and origins of the Enlightenment
- Progress and reason – Enlightenment values
- The great Philosophes and their major works
- Spread & influence of the Enlightenment

### C. Political Revolutions – French & Latin American (2 ½ weeks)

- Definitions and origins of Revolutions
- Ancien Régime & the Estates General
- National Assembly and Louis XVI
- Major Events of the French Revolution 1789-1793
- Robespierre and the Reign of Terror
- Rights for women
- Rise, Conquest & Fall of Napoleon
- Emergence of early nationalism
- The Congress of Vienna
- Latin American Revolutions: Haiti, Mexico & South America
the French Revolution;
• Trace the growth of the independence movements in Haiti and Latin America;
• Demonstrate mastery of all relevant historical vocabulary

Sample Assessments:
• Multiple Choice & Short Answer Quizzes/Tests
• Essays
  o Example: Compare and Contrast the guiding principles and consequences of the American and French Revolution.
• Deliberations
  o Example: Who was more right: Hobbes or Locke?
• Research Assignments
  o Example: Important figure of the Scientific Revolution and his/her impact on the world today.
• Multimedia projects/ Media literacy assignments
  o Example: Students find articles referencing Enlightenment figures.
• Role playing activities
  o Example: Mock meeting of the Three Estates in France prior to Revolution.
  o Example: Students hold a mock Enlightenment Salon. Students bring in food and debate enlightenment topics.
• Presentations
  o Example: Students present on an important figure or event of the French Revolution.

Sample Instructional Strategies:
• Interdisciplinary Connections
  o Literature: Read an excerpt from A Tale of Two Cities By Charles Dickens about the French Revolution
  o Mathematics: Napoleon’s use of mathematics concerning artillery on the battlefield.
• Technology Integration
  o Students create online tutorial outlining the major differences between Absolute and Constitutional Monarchies.
• Global Perspectives
  o Create a chart making connections from the French Revolution to the revolutionary movements of Central and South America
21st Century Skills:

- Creativity and Innovation
  - Students create a movie poster about the achievements of their favorite Absolute Monarch.

- Critical Thinking and Problem Solving
  - Reach the goals of the French Revolution in a Non-Violent way…is it possible?

- Communication and Collaboration
  - Wiki posting in response to this question: Was the French Revolution inevitable?

- Information Literacy
  - Students compare different accounts of the English conquest of Ireland under Cromwell.

- Media Literacy
  - Compare rhetoric of the French Revolution to criticism of it from outside sources such as English media.

- Life and Career Skills

21st Century Themes (as applies to content area)

- Financial, Economic, Business, and Entrepreneurial Literacy
  - Mercantilism, colonialism and their economic consequences.

- Civic Literacy

- Health Literacy
  - A critique of Absolutism and Centralization of Power: The consequence of the building of the city of St. Petersburg, Russia.
Unit 3: Industrialization and a New Global Age

Standard 6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives / Content Statement(s)
Industrialization changed the way people worked and lived. More powerful, industrialized nations reached out to dominate Asian and African areas economically and politically to protect their own interests through Imperialism. The revolutions and independence movements of the previous era helped to redefine the relationship between the government and the governed while the concept of the nation shaped how people defined their identity. Both trends lead to greater international competition and interdependence.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings
What will students understand about the big ideas?

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<td>Students will understand that…</td>
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<tr>
<td></td>
<td>The ideas of the Enlightenment continued to inspire revolutions, inspire governments to experiment with more democratic values and force older land-based empires to struggle with change and adapt to the new age. The nation became the new concept of identity in the 19th century and would soon spread worldwide giving rise to new industrialized powers like Germany and Japan. Nationalism also fostered a spirit of competition amongst European powers to imperialize Africa and Asia.</td>
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<td>Industrialization brought about the mechanization of labor and the factory system forever altering the nature of work in the world. Free wage laborers were more desirable in this new free market driven economy thus allowing for the emancipation of slaves and serfs. Within the new industrialized powers, a greater divide amongst the social classes became more evident prompting new economic and social philosophies/theories and social unrest. Economic competition among industrialized powers also led to imperialism and a divide between the industrialized and non-industrialized world in terms of wealth, power and political influence.</td>
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<td>As a result of Industrialization, the middle class emerged as a new</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>How has the environment and humans affected each other?</td>
<td>The resources locally available fueled the earliest phase of the Industrial Revolution, so the resulting imperialism on a global-scale emerged from the need for additional resources. Subsequently, many of the political and economic decisions made in this period resulted in environmental change where industrialized societies shifted from a rural way of life to an urban way of life. Consequently, the environmental impact of human activity resulted in changed landscapes and greater levels of waste. Industrialization also allowed humans to bypass traditional geographic barriers and boundaries with the advent of steam technology and locomotion making virtually every corner of the globe accessible.</td>
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<tr>
<td>How does science and technology alter and advance the path of human progress?</td>
<td>Changes brought about by the Agricultural Revolution of the 18th century gave rise to the technological breakthroughs of the Industrial Revolution. New technologies advancements quickened the pace of life and as population grew, may migrated to the cities in search of opportunities in the textile factories and other industries. Then the invention of the steam engine revolutionized the nature of work, transportation and communication. During this era, the enormous developments in technology changed how people worked, communicated, traveled and went about their daily lives. Overall, the application of the understandings gained from the Scientific Revolution toward practical ends built upon the ideas of others leading to constant improvement, efficiency and reliability. At the same time, huge advancements in medicine and science helped to improve the general quality of life for many humans.</td>
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<tr>
<td>How do cultures develop and what happens when they interact with each other?</td>
<td>With the development of industrialization, almost everything changed as the world became truly interdependent. The way people worked, lived, traveled, related to their families, communicated, and indentified themselves changed for many people. The industrialized nations in search of raw material and...</td>
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</tbody>
</table>
How do the arts reflect human thought and understanding of the world around them?

new markets often imperialized areas to protect economic interests. Western culture strongly influenced many Asian and African areas through colonization, and Asian and African culture and art were extremely influential on European intellectuals and artists. Enlightenment ideas such as equality, freedom of speech and freedom of religion became very influential in many parts of the world. At the same time, traditional organization (ex. Religious) reasserted their values to maintain power and influence.

The rapidly transforming industrial world resulted in the creation of new forms of entertainment for urban working-class, new literature and revolutionary new philosophical ideas, exhibitions, fairs and amusement parks, professional sports, as well as the first department stores with widely available consumer goods. With industrialization came new imperialism and interactions. The arts and culture of Europe were influenced by contact with Asia and Africa, and new more modern forms developed like Romanticism that sought to glorify nature and excite strong emotions, Realism that attempted to represent the world as it was and Impressionism that sought to create depictions of the first fleeting impression of real life. At the same time, the Japanese started to integrate western styles into traditional art forms.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

NJCCS: (2009)

3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impacts

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<th>Conceptual Objectives:</th>
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<tr>
<td>- Develop a descriptive definition of the Industrial Revolution and explain why the conditions in Great Britain favored industrial growth.</td>
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Examples, Outcomes, Assessments

Instructional Focus (6 weeks):

A. Industrial Revolution (2 weeks)

a. Definition, Causes & Why Great Britain?

b. New Technologies (work, transportation & communication)

c. The Factory System
d. Urbanization
e. New Social Classes

f. New Economic/Social Philosophies & Theories
g. Spread of the Industrial Revolution & Worldwide impact/reaction

h. Impact of Darwinian thought
i. Realism in Art

B. Rise of Nationalism (2 weeks)

a. Define Nationalism, Conservatism & Liberalism

b. Conservative Example: Metternich
• Assess the impact of industrialization on population growth, social structure, working and living conditions, the environment and the rise of labor movements.
• Assess the significance of an emerging and politically active middle class
• Explain the concepts of laissez-faire economics and the free market economy
• Analyze and evaluate the rise of ideologies (i.e. socialism / communism) that challenged the class structure of industrialization.
• Analyze the impact of Darwin’s theory of evolution on scientific and social patterns of Western thought.
• Describe how Realist art reflected the realities of an Industrialized World.
• Define the political ideologies of Nationalism, Conservatism and Liberalism.
• Explain how Conservatives attempted to maintain traditional order and the status quo during the 19th century.
• Trace the growth of democratic traditions in Great Britain during the course of the 19th century.
• Explain the reasons why the Liberal Revolutions of 1830 and 1848 tended to be unsuccessful
• Describe both the unifying and divisive aspects of modern nationalism
• Contrast the methods employed by leading 19th century nationalists to unite, strengthen and modernize their respective countries (Germany, Italy & Japan).
• Describe the challenges posed by nationalism to traditional and aging empires (Russia, Austria-Hungary & Ottoman Empire).
• Connect how Nationalist leaders employed 19th century Romanticism to elicit strong nationalistic emotions.
• Identify and explain the complex political, economic, social and nationalist motives behind the New Imperialism of the 19th

/ Austria-Hungary, Congress of Vienna, Carlsbad Decrees

• Liberalism Example: 19th century democratic developments in Great Britain or Revolutions of 1830 & 1848
• New Nation-States: Germany, Italy & Japan
• Nationalist challenge to Old Empires: Russia, Dual Monarchy of Austria-Hungary, Ottoman Empire, & Balkan nationalism
• Romanticism in Art

C. The New Imperialism (2 weeks)

a. Causes, Motives and Forms of Imperial Rule
b. Africa: exploration, the Congo, Berlin Conference & resistance movements
c. Middle East: Ottoman Empire, Iran, Egypt & Suez Canal
d. British Imperialism in India
e. China: Opium War, Taiping Rebellion, Boxer Uprising, Hundred Days Reform & the Chinese Republic
f. Impressionism’s intercultural connection

Sample Assessments:

• Multiple Choice & Short Answer Quizzes/Tests
• Essays
  ○ Example: Analyze and compare the differing responses of China and Japan to western imperialism in the 19th century.
• Deliberations
  ○ Example: Why did unification for Germany and Japan help make them immediate world players while Italian unification or Latin American Independence did not?
• Research Assignments
  ○ Example: Research the impact of the steam engine on British overseas trade in the 19th century.
• Contrast the various forms of imperial rule: direct, indirect, protectorate, sphere of influence
• Evaluate the positive and negative consequences of European imperialism on the native populations of Africa (Congo & Ethiopia) and Asia (Middle East, India & China)
• Analyze the cross-cultural connections between traditional Japanese art and the European Impressionist movement of the late 19th century.
• Demonstrate mastery of all relevant historical vocabulary
• Multimedia projects / Media literacy assignments
  o Example: Research and analyze how the British press helped to bring attention to human rights abuses in the Belgian Congo as instigated by King Leopold II.
• Role playing activities
• Presentations
• Demonstration of Understanding through art, poetry, song, games, etc.
  o Example: The Urban Game / Scramble for Africa

Sample Instructional Strategies:
• Interdisciplinary Connections
  o Science: Analyze the principles and properties of the steam engine to understand how it transformed the nature of work.
• Technology Integration
  o Create a Digital Story highlighting the important steps toward German or Italian Unification.
• Global Perspectives
  o Analyze the reactions of Africans and Asians to the European Imperialism of the 19th century.

21st Century Skills:
• Creativity and Innovation
  o Create a visual representation to review the major themes associated with one of the following topics: Industrial Revolution, Nationalism or Imperialism.
• Critical Thinking and Problem Solving
  o Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end.
• Communication and Collaboration
  o With a partner, write a series of letters between siblings who moved from the farm to different cities looking for work during the Industrial Revolution.
• Information Literacy
  o Compare the different accounts of the Opium Wars from the British and Chinese perspective.
• Media Literacy
  o In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries.
• Life and Career Skills
21st Century Themes (as applies to content area):

• Financial, Economic, Business, and Entrepreneurial Literacy
  o Create a poster highlighting the positive and negative aspects of one of the following 19th century economic theories: laissez-faire capitalism, socialism, utilitarianism or scientific socialism (communism).

• Civic Literacy
  o Compare the constitutions of the German Republic and Meiji Japan during the late 19th century.

• Health Literacy
  o Analyze the impact of improved sanitation and medical knowledge in combating the spread of communicable diseases in developed nations.
Standard 6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas:** *Course Objectives / Content Statement(s)*

The year 1914 marks the beginning of World War I, which in many ways was caused by the tremendous changes of the long 19th century. This war marked a change in warfare, diplomacy, technology, communication, and global hegemony. At its conclusion, Europe was significantly weakened, questioned the very value system and logic that lead them toward war and had difficulty maintaining its global dominance over the rest of the world. As a result, Europe’s colonies developed their own sense of identity and nationalism, and rebelled against their rulers. Political revolutions swept the world (ex. Russia), as outdated and unresponsive governments were overthrown. The world also became closer and more connected than ever with developments in technology and communication. Issues left over from the first World War lingered along with the aggressive acts of Nazi Germany, Fascist Italy and Ultra-nationalistic Japan instigated World War II. The war stands as the most costliest and deadly war in human history as a result of sheer number of people involved, the new technologies employed in the war (tanks/planes/aircraft carriers/bombs), unspeakable acts of horror (the Holocaust) and fighting that left an unconditional surrender ushering in the atomic age. As a result, Word War II brought with it enormous global changes from the Holocaust being revealed, the peace settlement leaving the United States and Soviet Union as the lone superpowers ushering in the Cold War, Europe & Japan needing to rebuild, the decline of colonialism, greater opportunities for women in western societies and the creation of International Organizations like the United Nations.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
<tr>
<td><strong>What are the major political, economic and social developments that have defined this era?</strong></td>
<td>Students will understand that…</td>
</tr>
</tbody>
</table>

If the 19th century the nation-state had its start, in the 20th century the nation-state seems to have taken over the world. There seems to be no area that is not a nation-state today. This rise in the nation-state and nationalism has lead to the use of a variety of political ideologies and systems from totalitarianism to democracy. Both ideologies were at odds with each other during the early half of the 20th century resulting in two Global Conflicts and two different approaches to economic depression.

During the early 20th century, the economies of nation-states around the world became more integrated and dependent upon each other. The Great Depression exemplified how integrated the industrial and financial markets of industrialized nations were.
| How has the environment and humans affected each other? | This along with World War I and World War II left European economies in disarray and new powers with competing ideologies (United States & Soviet Union) to drive the world economy in the post-war era. The introduction of communist governments in various parts of the world challenged traditional social structure models, attempting to empower the working and peasant classes. However, new elite party classes often emerged replacing the older ruling class. Women gained both the right to vote in many parts of the world as well as access to new economic opportunities, education, and health. After World War I, rebellious young people rejected the moral values and rules of the Victorian Age establishing a trend for subsequent generations. War also changed the social values and the class structures of many societies. Both World Wars left a terrible imprint on the environment, particularly in Europe and Japan. Urban landscapes, rural foodstuffs, networks of transportation and communication were destroyed in the wake of the global conflict. The introduction of atomic energy and weaponry left many questions unanswered for the long term implications of radiation and the morality of devastation at such a large scale. The trend toward urbanization continued to be the course of human migration, however both World Wars also left many people displaced from their original homelands. Recent migrants also mainly moved due to the lack of resources, religious or ethnic persecutions and population pressure and faced many of the challenges associated with urban life: slums, unemployment and underdevelopment. |
| How does science and technology alter and advance the path of human progress? | Life continued to be altered greatly by the scientific and technological innovations that had taken off since the start of the Industrial Revolution. As more nations became industrialized, the quality of life subsequently improved. The speed of communication and transportation rapidly increased with the advent of radio, film, the airplane and automobile. Advances in chemistry, physics and human psychology revolutionized science and thought. New technologies also helped to create a mass culture shared by millions in the world’s developed countries. However, many of the scientific and technological innovations that improved life were also used by nations to deliberately and systematically control, subjugate and/or destroy ethnic/racial, political and cultural groups. |
| How do cultures develop | The pace and rate of development and interaction grew rapidly |
and what happens when they interact with each other? during this time-period. Some societies continued to expand at a
tremendous rate in the 20th century with the same forces of the
19th century like industrialization, democratic movements, the
rise of nationalism, and increased communication. However, some
societies continue to hold onto and maintain their traditions. The
world has become more closely connected with varying results
throughout the course of the 20th century forming what some
refer to as a global culture. However, most interaction during this
period stemmed from, resulted in or ended in conflict as with the
First and Second World Wars or showed the greater
interconnectedness of human activity with the Great Depression.

How do the arts reflect human thought and understanding of the world
around them? Western culture experienced much change in the years after
World War I, through the Great Depression and into World War
II. Traditional ideals born in the Enlightenment and Scientific
Revolution of progress, advancement and reason gave way to a
greater sense of uncertainty. The artistic and literary trends
shifted from reality towards other dimensions, greater freedoms
and willingness to experiment. Totalitarian states like Germany
and the Soviet Union also used the arts and forms of mass
communication to instigate censorship, propaganda and terror to
ensure their own personal power. Art was also used in colonies
and developing nations as a vehicle to express a people’s desire
for political, social and economic changes.

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus (7 weeks):</td>
</tr>
<tr>
<td>NJCCS: (2009)</td>
<td>A. World War I (2 weeks)</td>
</tr>
<tr>
<td>Achievement: the Era of the Great Wars</td>
<td>b. Conflict</td>
</tr>
<tr>
<td></td>
<td>c. March &amp; November Revolutions</td>
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<tr>
<td></td>
<td>of 1917</td>
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<tr>
<td></td>
<td>d. Russian Civil War</td>
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<tr>
<td></td>
<td>e. Communist Soviet Union under</td>
</tr>
<tr>
<td></td>
<td>Josef Stalin</td>
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<tr>
<td></td>
<td>C. Between the Wars (1 ½ weeks)</td>
</tr>
<tr>
<td></td>
<td>a. Postwar Recovery &amp; Great</td>
</tr>
</tbody>
</table>

Conceptual Objectives:
• Describe the alliance system which emerged in Europe prior to 1914 and
explain how this “system of entanglements” contributed to the
outbreak of World War I
- Analyze the political, social and economic causes of World War I
- Cite specific examples and explain why World War I is considered the first “truly modern war”
- Describe the intended role of the League of Nations and assess the impact of the Treaty of Versailles on Europe, Africa, Asia and the Middle East
- Outline the sources of discontent that resulted in the Russian Revolution of 1917
- Develop a descriptive definition of totalitarianism and explain the forms it took in Japan, Germany and the Soviet Union
- Examine the causes and consequences of early 20th century genocides (e.g., Turkey/Armenia, Stalin’s purges & collectivization in the Ukraine and Japan’s occupation of China and Korea
- Analyze the global consequences of the Great Depression and relate them as a catalyst for global war
- Identify and explain the new views and trends of modern science, thought, art, literature, society and culture
- Identify the primary causes and major theaters of conflict for World War II
- Assess the impact of anti-Semitism and the Nazi Holocaust on Jewish life and European society
- Explain the factors that led to the Atomic Age and evaluate its impact
- Assess the aftermath of World War II and framework for the post-War era
- Demonstrate mastery of all relevant historical vocabulary

Depression
- Cultural Conflict – 1920s & 1930s
- Fascism in Italy
- Nazism in Germany
- Japanese Ultra-nationalism

D. World War II (2 weeks)
- Aggression & Appeasement
- Conflict: Europe
- Nazi Genocide, the Holocaust & Nuremberg Trials
- Conflict: Pacific
- The Atomic Bomb
- Founding & mission of the United Nations

Sample Assessments:
- Multiple Choice & Short Answer Quizzes/Tests
- Essays
  - Example: Compare how the First World War and its outcomes affected TWO of the following regions in the 1920s and 1930s:
    - East Asia, Middle East, South Asia (Indian subcontinent)
- Deliberations
  - Example: Development and use of the Atomic Bomb
- Research Assignments
  - Example: Research the technological impact of new weaponry in World War I or World War II.
- Multimedia projects / Media literacy assignments
  - Example: Create a news radio report from a front in World War II.
- Role playing activities
- Presentations
- Demonstration of Understanding through art, poetry, song, games, etc.
  - Example: Analyze Surrealist works of art to investigate the realms of the subconscious.

Sample Instructional Strategies:
- Interdisciplinary Connections
21st Century Skills:

• Creativity and Innovation
  o Create a visual representation to review the major themes associated with one of the following topics: Aggression and Appeasement prior to World War II.

• Critical Thinking and Problem Solving
  o In groups, create a peace treaty that merges together the goals of European leaders (France & Great Britain) and President Wilson’s (United States) at the Paris Peace Conference after World War I.

• Communication and Collaboration
  o With a partner, write a series of letters between siblings who are fighting on different fronts of World War II.

• Information Literacy
  o Compare the different accounts of anti-Semitic Nazi persecution from varying perspectives.

• Media Literacy
  o In a PowerPoint presentation, analyze the impact of Jazz music as a defining feature of Post-World I culture.

• Life and Career Skills

21st Century Themes (as applies to content area):

• Financial, Economic, Business, and Entrepreneurial Literacy
  o Create a poster highlighting the various governmental reactions to combat the Great Depression.

• Civic Literacy
  o Trace the development of International Law & Justice by creating an interactive timeline from 1900 to 1950.

• Health Literacy
  o Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.

Unit 5: The Modern World
### Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives / Content Statement(s)

Competing ideologies, decolonization and the emergence of new independent nations changed the political landscape and national identities of many regions of the world after the Second World War. At times these changes came peacefully, but more often involved military confrontations and violations of human rights. 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 in an ever growing interconnected and globalized world.

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The period from 1945-the present was dramatically impacted by the events of the Second World War. World War II left more than 60 million people dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age. Alone atop the piles of rubble stood two superpowers the United States and the Soviet Union. The actions of the U.S.A and the U.S.S.R and the competition between the two would help create an atmosphere of mistrust known as the Cold War. The political and economic policies of these two nations affected the domestic and foreign policies of virtually all other nations. Much of the rest of the world was forced to side with either the U.S.A or the U.S.S.R. This system of alliances resulted in unforeseen consequences and placed the world on a path towards nuclear holocaust. The era following the breakup of the Soviet Union resulted in a period of global growth and unprecedented technological innovation though it was not free from conflict. Much blood has been shed on the path to healing the wounds caused by the Second World War.

As the nations of Europe slowly recovered from the destruction, some nations of the world have emerged from European domination and challenged the balance of political and economic power in the world. Emerging political and economic entities are rising up in Asia, Africa and the Americas. The growth of nations
| **How has the environment and humans affected each other?** | such as India, China, Brazil, Nigeria etc have altered the way in which markets function, raw materials are acquired, and diplomacy is conducted. Only time will tell the full impact and influence these and other emerging nations will have. |
| **How does science and technology alter and advance the path of human progress?** | One of the most significant changes in the 20th century was the growth from one billion people worldwide in 1900 to over 6 billion by 2000. The increase in technology and health care has led to longer lives and higher rates of infant survival throughout the world. Yet, epidemic diseases continue to plague the world, particularly in developing countries with less access to new medicines. Movement of people has also increased throughout the world. Many individuals go seeking better economic opportunities in new areas while others move as refugees, forced from their homelands by natural disasters or to escape human conflict. The effects of industrialization and human activity also became more evident during the later part of 20th century on the environment most notably via pollution and global warming prompting efforts to modify human use and consumption of natural resources. |
| **How do cultures develop** | The harnessing of the atom has led to unprecedented growth in human knowledge and capabilities yet it has the potential to lead to even deadlier conflicts. Rocket technology has brought humans further into the galaxy than ever before while at the same time expanding the ability for man to destroy man. Forced to live under the guardianship of either the United States or the Soviet Union vast majorities of the worlds population lived in fear of a third World War. A war that could be fought with the touch of a button and perhaps lead to the destruction of life as we have come to know it. During the Cold War both superpowers came close but thankfully never allowed for a large-scale conflict. |
| | During the last two decades of the Twentieth Century humanity accumulated more information than any previous era. This information age has changed the way humans interact with one another, conduct business, and acquire information. The Internet and developments in telecommunications have altered patterns of life and culture. Peoples and groups once isolated from one another can now communicate virtually face to face. |
| | The world has became more closely connected with varying |
and what happens when they interact with each other?

How do the arts reflect human thought and understanding of the world around them?

results throughout the course of the 20th century forming what some refer to as a global culture. As the world becomes more and more integrated through technology, cultures blend and some come to dominate. Religious fundamentalism has developed in some parts of the world, partially to combat this Western-dominated global culture. Intellectually, the developments of the late 20th century boggle the mind. From the computers to the internet to cellular phones, the discoveries in math, science, and technology have revolutionized how we live and communicate.

With the advent of modern technologies like film, television, computers and the internet, culture and the arts have become globalized putting people everywhere in touch. The driving force behind this global culture has been the United States. American fashions, products and entertainment have captured the world’s imagination and English has become the leading language of international business. Some critics see this westernization of culture to a foreign invasion inspiring many to preserve traditional forms of expression. However, balance has also emerged in some areas like music and film where global blending and exchanges between all cultures have continued just as in previous centuries, but at a faster pace. Global interests in the arts have led nations to value and protect ancient cultural treasures. The UN and other groups are helping countries preserve and restore temples, palaces, manuscripts, and other artifacts. Museums continue to grow as cultural centers where new and old forms of human thought and understanding are shared. Rapid advances in computer technology have also revolutionized and transformed the arts. Computers have given artists, writers, musicians, photographers, and filmmakers new tools with which to release their imaginations and create virtual realities. But more importantly, as the technology has become more affordable and accessible to the general public, the nature of the practice and content of art is transforming as the dissemination of the created information ever expands with the growth of the Internet.

<table>
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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus (6 weeks):</td>
</tr>
</tbody>
</table>
  a. Definition & Overview  
  b. Case Studies  
  i. Germany 1945-1990  
  ii. China 1911-1990  
 B. Decolonization (1 ½ weeks)  
  a. Definition & Overview |
### Conceptual Objectives:
- Analyze the postwar world and identify its emerging spheres of influence
- Describe the mission and structure of the United Nations
- Identify and explain the specific events and developments of the Cold War, particularly with post-WW II Germany
- Identify the causes of China’s Communist Revolution and explain its impact on the political and military balance of power in East Asia.
- Compare how the Cold War played out in Germany and in China 1945-1990.
- Cite specific examples and describe the postwar process of decolonization and the emergence of new nation states in Asia and Africa
- Assess the role and impact of nationalist leaders like Mahatma Gandhi and Nelson Mandela both within their own country and the world community
- Outline the obstacles faced by developing nations
- Describe the nature of modern conflicts
- Identify and explain the causes of the Arab-Israeli conflict; the breakdown of the former Yugoslavia; and the role of the United Nations in modern conflicts
- Analyze the major economic and agricultural trends in an ever growing interconnected and globalized world
- Trace the increased use of terrorism as a means to advance political, religious, and economic objectives and beliefs
- Assess the growth of common markets, economic globalization, emerging

### Sample Assessments:
- **Multiple Choice Quizzes/Tests**
- **Essays**
  - **Example:** Compare the lives of women in Communist China and East Germany (1945-1990).
- **Deliberations**
- **Research Assignments**
- **Multimedia projects / Media literacy assignments**
  - **Example:** Research and analyze the worldwide media’s portrayal of South African apartheid.
- **Role playing activities**
- **Presentations**
  - **Example:** Research and present in groups a country profile for one of following emerging nations: Brazil, Russia, India, China.
- **Demonstration of Understanding through art, poetry, song, etc.**

### Sample Instructional Strategies:
- **Interdisciplinary Connections**
<table>
<thead>
<tr>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity and Innovation</strong></td>
</tr>
<tr>
<td>○ Listen to Billy Joel’s “We Didn’t Start the Fire” (Cold War Themes) and create your own song for the post-Cold War world.</td>
</tr>
<tr>
<td><strong>Critical Thinking and Problem Solving</strong></td>
</tr>
<tr>
<td>○ Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era.</td>
</tr>
<tr>
<td><strong>Communication and Collaboration</strong></td>
</tr>
<tr>
<td>○ Hold a videoconference with the class and another class (from a foreign country) to discuss some current and relevant international issue.</td>
</tr>
<tr>
<td><strong>Information Literacy</strong></td>
</tr>
<tr>
<td>○ Research articles investigating the main issues surrounding the Arab/Israeli conflict.</td>
</tr>
<tr>
<td><strong>Media Literacy</strong></td>
</tr>
<tr>
<td>○ In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries.</td>
</tr>
<tr>
<td><strong>Life and Career Skills</strong></td>
</tr>
<tr>
<td><strong>21st Century Themes (as applies to content area):</strong></td>
</tr>
<tr>
<td><strong>Financial, Economic, Business, and Entrepreneurial Literacy</strong></td>
</tr>
<tr>
<td>○ Research and analyze the current global impact of the economic crisis of 2008.</td>
</tr>
<tr>
<td><strong>Civic Literacy</strong></td>
</tr>
<tr>
<td>○ Compare the UN’s Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state.</td>
</tr>
<tr>
<td><strong>Health Literacy</strong></td>
</tr>
<tr>
<td>○ Research and present on the issues surrounding the International community’s response to the AIDS Epidemic in Africa.</td>
</tr>
</tbody>
</table>

**Common Core State Standards**

*For Literacy in History/Social Studies*
## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

<table>
<thead>
<tr>
<th>R.CCR.1</th>
<th>Unit 1 – Read closely <em>Early Navigation Methods – Source Reading</em> (secondary source) to determine what the text says explicitly and to make logical inferences from it to support conclusions how 15th century Europeans gained knowledge &amp; insight from their early voyages of exploration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.CCR.2</td>
<td>Unit 2 – Students read p. 456-457 of Beers’ <em>World History: Patterns of Civilization</em> dealing with the Congress of Vienna to determine the central ideas or themes of a text, analyze their development and summarize the key supporting details and ideas concerning the goals and outcomes of the Congress of Vienna (1815).</td>
</tr>
<tr>
<td>R.CCR.3</td>
<td>Unit 4 – In order to understand life in Fascist Italy under Mussolini (1920's &amp; 1930's), students read a History Through Literature Handout, a selection from Arturo Vivante’s <em>The Sound of Cicades</em> to analyze how and why individuals, events or ideas develop and interact over the course of a text.</td>
</tr>
</tbody>
</table>

### Craft and Structure

| R.CCR.4    | Unit 5 – Students investigate Mohandas K. Gandhi’s, *Indian Home Rule 1909* a primary source of an imaginary dialogue written by Gandhi to illustrate the active nature of nonviolent protest. This text allows students to interpret words or phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| R.CCR.5    | Unit 4 – Students read Chapter 30 from their textbook *World History: Connections to Today* to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole in order to understand how the 1920s and 1930s reflected the theme of Conflict. |
| R.CCR.6    | Unit 5 – Students read selected passages from Mao’s *Little Red Book* to understand how the Communist leader’s point of view and purpose of reinvigorating a new generation of communist believers in China during the 1960s shaped the content and style of the text. |

### Integration of Knowledge and Ideas

| R.CCR.7    | Unit 2 – Take a virtual tour of the Palace of Versailles [http://en.chateauversailles.fr/homepage](http://en.chateauversailles.fr/homepage) in order to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words to learn about the reign of Louis XIV & how the palace reflects his personal style of Absolutism. |
| R.CCR.8    | Unit 1 – Students read selected passages of Machiavelli’s *The Prince* (primary source) to delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the relevance and sufficiency of the evidence in Machiavelli’s theory of political expediency. |
| R.CCR.9    | Unit 3 - Read about British Colonial Rule in India during the 19th century in four separate secondary texts:  
- p. 889 of *Dukier/Spiegorl World History* |
In order to analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

| R.CCR.10 | Unit 3 – Students read selected chapters of Charles Dickens’ *Hard Times* to independently and proficiently comprehend and gather information of life was like working in a factory and living in a factory town in the early part of the Industrial Revolution (early 19th century). |

### Reading Standards for Literacy in History/Social Studies

#### Key Ideas and Details

| RSL.9-10.1 | Unit 2 – Read Simón Bolivar’s “A Constitution for Venezuela” in order to cite specific textual evidence to support analysis of a primary source, attending to such features as the date and origin of information to better understand Latin American independence movements of the early 19th century. |

| RSL.9-10.2 | Unit 4 – Students read Ch. 31 Sec. 1 – Aggression, Appeasement & War from their main textbooks to determine the central ideas / information to provide an accurate summary of how key events and ideas developed during the 1930s leading to World War II. |

| RSL.9-10.3 | Unit 1 – Students read a short biography of Martin Luther to analyze in detail a series of events to understand if the Protestant Reformation was caused by earlier events or simply just preceded them. |

#### Craft and Structure

| RSL.9-10.4 | Unit 2 – Students read a variety of short primary source passages written by Enlightenment writers in order to determine the meaning of words and phrases of Enlightenment thought, including vocabulary that describes the political (ex. Checks and balances), social (ex. The Social Contract) and economic (ex. The ‘Invisible Hand’). |

| RSL.9-10.5 | Unit 3 – Read Dadabhai Naoroji’s *The Benefits & Burdens of British Rule, 1871* (Primary Source) to analyze how a text uses structure to emphasize key points or advance and explanation or analysis. |

| RSL.9-10.6 | Unit 1 – Students read two separate accounts concerning the Conquest of Mexico by the Spanish, one from the Spanish point of view and the other from the Aztec point of view to see how each side treated the same event, paying particular attention to see what details were included and emphasized in their respective accounts. |

#### Integration of Knowledge and Ideas

| RSL.9-10.7 | Unit 4 – Students examine 6 different economic indicators (GDP, Stock Value, Unemployment, Wages, Bank Closures, & Business Failures) represented on graphs to technically and quantitatively analyze the Great Depression in the United States to accompany qualitative analysis of photographs from the Great Depression. |

<p>| RSL.9-10.8 | Unit 3 – Students read Commissioner Lin’s Letter to Queen Victoria that criticizes the importation of opium into China by the British to assess the extent to which the reasoning and evidence in the text support the author’s claims. |</p>
<table>
<thead>
<tr>
<th>RSL.9-10.9</th>
<th>Unit 2 – Students examine and integrate several primary and secondary sources to gain a coherent understanding of the impact Westernization had on Russia during the reign of Peter the Great, paying particular attention to and noting discrepancies among the sources.</th>
</tr>
</thead>
</table>

**Range of Reading and Level of Text Complexity**

<table>
<thead>
<tr>
<th>RSL.9-10.10</th>
<th>Unit 5 – Students independently research and gather a variety of primary or secondary source examples to construct a scrap book of a 20th century topics. <em>(Ex: Cuban Missile Crisis, Arab-Israeli Conflict, Tiananmen Square, Globalization, etc.)</em> Students also edit down their selections into digestible vignettes to exhibit proficiency in understanding the topic.</th>
</tr>
</thead>
</table>

### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes

<table>
<thead>
<tr>
<th>W.CCR.1</th>
<th>Unit 4 – Students investigate the main causes of World War I (Militarism, Alliances, Nationalism, Imperialism &amp; the Assassination of the Archduke of Austria, Franz Ferdinand) and write an argument supporting which of the main causes was the #1 cause by using valid reasoning and relevant and sufficient evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.CCR.2</td>
<td>Unit 4 – Students develop a digital story about living in the Totalitarian State of the Soviet Union during the dictatorship of Josef Stalin to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</td>
</tr>
<tr>
<td>W.CCR.3</td>
<td>Unit 1 – Students develop and write a narrative of the real experiences/events of the travels of Zheng He, from the perspective of a sailor who traveled with Zheng He using effective technique, well-chosen details and well-structured event sequences.</td>
</tr>
</tbody>
</table>

#### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>W.CCR.4</th>
<th>Unit 3 – Create a speech given by a labor organizer trying to convince factory workers in a textile mill to form a union in mid 19th century Britain. The speech needs to be clear and coherent where the development, organization, and style are appropriate to task, purpose and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.CCR.5</td>
<td>Unit 5 – During the course of a short research project on the modern day impact of Globalization on everyday life, writing workshops will be held during the course of the project where students will develop/strengthen their writing as needed by planning, revising, editing, rewriting or trying a new approach.</td>
</tr>
<tr>
<td>W.CCR.6</td>
<td>Unit 1 – In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit the great works of the Italian Renaissance. Thought this project students will produce and publish writing to accompany the virtual museum</td>
</tr>
</tbody>
</table>

#### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>W.CCR.7</th>
<th>Unit 5 – Students choose a 20th century topic within one of the four unit themes <em>(The Cold War, Decolonization, Modern Conflicts or Globalization / Rise of the Rest)</em> and conduct a short research project based focused questions, demonstrating understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.CCR.8</td>
<td>Unit 5 – Students create a Document Based Question on a Cold War event that relies on documents with relevant information from multiple print and digital sources and assesses the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>W.CCR.9</td>
<td>Unit 2 – Create a Report Card grading the rule of an Absolute Monarch in the following categories: personality/character, government/bureaucracy, economy/trade, culture/technological development, military/colonization &amp; territorial expansion. Each grade requires an explanation justifying the grade that draws evidence from literary or informational texts to support one's analysis, reflection and research.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Range of Writing</strong></td>
<td></td>
</tr>
<tr>
<td>W.CCR.10</td>
<td>Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies

#### Text Types and Purposes

<table>
<thead>
<tr>
<th>WSL.9-10.1a</th>
<th>Unit 3 – Students assess the positive and negative impacts the Industrial Revolution had. In their arguments students need to introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons and evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSL.9-10.1b</td>
<td>Unit 3 – Students participate in a deliberation process where investigate the impact of Western Imperialism on non-Western societies to discover the positive and negative results in order to write an argument that reflects their findings. Here students will be given the opportunity to develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td>WSL.9-10.1c</td>
<td>Unit 1 – On a formal assessment, students write an essay explaining why the Renaissance began in Italy. The essay needs to include words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims(s) and counterclaims.</td>
</tr>
<tr>
<td>WSL.9-10.1d</td>
<td>Unit 2 – Students use Comic Life to create a comic about the discoveries made by one of the key figures of the Scientific Revolution (Galileo, Newton, etc.). While writing their comic, students are required to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>WSL.9-10.1e</td>
<td>Unit 3 – During a writing workshop comparing the unification of Germany and Italy from the Nationalism unit, students practice writing concluding statements or sections that follows form or supports the argument presented.</td>
</tr>
<tr>
<td>WSL.9-10.2a</td>
<td>Unit 2 – In groups, student work together in creating a multimedia presentation explaining the development of England’s Constitutional Monarchy from the reign of James I to the reign of George I. Students are required to introduce the topic, organize ideas, concepts and information to make important connections and distinctions; needs to include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aid in comprehension.</td>
</tr>
<tr>
<td>WSL.9-10.2b</td>
<td>Unit 1 – On the Midterm Examination, one of the possible essay questions includes a question about the Columbian Exchange where students define the Columbian Exchange and cite examples explaining how the Columbian Exchange both help</td>
</tr>
</tbody>
</table>
helped and harmed the Old & New World. This essay topic requires students to develop the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**WSL.9-10.2c**  
Unit 1 – Students are to choose a famous Renaissance writer or artist and create an anagram poem using each letter in that person’s name to start a word, phrase, stanza or sentence in the poem. Student thus will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

**WSL.9-10.2d**  
Unit 2 – On a formal assessment for the French Revolution, students argue whether or not Napoleon was for or against the values of the French Revolution (*Liberty, Equality, Fraternity*). While writing, students need to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

**WSL.9-10.2e**  
Unit 3 – Students create a one-act play about a Revolutionary figure’s contribution to the Age of Nationalism. Examples may include Simón Bolívar, Toussaint L’Ouverture, Otto von Bismarck. While writing their play, students are required to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WSL.9-10.2f**  
Unit 5 – During a writing workshop where students focus in on the defining event of The Cold War, students practice writing concluding statements or sections that follows form or supports the argument presented by focusing on articulating the implications or significance of the topic.

## Production and Distribution of Writing

**WSL.9-10.4**  
Unit 4 – Students write a letter home from the trenches of World War I where students are required to describe what they see, smell, taste, touch, hear, think and feel emotionally about their experiences. Here students are required to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WSL.9-10.5**  
Unit 5 – During the course of a short research project on a modern day conflict (*Balkans, Arab-Israeli, etc.*) students work on 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.

**WSL.9-10.6**  
Unit 3 – In creating a time capsule of the top 3 inventions of the Industrial Revolution from 1850-1910, students are to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

## Research to Build and Present Knowledge

**WSL.9-10.7**  
When appropriate, students will conduct short as well as more sustained research projects to answer a 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. Examples may include from Unit 3 – *Why did the Industrial Revolution Begin in Great Britain?* Or from Unit 2 – *Why did the French Revolution begin in 1789?*

| WSL.9-10.8 | Throughout the course of the year, students are required to find a source on a current topic of study (primary or secondary) and in class, students form small groups to compare findings. Here students will 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. Afterwards, students will write about the topic for homework and integrate information into their writing selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| WSL.9-10.9 | Unit 1 – Students read through primary source accounts from Spanish settlers in the Americas about the Native Americans they encountered. Then they are to summarize the Spanish point of view of Native Americans by drawing evidence from their informational texts to support their analysis, reflection and research. |

**Range of Writing**

| WSL.9-10.10 | Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences. |

**General Course Skills**
Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. Students who develop a command of social studies skills during their school years and carry these skills into adult years have laid a firm basis for continuing learning throughout their entire lives.

An objective of this World History Course is to develop each student to the best of his/her ability in each of the following skill areas:

• **General Skills – Students will be able to:**
  - access information from a variety of sources in school and community by
    - using the library media center as a key resource for inquiry and assessment of print and non-print materials, acquiring information through reading.
    - acquiring information through listening and observing.
    - acquiring information through the study of artifacts, art and both print and non-print media.
    - acquiring information from electronic media including the Internet.
  - Develop analytically skills such as
    - classifying information.
    - organizing information.
    - interpreting information.
    - evaluating information
    - synthesizing information
  - communicate orally and in writing.
  - work with others cooperatively.
  - recognize and use primary sources.
  - apply different reading skills as appropriate to reading material to facilitate comprehension.
  - formulate relevant questions.
  - assume a variety of roles in group settings.
  - plan project-related tasks in a timely, efficient and effective manner, alone or with others.
  - apply study skills when preparing for quizzes, tests, and exams.
  - take advantage of teacher-recommended activities designed to enhance learning.

• **Critical Thinking Skills - Students will be able to:**
  - identify and clarify central issues.
  - recognize underlying assumptions.
  - evaluate evidence or authority.
  - recognize stereotypes and clichés.
  - recognize bias and emotional factors in a presentation.
  - identify the purpose of a reading.
  - bring background knowledge to bear on a new reading.
  - distinguish between verifiable and unverifiable data.
  - distinguish between the relevant and non-relevant.
  - draw and test inferences.
• distinguish between statements of fact and statements of opinion.
• determine the strength of an argument.
• draw warranted conclusions and construct generalizations.
• identify and explain the significance of several key events and explain why these are turning points in World History.
• recognize cause and effect relationships of key historical and contemporary conditions/developments.
• develop and test personal hypotheses.
• predict possible outcomes.
• offer approaches to problems.
• compare various perspectives on selected historical events and characters.
• use monitoring techniques to check on comprehension.
• apply decision-making and problem solving techniques.
• evaluate historical decisions and actions for effectiveness.
• evaluate the impact of political, social, and economic changes on art, music, and literature.

• Writing Skills – Students will be able to:
  • write for a particular purpose.
  • write to a specific audience.
  • select from and use a variety of forms of expression.
  • formulate a working thesis statement
  • organize ideas.
  • support ideas.
  • use standard written English.
  • exhibit technical correctness.
  • write creatively using a historical context.
  • use primary source materials to support a thesis.
  • write a change/continuity over time essay
  • write a comparison essay

• Computer Skills – Students will be able to:
  • use library computer system when conducting research.
  • apply computer technology as an aid to thought composition.
  • apply computer technology to the sorting and organizing of information.
  • use technology to solve problems and make decisions.
  • create a computer-generated presentation.
  • use a data base where appropriate software is available.
  • search the Internet to conduct research and gather data.
  • use word processing software to write assignments.
  • distinguish between reliable and unreliable Internet sites.

• Map Skills – Students will be able to:
  • place on a blank map of the world all the major nation states and empires for each unit of study.
locate on a blank map of the world the major bodies of water.
locate on a blank map of the world all the major islands and correctly identify the related nation.
locate and spell correctly the world’s major rivers, mountain ranges, and peninsulas.
compare various maps and draw inferences.
use maps and the globe to explain the geographic setting of historical and current events.

• Picture, Chart, Graph, and Table Interpretation Skills – Students will be able to:
  o interpret pictures by applying related information and use the material as the basis for drawing conclusions
  o recognize cartoons as materials expressing a point of view and interpret the view expressed
  o note and interpret common symbols used in cartoons.
  o in the use of graphs, charts, and tables compare sizes and quantities to show change, interpret the relationship shown, and draw inferences based upon the data.
  o construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
  o relate information derived from pictures, charts, graphs, and tables to that gained from other sources.

• Understanding Time and Chronology Skills - Students will be able to:
  o identify what constitutes differences between and duration of various historical periods - (Antiquity, Medieval, Renaissance, etc.).
  o understand and construct time lines, including timelines made using computer technology.
  o place major events of world history in the correct chronological sequence.

• Social Participation Skills – Students will be able to:
  o discuss current issues of the teacher's selection in an informed manner.
  o generate points of view regarding the issues discussed that are consistent with democratic principles.
  o listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
  o recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others.
  o lead discussions on selected topics in a seminar setting.

Media Literacy Skills

Students will be able to:
• Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
• Formulate questions and hypotheses from multiple perspectives, using multiple sources.
• Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
• Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
• Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
• Determine whose point of view matters
• Determine how one can locate legitimate sources of information
• Analyze varying perspectives on the meaning of historical events.
• Ascertain credible and questionable sources of information about historical and contemporary events
• Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
• Examine ways how can citizens and groups participate effectively in the democratic process
• Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Texts and Resources

☐ Primary Textbook:
Supplemental Textbooks:
- Curtin, Philip D. *Cross Cultural Trade in World History*
- Diamond, Jarrod. *Guns, Germs and Steel: The Fates of Human Societies*
- Diamond, Jarrod. *Collapse*
- Pacey, Arnold *Technology in World Civilization*
- Reilly, Kevin *Readings in World Civilizations*
- Standage, Tom *History of the World in Six Glasses*
- Sterns, Peter N. *World History In Brief*
- Willis, Jr. John E., *1688: A Global History*
- A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

Reference and Additional Resources:
- A school library, staffed by certified librarians, is available to students throughout the school day as well as before and after school.
- Selected Internet websites will be compiled by the teacher and made of use by the students for further research.

Audio-Visual: *
- *Empires* (PBS): The Greeks, The Roman Empire, Japan, Islam, Martin Luther
- World War I Series (20 min each): Summer of Sarajevo, The Trenches, Wilson and Peace, Allied Intervention in Russia
- Between The Wars Series (20 min each): Versailles: The Lost Peace, Return to Isolation, First Salt Talks, The Great Depression and Foreign Affairs, FDR and Hitler: Their Rise to Power, Conflict of Cultures: Japan and the U.S.
- The Century (ABC Network video series)
- CNN *Millennium Series* (Vol. 1-5)

*More audio-visual references will be added when available.