

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
1 st Marking Period	<p><u>Unit 1: Renaissance & Reformation</u></p> <ul style="list-style-type: none"> ➤ Cause & Consequences ➤ Renaissance <ul style="list-style-type: none"> ○ Ideas, Patrons, Artists, Scholars ➤ Reformation <ul style="list-style-type: none"> ○ Catholicism <ul style="list-style-type: none"> ■ Indulgences ○ Protestantism <ul style="list-style-type: none"> ■ 95 Theses ■ Luther ■ Calvin ■ Henry VIII <p><u>Unit 2: Age of Discovery</u></p> <ul style="list-style-type: none"> ➤ Cause & Consequences ➤ Trading Empires v. Colonial Empires ➤ Explorers ➤ Commercial Revolution <ul style="list-style-type: none"> ○ Mercantilism ○ Capitalists 	<p><u>PA Core: (Reading)</u> CC.8.5.9-10.A-J.</p> <p><u>PA Core: (Writing)</u> CC.8.6.9-10.A-I.</p> <p><u>PA Academic Standards for Geography</u></p> <p>7.1.W.A. 7.1.9.B. 7.2.W.A-B. 7.3.W.A. 7.4.W.A-B.</p> <p><u>Geography Competencies</u></p> <ul style="list-style-type: none"> ● Analyze how perception & self-interests play a role in conflict over territory and resources. ● Analyze how communication and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence. ● Describe how social, cultural, and economic processes shape the features of places. ● Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems. ● Compare the characteristics of settlement in developing and developed countries. ● Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity. 	<p><u>Formative suggestions</u></p> <ul style="list-style-type: none"> ● Various checks for learning ● Practice quizzes/tests ● Review games ● Reading comprehension <p><u>Summative suggestions</u></p> <ul style="list-style-type: none"> ● MC, T/F, Matching ● Essays & Collins Writing ● Short answer response (document-based analysis questions) ● Typed research reports. ● Projects ● Portfolio assessments ● Oral presentations ● PowerPoint presentations <p><u>Interpretation/Evaluation.</u></p> <ul style="list-style-type: none"> ● Primary documents ● Visual interpretation and evaluation: <p>*Cartoons *Graphs *Charts *Maps</p>	<p><u>Textbook:</u> <i>Modern World History</i> Holt McDougal</p> <p><u>Unit 1: European Renaissance and Reformation</u></p> <p>★ <u>Chapter 1:</u> Italy: Birth of the Renaissance</p> <p><u>Videos:</u> Biography of Michelangelo and DaVinci, and Luther</p> <p>Resources, Page 33C:</p> <ul style="list-style-type: none"> → Planning a Utopian Community → Understanding the Response to Luther → The Catholic Church and the Reformation → Tracing the Religious Change in England <p><u>Teacher Resources:</u></p> <p>In -Depth Resources</p> <ul style="list-style-type: none"> → Building Vocabulary → Reteaching Activity <p>Guided Reading Workbook</p> <p><u>Textbook:</u> <i>Modern World History</i> Holt McDougal</p> <p><u>Unit 2: Age of Discovery</u></p> <p>★ <u>Chapter 3:</u> An Age of Exploration and Isolation</p> <p>★ <u>Chapter 4:</u> The Atlantic World</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
	<p><u>Unit 3: Absolutism and Parliamentarism</u></p> <ul style="list-style-type: none"> ➤ Causes and consequences ➤ The French Monarchy <ul style="list-style-type: none"> ○ Louis XIV ○ Versailles ➤ Russia <ul style="list-style-type: none"> ○ Peter the Great ○ Catherine the Great ➤ Parliamentarism <ul style="list-style-type: none"> ○ English Civil War ○ Limited constitutional monarchy 	<ul style="list-style-type: none"> ● Evaluate how changes in the physical environment can diminish its capacity to support human activity. ● Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification. ● Evaluate resource degradation and depletion from multiple points of view. ● Analyze how people perceive and use place over time. ● Evaluate why multiple criteria can be used to define a region and how a location can be in different regions. <p>PA Academic Standards for <u>History</u></p> <p>5.1.W.B.F. 5.2.W.A.B.D. 5.3.W.J. 8.1.W.A.B. 8.4.W.A-D.</p> <p><u>History Competencies</u></p> <ul style="list-style-type: none"> ● Synthesize a rationale for the study of a non-American individual in history. ● Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations. ● Analyze a primary source for accuracy and bias, then connect it to time and place in world history. ● Summarize how conflict and compromise in world history impact contemporary society. ● Analyze the interaction of cultural, economic, geographic, political, and 	<p>*Posters *Art</p>	<p>Resources, Pages 91C and 115C:</p> <ul style="list-style-type: none"> ➔ Science and Technology, A Revolution in Cartography ➔ Interpreting Charts and Graphs ➔ Understanding English Words that Have Spanish Origins ➔ European Colonies: 17th Century ➔ Understanding: African Slave Trade <p><u>Teacher Resources:</u></p> <p>In-Depth Resources</p> <ul style="list-style-type: none"> ➔ Guided Reading ➔ Building Vocabulary ➔ Reteaching Activity ➔ Skillbuilder Practice <p>Guided Reading Workbook</p> <p><u>Videos:</u></p> <p>500 Nations 1492 Conquest of Paradise</p> <p><u>Unit 3: Absolutism</u></p> <p><u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ <u>Chapter 5.1-5.4:</u> Absolute Monarchs in Europe ★ <u>Chapter 5.5:</u> Parliament limits the English monarchy <p><u>Teacher Resources:</u></p> <p>In -Depth Resources</p> <ul style="list-style-type: none"> ➔ Guided Reaching ➔ Building Vocabulary ➔ Geographic Application ➔ Reteaching Activity <p>Guided Reading Workbook</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
	<p><u>Unit 5: French Revolution & Napoleon</u></p> <ul style="list-style-type: none"> ➤ Causes and consequences ➤ Stages of revolution. ➤ Rise of Napoleon Bonaparte ○ Rise, Reforms, Defeat ➤ Restoring Peace <ul style="list-style-type: none"> ○ Congress of Vienna 	<ul style="list-style-type: none"> ● Analyze the benefits of voluntary exchange among people or organizations in different countries. ● Assess factors that impact individual and entities' standards of living. ● Evaluate the factors that influence wages. 		<ul style="list-style-type: none"> → Building Vocabulary → Reteaching Activity Guided Reading Workbook <p><u>Unit 5: French Revolution & Napoleon</u> <u>Textbook:</u> <i>Modern World History</i> ★ <u>Chapter 7:</u> The French Revolution & Napoleon</p> <p>Resources, page 213C:</p> <ul style="list-style-type: none"> → Charting the Revolution → Reviewing the Start of the Revolution → Depicting the Revolution's Early Years → Causes of Napoleon's Defeat → Understanding the Balance of Power <p><u>Teacher Resources:</u> In -Depth Resources</p> <ul style="list-style-type: none"> → Guided Reaching → Building Vocabulary → Geography Application → Skillbuilder: Interpreting Maps → Reteaching Activity <p>Guided Reading Workbook</p> <ul style="list-style-type: none"> → http://www.chnm.gmu.edu/revolution (French Revolution) <p>Video: Biography Louis XIV PBS David (Simon Schama)</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
	<p><u>Unit 6: Industrial Revolution</u></p> <ul style="list-style-type: none"> ➤ Rise of Modern Industry <ul style="list-style-type: none"> ○ Agricultural Revolution ○ Production ○ Advances in Science & Technology ○ Expanding Capital ➤ Consequences of Industrialization <ul style="list-style-type: none"> ○ Class System <ul style="list-style-type: none"> ■ Social Darwinism ○ Women/Children ○ Population ➤ Responses to Industrial Revolution <ul style="list-style-type: none"> ○ <u>P</u>olitical ○ <u>E</u>conomic ○ <u>C</u>ultural ○ <u>S</u>ocial ➤ New Ideas about Organizing Society <ul style="list-style-type: none"> ○ Laissez-faire ○ Karl Marx ○ Capitalism ○ Communism 			<p><u>Unit 6: The Industrial Revolution</u> <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ <u>Chapter 9:</u> (sections 1-3) The Industrial Revolution, ★ <u>Chapter 10:</u> Reforming the industrialized world <p>Urbanization / Industrialization Game</p> <p>Resources, page 279C:</p> <ul style="list-style-type: none"> → Understanding workers and Factory Owners → Understanding Technological Advances → Understanding Obstacles to Industrial Growth → Literature from <i>Mary Barton</i> → Primary Source: Life in a New England Factory <p><u>Teacher Resources:</u></p> <p>In -Depth Resources</p> <ul style="list-style-type: none"> → Guided Reaching → Building Vocabulary → Reteaching Activity <p>Guided Reading Workbook</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
3rd Marking Period	<p><u>Unit 7: Imperialism</u></p> <ul style="list-style-type: none"> ➤ Causes and consequences ➤ Imperialism in Africa <ul style="list-style-type: none"> ○ Colonial Rule ○ Colonization ○ White Man’s Burden ➤ Imperialism in Asia and the West <ul style="list-style-type: none"> ○ East India Company ○ Indian Nationalism ○ Spheres of Influence <p><u>Unit 8: 19th Century European Political Development</u></p> <ul style="list-style-type: none"> ➤ Causes and consequences ➤ Reforms in Great Britain <ul style="list-style-type: none"> ○ Social Reforms ○ Right to Vote ➤ Empire to Republic: France <ul style="list-style-type: none"> ○ Third Republic ○ Dreyfus Affairs ➤ Unification of Italy ➤ Unification of Germany <ul style="list-style-type: none"> ○ Otto von Bismarck ○ German Reich ➤ Repression & Reform in Russia (Revolution of 1905) 			<p><u>Unit 7: Imperialism</u> <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ Chapter 11, The Age of Imperialism <ul style="list-style-type: none"> ○ Section 1 - Scramble of Africa ○ Section 2 - Imperialism, Nigeria ○ Section 4 - British in India ★ Chapter 12.1 - China Resists <p>Resources, page 335C: → Vocabulary of Imperialism → Racism & Social Darwinism → African Resistance: Analyzing a Primary Source</p> <p><u>Teacher Resources:</u> In -Depth Resources → Building Vocabulary → Skillbuilder: Analyzing Bias → Reteaching Activity Guided Reading Workbook</p> <p><u>Unit 8: Current of Thought</u> <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ Chapter 9.4 Reforming the Industrial World <p><u>Teacher Resources:</u> In -Depth Resources → Guided Reaching → Building Vocabulary → Reteaching Activity Guided Reading Workbook</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
	<p><u>Unit 9: World War I</u></p> <ul style="list-style-type: none"> ➤ Causes & Consequences ➤ War Years ➤ Western Front (stalemate) ➤ Eastern front (mobile) ➤ European home front (total war) ➤ Consequences of the peace <ul style="list-style-type: none"> ○ End of the War ○ Treaty of Versailles ○ Fourteen Points 			<p>Unit 9: The World at World <u>Textbook:</u> <i>Modern World History</i> ★ Chapter 13: The Great War, 1914-1918</p> <p>Resources, pages 403A and 403C: → Learning the Vocabulary of War → Analyzing the War on the Eastern Front → Explaining America’s Entry into WWI → Understanding the Flawed Peace</p> <p><u>Video:</u> Trench Warfare All Quiet on the Western Front</p> <p>Primary Source: Poison Gas</p> <p>Primary Document: German Response to the Treaty of Versailles</p> <p><u>Teacher Resources:</u> In -Depth Resources → Guided Reaching → Building Vocabulary → Reteaching Activity Guided Reading Workbook</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
4th Marking Period	<p><u>Unit 10: Aftermath World War I</u></p> <ul style="list-style-type: none"> ➤ Russian Revolution <ul style="list-style-type: none"> ○ Causes & consequences ○ Establishment of Soviet totalitarian state. ○ Stalin ➤ Europe in the 1920s ➤ Fascism <ul style="list-style-type: none"> ○ Italy and Mussolini ➤ 1930s Great Depression <ul style="list-style-type: none"> ○ World Reaction to the Depression ➤ Rise of Nazi Germany Hitler ➤ Rise of militarism in Japan <p><u>Unit 11: World War II</u></p> <ul style="list-style-type: none"> ➤ Causes of War <ul style="list-style-type: none"> ○ German expansionism ○ Policy of Appeasement ○ Hitler’s invasion of Soviet Union ➤ Stages of 1939-41, 1942, 1943-45 <ul style="list-style-type: none"> ○ Technology ○ Propaganda ○ Home Front 			<p>Unit 10: The World at World <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ Chapter 14: Revolution and Nationalism ★ Chapter 15: Years of Crisis <p>Resources, page 459C: → Understanding Inflation → Comparing Global Response to the Great Depression Videos: Hobo Culture</p> <p>Resources, pages 429A and 459A → Absolutism and Fascism → Key Terms of Totalitarianism → Primary Source: From Bloody Sunday → History Makers: Vladimir Lenin</p> <p>Spanish/English Guided Reading Workbook and In-Depth Resources in Spanish available if needed.</p> <p><u>Unit 11: World War II</u> <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ Chapter 16: World War II <p>Resources, page 487A-C: → Understanding the causes of WWII → Comparing global conflict → Timeline and maps</p>

**Regular World Studies I Curriculum Map
Grades 9**

Time frame	Unit	Core Learning Goals/Standards (Applies to all Units)	Assessments (Applies to all Units)	Suggested Resources
	<ul style="list-style-type: none"> ○ Warfare ➤ Effects of the War <ul style="list-style-type: none"> ○ Economic Costs ○ Casualties ○ Long-term Effects ○ Holocaust ○ Nuremberg Trials <u>Unit 12: Post WWII Europe</u> <ul style="list-style-type: none"> ➤ Causes and consequences ➤ 1945 to the present <ul style="list-style-type: none"> ○ Political development ○ Economic developments ○ Cultural developments ○ Social developments ➤ Current Issues in Europe 			<p>Spanish/English Guided Reading Workbook and In-Depth Resources in Spanish available if needed</p> <p><u>Unit 12: Post WW II Europe</u> <u>Textbook:</u> <i>Modern World History</i></p> <ul style="list-style-type: none"> ★ Chapter 17: Reconstructing the Postwar World <ul style="list-style-type: none"> ○ Section 1: Cold War: European ○ Section 2: CW Thaws ★ Chapter 19: Struggles for Democracy <ul style="list-style-type: none"> ○ Section 3: Collapse of USSR ○ Section 4 Changes in Central and Eastern Europe ★ Chapter 18.5 Central Asian struggles <p>Resources, page 527A-C, 559 A-C, & 595A-C</p> <ul style="list-style-type: none"> → Understanding post-war superpower competition for economic & military superiority. → Cold War impact on Europe → Nationalism and new nations → Timeline and maps, a world divided <p>Spanish/English Guided Reading Workbook and In-Depth Resources in Spanish available if needed</p>