



# YEAR AT A GLANCE

SUBJECT

WORLD HISTORY

GRADE(S)

9-10

UNIT(S)

11

## Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

## PACING

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
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## Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

### Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

### Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

### Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

## **UNIT 1: PRE HISTORY AND ANCIENT RIVER VALLEY CIVILIZATIONS**

**UNIT SUMMARY:** This time period marks the development of agriculture and river valley civilizations. It is during this time period that people learned how to grow their own food and herd animals. This allowed them to no longer be limited to hunting and gathering. The mild climates of the river valleys led to the creation of early civilizations.

### **Transfer Goal:**

- Evaluate information and issues in order to critically appraise historical claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

### *Students will know...*

- Change from hunter/gatherers to sedentary civilizations is known as the Neolithic Revolution
- Where the first human civilizations emerged
- The major Ancient River Valley Civilizations
- The migration of early humans and their spread around the world
- What happened after people began to settle down.
- Development of cultures, governments, economic systems, religious systems, and social stratas.

### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## **UNIT 2: CLASSICAL CIVILIZATIONS**

**UNIT SUMMARY:** Classical civilizations established political systems, religious systems, philosophies, and political structures which directly impacted the development of the modern world. The fall of these civilizations saw a movement away from centralized government and toward religion as a unifying social and political factor.

### **Transfer Goal:**

- Evaluate information and issues in order to critically appraise historical claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

### *Students will know...*

- How religions are spread and their major beliefs.
- Classical civilizations had lasting impacts in the areas of religion, language, politics, culture, and philosophy.
- Large empires facilitate the spread of ideas, goods, diseases, etc.
- The rule of law was developed from ancient to modern times.

### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

### **UNIT 3: POST CLASSICAL CHRISTIANITY AND ISLAM 600-1450**

**UNIT SUMMARY:** This time period and unit includes the spread of christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, AND EUROPE.

#### **Transfer Goal:**

- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

#### *Students will know...*

- Religions have fundamental similarities and differences (Hinduism, Buddhism, Judaism, Christianity and Islam)
- The impact of the political, philosophical, and cultural legacies of Ancient Greece and Rome, including the Byzantine Empire impacts the contemporary world.
- There are similarities and differences between the schism of Christianity and the schism of Islam.

#### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

### **UNIT 4: POST CLASSICAL EMPIRES 600-1450**

**UNIT SUMMARY:** In this unit, students will study the development of African societies and the impact of Islam in this region as well as the developments in the Americas. In addition, we study the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.

#### **Transfer Goal:**

- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

#### *Students will know...*

- Large Eurasian empires were possible because of military power and a surplus of money.
- The significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, and Asia, 600-1450.
- The Silk Road led to the diffusion of goods and culture.
- That the societies of MesoAmerica developed complex government, trade, social, and religious systems separately from the previously known world.

#### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## **UNIT 5: RENAISSANCE, REFORMATION, AND IDEAS 1450 - 1750**

**UNIT SUMMARY:** This unit has learners examining the Renaissance, Reformation, and European expansionism.

### **Transfer Goal:**

- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

### *Students will know...*

- The print revolution transformed Europe.
- The Scientific Revolution led to major technological developments.
- The Enlightenment was the philosophical side of the Scientific Revolution.
- The Enlightenment challenged the way people thought about the government, economy, religion, and social structure.
- The Reformation significantly impacted the religious and political order of Europe.
- Conflict arose from transformation of ideas across Europe.

### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## **UNIT 6: CONNECTING HEMISPHERES 1450-1750**

**UNIT SUMMARY:** During this time period the world experiences more interaction between different cultures and regions. We see the development and expansion of global trade networks that facilitate the spread of culture. Outside of Europe we see the rise of the Ottoman Empire and the influence of the Ming dynasty.

### **Transfer Goal:**

- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

### *Students will know...*

- The major products traded during the Columbian Exchange. (Silver and Sugar)
- European exploration in the Americas and Asia resulted in the interchange of previously unknown goods throughout the world. Europeans spread their customs and religion, often forcibly, to the peoples they encountered.
- Europe saw the rise of sovereign nation-states and the creation of overseas empires.
- European overseas colonies supported a mercantilist economic system and aided in the accumulation of capital.
- European settlers in Latin America created a stratified society with those born in Europe at the top.
- Europeans colonized the Americas and forced enslaved Africans to migrate as well. They brought diseases with them that killed many Native Americans.

### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## UNIT 7: POLITICAL REVOLUTIONS 1750-1914

**UNIT SUMMARY:** In this time period and unit, we review the ideas of the Scientific Revolution and examined the how the Enlightenment changed the way that people thought regarding how they were ruled. Political Revolutions gave rise to new forms of government.

### Transfer Goal:

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

### Students will know...

- The causes and effects of the Atlantic Revolutions (American, French, Haitian, Latin American (Gran Colombia))
- The effects of the Enlightenment thinkers caused humans to question previously held beliefs about government and society.

### Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## UNIT 8: INDUSTRIALIZATION & IMPERIALISM

**UNIT SUMMARY:** In this unit we studied the changes in societies produced by the Industrial Revolution including European imperialism and the development of modern economic systems.

### Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

### Students will know...

- As a result of the Industrial Revolution, economies shifted from a focus on agriculture and manual labor to a focus on industry and mechanization and led to a new social group, the working class.
- The Industrial Revolution transformed economies by mechanizing manufacturing and agriculture and shifting from the domestic system of producing goods to the factory system. The need for a means of financing industrialization led to the rise of industrial capitalism.
- Family roles also were transformed due to members living increasingly separate lives directly because of the Industrial Revolution (before families would work and live all together on farms).
- New technology, such as the steam engine, made the factory system practical. Factory work attracted migrants from rural areas and from other countries. As a result, the urban population increased greatly, as did air and water pollution and deadly diseases, which spread quickly through overcrowded apartment houses.
- World powers used their advanced military technologies, such as the machine-gun and the steam-powered gunboat, to conquer new territories. They introduced their culture—including education, language, political ideals such as equality and liberty, and the Christian religion—into Asia and Africa.
- Industrialization helped trigger Mercantilism, through which Western powers sought raw materials for their factories and markets for their machine-made goods. The colonized lands themselves failed to industrialize during the imperialist period.

### Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and

conclusions, and developing connections between historical events over time;

#### **UNIT 9: WORLD WARS PERIOD**

**UNIT SUMMARY:** During this time period, we witness an increase in warfare and encounter a situation of “total wars” where the state mobilizes all facets of society to compete in the conflict. Scientific breakthroughs and new inventions will lead to changes on a global scale. We see a change in the role of the state as it seeks to help deal with a global depression by altering economic systems. During this time period, we continue to see conflict on the world stage as World War II breaks out. At the end of this conflict, we see the beginning of a new state of war as the world enters the Cold War period. Difference in economic ideologies increases the tension between nations

#### **Transfer Goal:**

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

#### *Students will know...*

- The causes and effects of World War I and World War II.
- The interwar economic crisis is a catalyst for nationalism and a leading cause of World War II.
- The concept of “total war” and its effect on the homefront.
- Technologies were developed that led to the current modern world.

#### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

#### **UNIT 10: COLD WAR AND DECOLONIZATION (1945-2000)**

**UNIT SUMMARY:** The time period from 1945 to the present sees the impact and end of the Cold War, independence movements from colonial powers, and globalization. The world is more connected because of increased technology, we begin to see new understandings of society and cultures.

#### **Transfer Goal:**

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

#### *Students will know...*

- The impact and effects of nuclear weapons.
- The causes and effects of major Cold War conflicts including Korea, Vietnam, and the Middle East.
- Current international organizations are an attempt to prevent further world conflicts.
- The effects of decolonization on the current political climate around the world.

#### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

## **UNIT 11: THE NEW MILLENNIUM AND GLOBALIZATION (2000 TO PRESENT)**

**UNIT SUMMARY:** In this unit, learners examine the interconnectedness of the world because of increased technology, we begin to see new understandings of society and cultures.

### **Transfer Goal:**

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

### *Students will know...*

- The changes resulting from technological advancements including the internet, satellite technologies, and transportation.
- The political changes as a result of terrorism and social media.

### *Students will be skilled at...*

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;