

# Hillside Township School District

## **Social Studies World History 1350 - Today**

### **Ninth Grade**

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## **District Mission Statement**

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

## **Academic Area Overview**

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Core Curriculum Content Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence.

## **Equality and Equity in Curriculum**

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**UNIT I: Renaissance, Reformation, Scientific Revolution & Enlightenment**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• The Renaissance and Reformation were turning points in self-perception and understanding.</li><li>• Scientific Revolution and Enlightenment ideas challenged authority and traditional thinking.</li></ul>	<ul style="list-style-type: none"><li>• 6.2.12.A.2.a Which Enlightenment ideas led to long-term political change?</li><li>• 6.2.12.B.2.b How did the Reformation ideas divide Christianity?</li><li>• 6.2.12.C.2.a How did modern banking and financial ideas develop during the Renaissance?</li><li>• 6.2.12.D.2.e How did new technology help in the spread of ideas?</li><li>• 6.3.12.C.1 What new technologies have had social and economic impact on the world today?</li></ul>

NJCCCS	KNOWLEDGE	SKILLS
<p>6.2.12.A.2.a</p> <p>6.2.12.B.2.b</p> <p>6.2.12.A.2.c</p> <p>6.2.12.B.2.a</p> <p>6.2.12.B.2.b</p> <p>6.2.12.C.2.a</p> <p>6.2.12.D.2.a.</p> <p>6.2.12.D.2.c</p> <p>6.2.12.D.2.d</p> <p>6.2.12.D.2.b</p> <p>6.2.12.D.1.f</p> <p>6.2.12.D.2.e</p> <p>6.3.12.C.1</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• various Enlightenment ideas and their impact on European thought.</li> <li>• the differences between the ideology and reality in the treatment of certain groups.</li> <li>• the origins and consequences of the centralized European governments.</li> <li>• the Italian city-states and the division of Catholic and Protestant Europe.</li> <li>• about the development of modern banking and financial ideas developed during the Renaissance.</li> <li>• the various origins of the Renaissance and its impact on the arts and the intellectual/spiritual development.</li> <li>• what caused the Reformation and its impact on Christianity in European colonies.</li> <li>• how new technology helped in the spread of new ideas.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• create a chart of the Enlightenment thinkers and their ideas(CP) and evaluate how these ideas are reflected in the U.S. Constitution.(H)</li> <li>• locate the Italian city-states on a European map and research how geography was critical to their formation.</li> <li>• timeline events that led to the Reformation and argue which event has had a lasting impact.</li> <li>• Document-based Question (DBQ) (H)</li> </ul>

**UNIT II: The Emergence of Global Age: Global Interactions and Colonialism**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• Global exploration led to increased cultural diversity.</li><li>• Colonization resulted in power struggle and conflict.</li></ul>	<ul style="list-style-type: none"><li>• 6.2.12.A.1.a Why were some empires more long lasting than others?</li><li>• 6.2.12.B.1.b What role did geography play in settlement patterns?</li><li>• 6.2.12.C.1.b How did global trade lead to cultural exchange?</li><li>• 6.2.12.D.1.e What was the social, economic, and cultural impact of the Trans-Atlantic Slave Trade?</li><li>• 6.3.12.A.2 Where does slavery exist in the world today?</li></ul>

NJCCCS	KNOWLEDGE	SKILLS
<p>6.2.12.A.1.a</p> <p>6.2.12.B.1.a 6.2.12.B.1.b</p> <p>6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.b 6.2.12.C.1.a</p> <p>6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.d 6.2.12.D.1.e</p> <p>6.2.12.C.1.e 6.2.12.D.1.a 6.3.12.A.2</p> <p>6.2.12.D.2.b 6.2.12.D.1.f</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• why some empires were more long lasting than others.</li> <li>• how and why political boundaries changed between mid-15<sup>th</sup> and mid-18<sup>th</sup> century.</li> <li>• the effects of mercantilism and how the influx of gold and silver and essential commodities from the New World to Europe helped in the success of mercantilism.</li> <li>• how the economic policies of China and Japan led to imperialism.</li> <li>• the social, economic, and cultural impact of the Transatlantic Slave Trade.</li> <li>• the impact of the interactions between the Old and New Worlds.</li> <li>• what caused the Reformation and its impact on Christianity in European colonies.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Interpret and organize information from several pictures, maps, and graphs and answer a series of questions(CP)and in an essay describe the social, economic and cultural impact of the Transatlantic Slave Trade. (H)</li> <li>• chart the different explorers from various countries and list their contributions to the New World and evaluate which made the most significant contribution.</li> <li>• create a debate between members of the Roman Catholic Church and supporters of Martin Luther and other reformers.(CP) Students will write a response, choosing a position as a supporter of the reformation or a member of the Catholic church who believes reformation supporters should be excommunicated.(H)</li> <li>• Document-based Question (DBQ) (H)</li> </ul>

**UNIT III: Age of Revolutions: Political and Industrial Revolution, Imperialism, Reform, and Global Impact**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• Social and economic discontent and limits on individual freedom can lead to political revolutions.</li><li>• Industrialization resulted in dramatic economic and social change.</li></ul>	<ul style="list-style-type: none"><li>• 6.2.12.A.3.a How did various revolutionary ideals become driving forces of change?</li><li>• 6.2.12.B.3.b How did imperialism change political boundaries?</li><li>• 6.2.12.C.3.c Why did capitalism and communism emerge in different world regions?</li><li>• 6.2.12.D.3.e In what ways did industrialization encourage imperialist expansion and foster racism?</li><li>• 6.3.12.D.1 How are individual rights violated today?</li></ul>



NJCCCS	KNOWLEDGE	SKILLS
6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.d 6.3.12.D.1 6.2.12.A.3.c 6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.B.3.c 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.C.3.a 6.2.12.C.3.d 6.2.12.C.3.c  6.2.12.B.3.c 6.2.12.C.3.f  6.2.12.B.3.b 6.2.12.D.3.b  6.2.12.D.3.a  6.2.12.D.3.c  6.2.12.D.3.d 6.2.12.D.3.e	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how various revolutionary ideals became driving forces of change in European and colonial society.</li> <li>• how imperialism changed political and social norms and created new boundaries.</li> <li>• what effect did imperialism have on independence movements.</li> <li>• how competition for global markets, during the Industrial Revolutions led to imperialism.</li> <li>• how the “Agricultural Revolution” and industrialization resulted in scientific and technological changes.</li> <li>• why capitalism, communism, and socialism emerged in different world regions.</li> <li>• how the Latin American independence movements led to widespread economic change in the region.</li> <li>• how the Industrial Revolution led to urbanization and social change.</li> <li>• how individuals and groups promoted revolutionary actions and change.</li> <li>• how the economic policies of China and Japan strengthened their position in the global economy.</li> <li>• European colonization resulted in increased racism.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Record and interpret information (guided questions) about the French Revolution while viewing a History Channel documentary (CP) and argue (essay) whether the guillotine was a necessary tool in the execution of revolutionary ideals (H)</li> <li>• Identify communist, capitalist and socialist areas on the world map (CP)  decide which countries gravitate to either ideology based on geography (H)</li> <li>• Document-based Question (DBQ) (H)</li> </ul>

**UNIT IV: A Half-Century of Crisis and Achievement: The Era of the Great Wars**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• World Wars I and II had similar political and economic causes and effects.</li><li>• The social and cultural effects of the World Wars had lasting impact.</li></ul>	<ul style="list-style-type: none"><li>• 6.2.12.A.4.c How and why did totalitarian governments encourage ethnic discrimination and/or genocide?</li><li>• 6.2.12.C.4.a How did the Great Depression affect the world economy and create social tension?</li><li>• 6.2.12.D.4.k In what ways did art reflect the social and cultural changes in the interwar years?</li><li>• 6.2.12.D.4.g How was propaganda used in war mobilization.</li><li>• 6.3.12.D.1 How is propaganda used today to limit personal freedoms?</li></ul>

NJCCCS	KNOWLEDGE	SKILLS
6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.b 6.2.12.B.4.c 6.2.12.C.4.a 6.2.12.C.4.c 6.2.12.C.4.b 6.2.12.C.4.d 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.c 6.2.12.D.4.h 6.2.12.D.4.g 6.2.12.D.4.i 6.3.12.D.1 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>the origins of Fascism in Europe.</li> <li>how nationalism arose in Asia.</li> <li>the motivations, consequences, and government responses to genocide.</li> <li>how boundaries changed between 1914-1945.</li> <li>how various military strategies and turning points during World War II were affected by geography.</li> <li>how did the fall of the Ottoman Empire lead to the creation of new nations.</li> <li>what economic factors led to social and political change during the interwar period.</li> <li>similarities and differences in technology and its effect on government between World War I and World War II.</li> <li>the causes and effects of World War I.</li> <li>the causes of 20<sup>th</sup> Century revolution and nationalist movements.</li> <li>how governments used propaganda to motivate and divide the civilian population.</li> <li>the social and cultural impact of the World Wars.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>interpret a musical composition as a reflection of the 1920's culture change in a written response. (CP) interpret a musical composition as a reflection from multiple perspectives in a journal.(H)</li> <li>write a response to a selected theme on a Holocaust movie and create a visual representation (CP) and include a comparison to other examples of genocide. (H)</li> <li>compare countries/regions in 1914 to 1945 using maps. (CP) and evaluate how geography and political boundaries played a role in the World Wars.</li> <li>Document-based Question (DBQ) (H)</li> </ul>

**UNIT V: The 20<sup>th</sup> Century Since 1945: Challenges for the Modern World**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• Decolonization resulted in the emergence of new national identities and social consciousness.</li><li>• Migration patterns and technological advances produced an interconnected global economy.</li></ul>	<p>6.2.12.A.5.c How did decolonization lead to self-determination in Asia and Africa?</p> <p>6.2.12.B.5.b What effect did the Cold War have on political boundaries?</p> <p>6.2.12.C.5.d/6.3.12.A.2 Why has the gap between rich and poor nations widened since World War II?</p> <p>6.2.12.D.5.d In what ways have women's roles changed in the contemporary world?</p>

NJCCCS	KNOWLEDGE	SKILLS
<p>6.2.12.A.5.a 6.2.12.C.5.c</p> <p>6.2.12.A.5.b 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.A.6.a 6.3.12.A.2</p> <p>6.2.12.A.5.c 6.2.12.B.5.d 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.B.6.a</p> <p>6.2.12.B.5.a 6.2.12.B.5.b</p> <p>6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.d 6.2.12.C.5.f 6.2.12.C.5.e</p> <p>6.2.12.D.5.a 6.2.12.D.5.b</p> <p>6.2.12.D.5.d</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>the clashing of ideologies that led to the Cold War and its resulting arms race.</li> <li>the formation of the United Nations and its role and responsibility to international conflict and human rights.</li> <li>how African and Asian countries achieved independence after World War II and its consequences.</li> <li>the impact of migration on natural resources and social/political conflict.</li> <li>how national boundaries were affected by Cold War tensions.</li> <li>why some countries chose communism or capitalism during the post-war period to meet their economic and social needs.</li> <li>how colonialism fostered new nationalist movements.</li> <li>how the global feminist movement has impacted the role of women.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>trace their family migration patterns on a map based on an oral history assignment (CP) and in a group identify common migratory findings within their class. (H)</li> <li>research a current event reflecting a U.N. issue or action.</li> <li>time-line the Asian and African independence movements.</li> <li>Document - based Question DBQ (H)</li> </ul>

**UNIT VI: Contemporary Issues**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>• Contemporary society often presents challenges that transcend national borders.</li><li>• New technology has had an impact on the importance of natural resources.</li></ul>	<p>6.2.12.A.6.d How have international organizations responded to the threat of terrorism?</p> <p>6.2.12.B.6.a /6.3.12.B.1 How has new technology affected global natural resources?</p> <p>6.2.12.C.6 What financial obstacles limit access in developing nations to technological advancement?</p> <p>6.2.12.D.6.a How has the electronic age impacted on traditional cultures and values around the world?</p>

NJCCCS	KNOWLEDGE	SKILLS
6.2.12.A.6.b 6.2.12.C.5.g 6.3.12.B.1  6.2.12.C.6.d 6.2.12.D.5.c 6.2.12.D.6.a  6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.C.6.a  6.2.12.C.6.b 6.2.12.C.6.c	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how natural resources have played a role in the global economy.</li> <li>• how television and electronic communication impacts the way of life worldwide.</li> <li>• how governments and international organizations respond to growing terrorist threats and ethnic/racial conflict.</li> <li>• how international monetary policies affected developing nations and political stability.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• research and write a response to a contemporary issue.</li> <li>• chart the various New Jersey natural resources and their effects.</li> <li>• Document-based Question (DBQ) (H)</li> </ul>

# **Pacing Chart**

**Unit: I - IV**

**Grade: 9**

<b>TIME FRAME</b>	<b>TOPIC</b>	<b>PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS</b>	<b>RESOURCES/INTERDISCIPLINARY CONNECTIONS</b>
September - October	Unit I – Renaissance, Reformation, Scientific Revolution and Enlightenment	Choose three examples of Renaissance art and analyze each work, explain to the audience the artists’ perspective and the common techniques found in all of the works.	<p>The History Channel: French Revolution Documentary</p> <p>The Boy in Striped Pajamas Movie/Book</p> <p>“Chicago” Audio C.D.</p> <p>Louis Armstrong Audio C.D.</p> <p>Samples of Renaissance Art</p> <p>Map of the Transatlantic Slave Trade</p> <p>Primary Sources</p> <p>World History: Connections to Today (2005) (Present textbook)</p> <p><a href="http://web001.greece.k12.ny.us/academics.cfm?subpage=29694#Migration%20of%20People%2008.08">http://web001.greece.k12.ny.us/academics.cfm?subpage=29694#Migration%20of%20People%2008.08</a></p>
October – November	Unit II – The Emergence of the First Global Age: Global Interactions and Colonialism	Create a menu combining food from the Old and New Worlds that represents the Columbian Exchange and decide which food(s) have had the largest impact globally.	
November – January	Unit III – Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact	Dramatization about imperialism in the 19 <sup>th</sup> Century (CP) and journal from the perspective of their character (H).	



February-April	Unit IV-A Half Century of Crisis and Achievement: The Era of the Great Wars	Present information about an event, a person, idea/concept, or inventions of World War I in a power point (CP) and analysis the results in creating the seeds of World War II (H)	<a href="http://www.nytimes.com">www.nytimes.com</a> <a href="http://www.cnn.com">www.cnn.com</a> <a href="http://www.bbc.com">www.bbc.com</a> <a href="http://www.shepardsoftware.com">www.shepardsoftware.com</a> <a href="http://arthistoryresources.net">http://arthistoryresources.net</a> <a href="http://www.jerseyhistory.org">www.jerseyhistory.org</a> <a href="http://www.freerice.org">www.freerice.org</a> <a href="http://www.nj-history.org">www.nj-history.org</a> <a href="http://www.un.org">www.un.org</a> <a href="http://www.fordham.edu/halsall/mod/modsbook10.asp">www.fordham.edu/halsall/mod/modsbook10.asp</a> <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
April – June	Unit V – The 20 <sup>th</sup> Century Since 1945: Challenges for the Modern World	Create a multi-media project that symbolizes Cold War conflict (CP) and argue which side has the greatest appeal and why (H).	
April-June	Unit VI-Contemporary Issues	Create a project about a contemporary issue using technology.	