Modern World History Curriculum Maps

Grade: 9 Subject: World History	Unit 1: Renaissance and Reformation (1300 – 1650)
Big Idea/Rationale	Major changes in Europe caused the medieval period to give way to a new period. As trade with the East increased, Europeans rediscovered the classical knowledge of ancient Greece and Rome. This knowledge led to a period of creativity and learning called the Renaissance. A new focus on the individual emerged, contributing to new ideas about religion. These ideas caused a struggle in Christianity known as the Reformation.
Enduring Understanding (Mastery Objective)	• Assess the rediscovery of classical knowledge that led to a period of creativity and learning known as the Renaissance. • Connect the new emphasis on the individual with new ideas about religion and the Reformation.
Essential Questions (Instructional Objective)	• What were the causes of the rebirth of the arts and learning known as the Renaissance? • How and to where did Renaissance ideas spread? • How did criticism of the Roman Catholic Church lead to the Protestant Reformation and changes in politics all across Europe? • How did the Protestant Reformation lead to reform within the Catholic Church and a renewed zeal of Catholics everywhere?
Content (Subject Matter)	• Italian Renaissance • Northern Renaissance • Protestant Reformation • Counter-Reformation
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.B.2.a—Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance. • 6.2.12.B.2.b—Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. • 6.2.12.C.2.a—Relate the development of more modern banking and financial systems to European economic influence in the world. • 6.2.12.D.2.a—Determine the factors that led to the Renaissance and the impact on the arts. • 6.2.12.D.2.b—Determine the factors that led to the Reformation and the impact on European politics. • 6.2.12.D.2.c—Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. • 6.2.12.D.2.d—Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they

	viewed their physical and spiritual worlds.
	• 6.2.12.D.2.e—Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
	CCS
	• 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
	• 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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	• 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
	• 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	• 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims.
	• 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
	• 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp..
Notes	

Grade: 9 Subject: World History	Unit 2: Exploration and Expansion (1400 – 1700
Big Idea/Rationale	Between 1400 and 1700, a new world opened up for Europe. Sailors set out on great voyages of discovery to lands that the people of Europe had not previously known existed. As news of the discoveries spread, countries scrambled to claim new lands, setting up colonies in hopes of gaining wealth and power. Once colonies were established, ships crossed the Atlantic in both directions laden with goods of all kinds.
Enduring Understanding (Mastery Objective)	Identify explorations, conquests, and expansion that occurred between 1400 and 1700.
Essential Questions (Instructional Objective)	- What inspired Europeans explore? - What new technologies aided exploration? - To where did voyages of discovery venture? - Where did European exploration lead of colonization? - How did the European explorers interact with the native people they found? - How did the Age of Exploration lead to new patterns of trade and new economic systems? - What did the new system of exchange between Europe and the New World consist of? - How did the Atlantic Slave Trade develop between the 1500s and the 1800s?
Content (Subject Matter)	- Voyages of Discovery - Conquest and Colonies - New Patterns of Trade - Atlantic Slave Trade

Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS**
	• 6.2.12.B.1.a—Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
	• 6.2.12.B.1.b—Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
	• 6.2.12.C.1.b—Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
	• 6.2.12.C.1.c—Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
	• 6.2.12.C.1.d—Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
	• 6.2.12.C.1.e—Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
	• 6.2.12.D.1.a—Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
	• 6.2.12.D.1.b—Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
	• 6.2.12.D.1.c—Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
	• 6.2.12.D.1.d—Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict..
	• 6.2.12.D.1.e—Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
	• 6.2.12.D.1.f—Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies
	• 6.2.12.B.2.b—Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
	• 6.2.12.C.2.a—Relate the development of more modern banking and financial systems to European economic influence in the world.
	CCS
	• 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

	09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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Notes	

Grade: 9 Subject: World History	Unit 3: New Asian Empires (1200-1800)
Big Idea/Rationale	In Asia, the period from 1200 to 1800 was a time of great empires and shifts in power. From east of the Mediterranean Sea to India, strong Muslim rulers built large empires. In China new dynasty sought to revive the traditions neglected under the Mongols, while a military society arose in Japan.
Enduring Understanding (Mastery Objective)	Analyze the great empires and shifts in power that occurred in Asia from 1200 to 1800.
Essential Questions (Instructional Objective)	• How did the Ottoman and Safavid Empires flourish under powerful rulers? • How did the Ottoman and Safavid Empires expand their territory and cultural influence? • How did Mughal rulers create a powerful empire? • In what ways did China prosper during the Ming and Qing dynasties? • Why did China enter a period of isolation during the Ming and Qing dynasties? • Why did a feudal warrior society develop in Japan during the medieval period? • How did Korea respond invasions?
Content (Subject Matter)	• Ottoman Empire • Safavid Empire • Meghal Empire • Ming Dynasty • Qing Dynasty • Medieval Japan • Medieval Korea
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.1.a—Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. • 6.2.12.C.1.a—Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. • 6.2.12.D.2.d—Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

	• 6.2.12.D.2.e—Assess the impact of the printing press and other technologies developed on the dissemination of ideas. **CCS** • 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. • 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. • 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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Grade: 9 Subject: World History	Unit 4: The Monarchs of Europe (1500 – 1800)
Big Idea/Rationale	Throughout the 1500s, global discoveries and exploration brought new wealth and prestige to Europe's monarchs. Kings, queens, and emperors ruled with few limits on their power. Over the next here centuries, their power was challenged by internal problems, rebellions, and wars.
Enduring Understanding (Mastery Objective)	Describe the power of European monarchs and the carious challenges they faced.
Essential Questions (Instructional Objective)	- What brought Spain from its gold age during the 1500s to the economic problems and military struggles that decreased Spanish power by the 1600s? - How did Henry IV, Louis XIII and Louis XIV strengthen the French monarchy into the example of an absolute monarch for the rest of Europe? - How did the English Parliament manage to place limits on the English monarchy? - What types of struggles did the Russian czars encounter with the westernization of their empire? - Which powerful factions battled for control of Central Europe?
Content (Subject Matter)	- Power of Spain - Absolute Monarch and France - Monarchy in England - Rulers of Russia - Conflict in Central Europe
Skills/ Benchmarks (CCSS Standards)	6.2.12.B.1.a—Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. 6.2.12.C.1.c—Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 6.2.12.C.1.d—Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. 6.2.12.D.1.a—Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. 6.2.12.A.2.a—Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights,

	contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. • 6.2.12.A.2.c—Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
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Grade: 9 Subject: World History	Unit 5: Enlightenment and Revolution (1550 – 1800)
Big Idea/Rationale	Beginning in the late 1500s, new discoveries and the use of reason in Europe during the Scientific Revolution and the Enlightenment led to changing ideas about government and society. Influenced by Enlightenment ideas, British colonist in North America established a new nation—the United States.
Enduring Understanding (Mastery Objective)	Trace the effects of new discoveries and ideas about government and society during the Enlightenment to the establishment of the United States
Essential Questions (Instructional Objective)	• What were the remarkable discoveries of the Scientific Revolution? • What were the new ideas about government and society during the Enlightenment? • How did the Enlightenment lead to revolution, independence and a new government for the United States?
Content (Subject Matter)	• Scientific Revolution • Enlightenment • American Revolution
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.D.1.f—Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. • 6.2.12.A.2.a—Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. • 6.2.12.A.2.b—Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society. • 6.2.12.D.2.d—Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. • 6.2.12.D.2.e—Assess the impact of the printing press and other technologies developed on the dissemination of ideas. • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.b—Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

	6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. **CCS** 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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Grade: 9 Subject: World History	Unit 6: The French Revolution and Napoleon (1789 – 1817)
Big Idea/Rationale	Beginning in 1789, a revolution threw France into chaos. Thousands of people, including the king and queen, died violently during that revolution. Eventually, France became a republic. After Napoleon Bonaparte took control, it became a powerful empire. Napoleon went on to dominate Europe for years.
Enduring Understanding (Mastery Objective)	Analyze the events in France that led to a revolution a period of chaos, and the emergence of a dictator
Essential Questions (Instructional Objective)	• What problems in French society led to a revolution, the formation of a new government, and the end of the monarchy? • How did an extreme government attempt to change French society and eliminate critics? • How did Napoleon Bonaparte rise through military ranks to become emperor over France and much of Europe? • How did a meeting in Vienna attempt to restore order and stability to Europe after Napoleon's defeat and exile?
Content (Subject Matter)	• French Revolution • French Republic • Napoleon Bonaparte • Napoleon's Defeat • Congress of Vienna
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.2.c—Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.b—Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America. • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

	6.2.12.A.3.e—Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. 6.2.12.C.3.d—Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. **CCS** 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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Notes	

Grade: 9 Subject: World History	Unit 7: The Industrial Revolution (1700 – 1900)
Big Idea/Rationale	The Scientific Revolution and Enlightenment led people to develop new ways of doing things. Among these new ways were processes and machines for raising crops, making cloth, and other jobs. These developments led to dramatic changes in industry and the world of work. Because so much changed, this era is called the Industrial Revolution. It began in Great Britain and then spread to other parts of the world.
Enduring Understanding (Mastery Objective)	Examine how new processes and machines led to dramatic changes in industry—a period in history known as the Industrial Revolution.
Essential Questions (Instructional Objective)	- What conditions in Great Britain led to the rapid growth of the textile industry in the 1700s? - How did the huge changes in the textile industry spread to many other industries? - How did the Industrial Revolution change how people worked in factories? - How did the Industrial Revolution change what life was like in factory towns? - What new ideas about economics did the Industrial Revolution inspire?
Content (Subject Matter)	- Industrial Revolution - Factories - Workers - New Industrial Revolution Ideas
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** 6.2.12.A.2.a—Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. 6.2.12.A.2.b—Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society. 6.2.12.C.2.a—Relate the development of more modern banking and financial systems to European economic influence in the world. 6.2.12.D.2.d—Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 6.2.12.D.2.e—Assess the impact of the printing press and other

technologies developed on the dissemination of ideas.

- 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
- 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
- 6.2.12.A.3.e—Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.A.3.f—Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
- 6.2.12.B.3.b—Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
- 6.2.12.C.3.a—Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b—Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c—Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.d—Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b—Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

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- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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Notes	

Grade: 9 **Subject:** World History	**Unit 8: Life in the Industrial Age (1800 – 1900)**
Big Idea/Rationale	During the 1700s and 1800s, the Industrial Revolution changed practically everything about the world of work. Many of the changes were technological advances. As the rate of advances increased, many other aspects of daily life besides work were also transformed.
Enduring Understanding (Mastery Objective)	Define the far-reaching effects of the Industrial Revolution, including its effects on daily life.
Essential Questions (Instructional Objective)	• What were the technological breakthroughs during the Industrial Age in electric power, transportation and communication? • How did advances in science, medicine and the social sciences lead to new theories about the natural world and the human mind? • How did advances in science, medicine and the social sciences lead to an improved quality of life and longer life spans? • How did cities grow and change during the late 1800s? • How did education, leisure time activities and the arts reflect changing times?
Content (Subject Matter)	• Technological Advances • Electric Power • Transportation • Communication • Science • Medicine • Social Sciences • Urbanization
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. • 6.2.12.A.3.e—Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. • 6.2.12.B.3.b—Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment. • 6.2.12.C.3.a—Analyze interrelationships among the "agricultural

	revolution," population growth, industrialization, specialization of labor, and patterns of land-holding. • 6.2.12.C.3.d—Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. • 6.2.12.D.3.b—Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children. **CCS** • 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. • 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. • 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 656-681.
Notes	

Grade: 9 **Subject:** World History	**Unit 9: Reforms, Revolutions, and War (1800 – 1900)**
Big Idea/Rationale	Major reforms took place in Europe and the Americas during the 1800s. Both Great Britain and France made democratic reforms. In Latin America, colonies won independence from Europe. The United States abolished slavery after a bloody Civil War.
Enduring Understanding (Mastery Objective)	Define the reforms that took place in Europe and the Americas during the 1800s Examine the causes and effects of the American Civil War.
Essential Questions (Instructional Objective)	• What democratic reforms were passed in Great Britain that changed the way people lived and worked? • How did opposing groups in France struggle to determine what kind of government France would have during the 1800s? • How did revolutionary ideas take hold in Latin America resulting in colonies fighting for independence from Europe? • How did conflicts erupt over territory and slavery in the United States?
Content (Subject Matter)	• British Empire Reforms • French Revolution & Change • Latin American Independence • American Westward Expansion • American Civil War
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.2.a—Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. • 6.2.12.A.2.b—Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society. • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.b—Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America. • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

- 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
- 6.2.12.A.3.e—Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.A.3.f—Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
- 6.2.12.B.3.c—Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.C.3.f—Determine the extent to which Latin American political independence also brought about economic independence in the region.
- 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.d—Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e—Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

CCS
- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.

	• 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 682-709.
Notes	

Grade: 9 Subject: World History	Unit 10: Nationalism in Europe (1800 – 1920)
Big Idea/Rationale	In the 1800s, nationalism sparked revolutions across Europe. New nations, such as Germany and Italy, formed along cultural lines. Absolute monarchies fell. These nationalist revolutions forever changed the map of Europe—and Europe's balance of power.
Enduring Understanding (Mastery Objective)	Determine how nationalism led to revolutions across Europe, causing monarchies to fall and dramatically changing the map of Europe.
Essential Questions (Instructional Objective)	• Why did Italian states rebel against Austria and unify as the Kingdom of Italy in the 1800s? • How did Otto von Bismarck transform German from a loose confederation of separate states into a powerful empire in the late 1800s? • How did nationalism break down the Austrian Hapsburg Empire and the Ottoman Empire? • Why did the Russians rebel against the absolute power of the czar?
Content (Subject Matter)	• Italian Unification • German Unification • Austria-Hungarian Empire • Ottoman Empire • Russian Revolution
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. • 6.2.12.A.3.e—Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. • 6.2.12.A.3.f—Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. • 6.2.12.C.3.b—Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism,

and natural resources.

- 6.2.12.C.3.c—Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.d—Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.A.4.a—Explain the rise of fascism and spread of communism in Europe and Asia.
- 6.2.12.A.4.b—Compare the rise of nationalism in China, Turkey, and India.
- 6.2.12.B.4.c—Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12.D.4.a—Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

CCS

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 710 – 737.
Notes	

Grade: 9 Subject: World History	Unit 11: The Age of Imperialism (1800 – 1920)
Big Idea/Rationale	European powers came to rule a large portion of Africa and Asia between 1800 and 1920. Only Japan emerged as an independent power capable of challenging the West. In the Americas, the United States exercised greater influence over the affairs of its neighbors.
Enduring Understanding (Mastery Objective)	Examine the age of imperialism from 1800 to 1920, when European powers ruled over much of Africa and Asia, and the United States influenced its neighbors.
Essential Questions (Instructional Objective)	• How did British rule over India change Indian politics, economics, and society giving rise to Indian nationalism? • How did Chinese, Japanese & Southeast Asian reactions differ in response to Western nations focusing their imperial ambitions on East Asia? • What European claims were made to Africa in the late 1800s and the early 1900s? • What did imperialism look like in Latin America as the United States and European nations sought to strengthen their political and economic influence over the region?
Content (Subject Matter)	• British India • East Asia and the West • African Colonization • Imperialism in Latin America
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.3.a—Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. • 6.2.12.A.3.b—Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America. • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. • 6.2.12.A.3.g—Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of

these actions on their relations.

- 6.2.12.B.3.a—Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.B.3.c—Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.C.3.b—Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.d—Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.C.3.e—Assess the impact of imperialism on economic development in Africa and Asia.
- 6.2.12.C.3.f—Determine the extent to which Latin American political independence also brought about economic independence in the region.
- 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.c—Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
- 6.2.12.D.3.d—Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e—Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.A.4.b—Compare the rise of nationalism in China, Turkey, and India.

CCS

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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 738 – 769.
Notes	

Grade: 9 Subject: World History	Unit 12: World War I (1914 – 1918)
Big Idea/Rationale	A variety of powerful forces—including growing nationalism, a tangle of alliances, and decades of rivalry and competition—create conditions that transformed a single assassination into a worldwide war. After years of unprecedented bloodshed and political upheaval the warring nations finally reached an uneasy peace.
Enduring Understanding (Mastery Objective)	Analyze the causes, battles and effects of World War I.
Essential Questions (Instructional Objective)	• How did an assassination draw the nations of Europe into what would be called "The War to End All Wars" in 1914? • What new types of warfare and new war technologies were created in World War I? • What were the effects of the new types of warfare and new war technologies of World War I? • How did war and social unrest combine to push Russia to revolution? • How did Russia's exit from the war become a major turning point in world history? • How did the United States' entry into the conflict allow the Allies to prevail after several years of bloody stalemate? • Why was peace so difficult to establish after the war?
Content (Subject Matter)	• World War I • Causes • Type of Warfare • Technology • Armistice • Treaty of Versailles • Russian Revolution
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.3.c—Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • 6.2.12.A.3.d—Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. • 6.2.12.B.3.a—Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. • 6.2.12.C.3.c—Compare the characteristics of capitalism, communism,

and socialism to determine why each system emerged in different world regions.

- 6.2.12.C.3.e—Assess the impact of imperialism on economic development in Africa and Asia.
- 6.2.12.D.3.a—Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.A.4.c—Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- 6.2.12.A.4.d—Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.B.4.a—Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.B.4.c—Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12.C.4.b—Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c—Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d—Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.a—Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.D.4.b—Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.D.4.c—Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.D.4.d—Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.f—Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.g—Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war."
- 6.2.12.D.4.h—Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or

	sovereignty in Africa and Asia.
	• 6.2.12.D.4.i—Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
	• 6.2.12.D.4.j—Analyze how the social, economic, and political roles of women were transformed during this time period.
	• 6.2.12.D.4.k—Analyze how the arts represent the changing values and ideals of society.
	• 6.2.12.D.4.l—Assess the cultural impact of World War I, the Great Depression, and World War II.
	CCS
	• 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 776-803.
Notes	

Grade: 9 Subject: World History	Unit 13: The Interwar Years (1919 – 1939)
Big Idea/Rationale	World War I left millions of people dead and the map of Europe transformed. With Europe in chaos, nationalism spread to parts of the world that had long been under imperialist control, and a new generation of strong leaders promised power and glory. By the end of the 1930s, these leaders' aggressive actions had the world on the brink of another devastating global war.
Enduring Understanding (Mastery Objective)	Analyze how different nations' leaders dealt with social, political, and economic chaos during the period between World War I and World War II.
Essential Questions (Instructional Objective)	• What effect did rising nationalism have in Asia and Africa after World War I? • What caused the economic unrest that spread around the globe? • What were the effects of the economic unrest that spread around the globe? • How did Japan modernize and emerge from World War I as one of the world's leading powers? • How did political and social unrest following World War I aid totalitarian dictators in their rise to power?
Content (Subject Matter)	• Unrest in Asia & Africa • Great Depression • Japanese Imperialism • European Totalitarian Dictators
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.C.3.e—Assess the impact of imperialism on economic development in Africa and Asia. • 6.2.12.D.3.c—Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. • 6.2.12.D.3.d—Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. • 6.2.12.D.3.e—Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule. • 6.2.12.A.4.a—Explain the rise of fascism and spread of communism in Europe and Asia. • 6.2.12.A.4.c—Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass

exterminations of Ukrainians and Chinese.

- 6.2.12.A.4.d—Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.B.4.a—Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.B.4.c—Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12.C.4.a—Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.C.4.b—Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c—Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d—Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.d—Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.f—Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.h—Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.D.4.i—Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.D.4.k—Analyze how the arts represent the changing values and ideals of society.
- 6.2.12.D.4.l—Assess the cultural impact of World War I, the Great Depression, and World War II.

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- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 804 – 831.
Notes	

Grade: 9 Subject: World History	Unit 14: World War II (1930 – 1945)
Big Idea/Rationale	The aggression of tyrants in Europe and Asia exploded in another world war in 1939. At first, the Axis armies of Germany, Japan, and Italy gained territory and inflicted great suffering. But after years of conflict, the Allies, led by Great Britain, the United States, and the Soviet Union, prevailed.
Enduring Understanding (Mastery Objective)	Detail events that led up to World War II, the battles involving the Allies and Axis Powers, and the war's effects.
Essential Questions (Instructional Objective)	• How did the appeasement of an increasingly aggressive Adolf Hitler backfire and lead to the outbreak of World War II for European leaders? • How did the Allies recover from their difficulties of the early years of the war? • How did the German Nazi government end up murdering 6 million European Jews and 5 million others throughout Europe? • How did the Allies finally triumph over the Axis Powers in Europe and Asia?

Content (Subject Matter)	• World War II
	   o Axis Aggression
	   o Allied Response
	   o Holocaust
	   o End of the War

Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.4.a—Explain the rise of fascism and spread of communism in Europe and Asia. • 6.2.12.A.4.c—Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. • 6.2.12.A.4.d—Assess government responses to incidents of ethnic cleansing and genocide. • 6.2.12.B.4.a—Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. • 6.2.12.B.4.b—Determine how geography impacted military strategies and major turning points during World War II. • 6.2.12.B.4.d—Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. • 6.2.12.C.4.a—Analyze government responses to the Great Depression

and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

- 6.2.12.C.4.b—Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c—Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d—Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.d—Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.e—Compare how Allied countries responded to the expansionist actions of Germany and Italy.
- 6.2.12.D.4.f—Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.g—Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war."
- 6.2.12.D.4.i—Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.D.4.j—Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k—Analyze how the arts represent the changing values and ideals of society.
- 6.2.12.D.4.l—Assess the cultural impact of World War I, the Great Depression, and World War II.

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- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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	• 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
	• 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	• 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims.
	• 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
	• 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 832-865.
Notes	

Grade: 9 Subject: World History	Unit 15: Europe and North America (1945 – present)
Big Idea/Rationale	World War II left behind enormous destruction and a world order dominated by two nations: the United States and the Soviet Union. In the years to come, the bitter rivalry between these two superpowers would affect not only Europe and North America, but the world.
Enduring Understanding (Mastery Objective)	Examine how World War II gave way to new alliances, a new war and a rivalry between two superpowers.
Essential Questions (Instructional Objective)	• How did an alliance during World War II transform into an era of conflict and confrontation called the Cold War? • In what areas did the Soviet Union and the United States compete for power and influence? • How did the Cold War bring tremendous economic and social change to North America, Western Europe, and Eastern Europe and the Soviet Union? • What caused the Soviet Union collapse in 1991? • What changes did the collapse of the Soviet Union bring to Europe?
Content (Subject Matter)	• Beginnings of the Cold War • Superpower Rivalries • Changing Societies • After the Cold War
Skills/ Benchmarks (CCSS Standards)	2009 NJCCCS • 6.2.12.A.5.a—Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes. • 6.2.12.A.5.b—Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts. • 6.2.12.A.5.d—Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. • 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. • 6.2.12.B.5.a—Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. • 6.2.12.B.5.b—Analyze the reasons for the Cold War and the collapse of

the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

- 6.2.12.B.5.e—Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.a—Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- 6.2.12.C.5.b—Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.c—Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.f—Assess the impact of the European Union on member nations and other nations.
- 6.2.12.D.5.c—Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d—Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c—Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d—Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a—Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a—Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c—Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological,

	and medical advances impacts the quality of life in different countries. • 6.2.12.D.6.a—Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values. CCS • 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims. • 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources. • 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 874-905.
Notes	

Grade: 9 Subject: World History	Unit 16: Asia (1945 – present)
Big Idea/Rationale	Following World War II, the nations of Asia worked to win political and economic independence. Their efforts were complicated by Cold War tensions, religious and ethnic conflicts, and struggles for political power. Despite these obstacles, some nations achieved great success in building strong, vibrant economies, and improved the lives of people throughout the region.
Enduring Understanding (Mastery Objective)	Examine the challenges and economic growth in India, Southeast Asia, China and the Pacific Rim following World War II.
Essential Questions (Instructional Objective)	• How did India gain its independence from Great Britain? • What types of conflict and challenges were faced in the post-Britain Indian subcontinent? • How did many Southeast Asian nations achieve independence after being under colonial domination for so long? • What changes have occurred in China since becoming a Communist nation in 1949? • What types of market reforms have led to a rapidly growing economy for China today? • How did the nations of the Asian Pacific Rim undergo remarkable economic growth after World War II, and what challenges remain?
Content (Subject Matter)	• South Asia after Empire • Independence Struggles in Southeast Asia • Communist China • Rise of Pacific Rim Economies
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.4.b—Compare the rise of nationalism in China, Turkey, and India. • 6.2.12.A.4.c—Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. • 6.2.12.B.4.d—Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. • 6.2.12.D.4.c—Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics. • 6.2.12.D.4.h—Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals

contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

- 6.2.12.D.4.j—Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k—Analyze how the arts represent the changing values and ideals of society.
- 6.2.12.A.5.c—Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.b—Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.B.5.c—Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- 6.2.12.B.5.d—Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e—Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.a—Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.e—Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.D.5.a—Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b—Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.D.5.c—Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d—Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic

development, use of natural resources, and human rights.
- 6.2.12.A.6.d—Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a—Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a—Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c—Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a—Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

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	• 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 906-933.
Notes	

Grade: 9 Subject: World History	Unit 17: Africa and the Middle East (1945 – present)
Big Idea/Rationale	After World War II, many countries in Africa and the Middle East struggled for independence from European rule. After they gained that independence, they faced other challenges created by political, religious, and economic issues.
Enduring Understanding (Mastery Objective)	Analyze how many countries in Africa and the Middle East struggled to gain their independence after World War II, and the political, religious, and economic issues that followed.
Essential Questions (Instructional Objective)	• How did almost all countries in Africa gain independence from ruling European powers? • Why did newly independent African nations struggle with poverty, conflict and ineffective governments? • How did the democratic elections held in African nations work out in recent years? • What caused the rise of nationalism in North Africa and the Middle East? • How did the rise of nationalism in North Africa and the Middle East lead to independence and conflicts with the West? • What were the issues in the Middle East led to conflicts between Israel and its neighbors? • What were the issues in the Middle East led to conflicts between Iran and Iraq?
Content (Subject Matter)	• African Nations Gain Independence • Post-Colonial Africa • Nationalism in North Africa and the Middle East • Conflicts in the Middle East
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.B.4.c—Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East. • 6.2.12.B.4.d—Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. • 6.2.12.D.4.h—Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. • 6.2.12.D.4.i—Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or

genocide, and describe the long-term consequences of genocide for all involved.

- 6.2.12.D.4.j—Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k—Analyze how the arts represent the changing values and ideals of society.
- 6.2.12.A.5.b—Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
- 6.2.12.A.5.c—Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.5.d—Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
- 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.e—Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.c—Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.g—Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.a—Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.c—Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d—Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c—Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d—Assess the effectiveness of responses by governments and

international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

- 6.2.12.B.6.a—Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a—Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c—Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a—Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 934-963.
Notes	

Grade: 9 Subject: World History	Unit 18: Latin America (1945 – present)
Big Idea/Rationale	Latin America has experienced many political and economic shifts since 1945. Revolutions and repressive governments have coincided with shifts toward government-controlled economies or more open market economies. In recent years, Latin America has made great strides toward democracy but still faces many economic and political challenges.
Enduring Understanding (Mastery Objective)	Examine the political and economic problems in Latin America from 1945 to the present.
Essential Questions (Instructional Objective)	- What caused the revolutions in Central America after World War II? - Why did the Central American revolutions after World War II involve intervention by the United States? - What led military leaders to seize power and install repressive regimes in Latin America? - What caused the repressive regimes in Latin America to fall in the 1980s? - How did moderate elected leaders achieve a measure of political and economic progress?
Content (Subject Matter)	- Revolution and Intervention - The Rise of Dictatorships - Democratic and Economic Reforms
Skills/ Benchmarks (CCSS Standards)	2009 NJCCCS 6.2.12.C.4.d—Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period. 6.2.12.D.4.c—Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.A.5.b—Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts. 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy. 6.2.12.C.5.g—Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. 6.2.12.D.5.a—Relate the lingering effects of colonialism to the efforts of

Latin American, African, and Asian nations to build stable economies and national identities.

- 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.d—Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a—Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a—Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c—Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a—Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. World History Human Legacy. New York: Holt, Rinehart and Winston, 2008, pp. 964-987.
Notes	

Grade: 9 Subject: World History	Unit 19: Today's World
Big Idea/Rationale	The world today is changing at a rapid rate. People are working together to promote economic development, eliminate threats to global security, protect the environment, and advance science and technology.
Enduring Understanding (Mastery Objective)	Dissect the economic, environmental, and technological changes and challenges in the world today.
Essential Questions (Instructional Objective)	• How do trade and culture link economies and lives around the world? • In what ways are people and countries working together to protect human rights, solve the problem of poverty and disease and adjust to new patterns of migration? • How has terrorism, the potential use of weapons of mass destruction, and ethnic and religious tensions threatened security around the world? • How are people working together to protect the environment and using science and technology to improve living conditions around the world?
Content (Subject Matter)	• Trade and Globalization • Social Challenges • Threats to World Security • Environment and Technology
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.12.A.5.b—Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts. • 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. • 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy. • 6.2.12.C.5.g—Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. • 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. • 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. • 6.2.12.A.6.d—Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. • 6.2.12.B.6.a—Determine the global impact of increased population

growth, migration, and changes in urban-rural populations on natural resources and land use.

- 6.2.12.C.6.a—Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c—Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a—Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

CCS

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 09-10.RH.03—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 988-1011.
Notes	