

# Course Title: World History

Department: Social Studies

Grades: 9th Grade Credits: 1.0

## Course Overview/Description

This course will present the history of the world from the origins of humans to the time of exploration of the new world. You will examine world history from the view of the world, not just western culture (Europe or America).

## Scope and Sequence

Timeframe	Unit	Instructional Topics
3-4 weeks	Unit 1: Early Humans/Development of Early Civilizations	<ol style="list-style-type: none"><li>1. Early Humans</li><li>2. Human Migrations/Beginnings of Agriculture</li><li>3. Rise of Civilizations</li><li>4. Mesopotamia</li><li>5. Indus River Valley</li></ol>
2-3 Weeks	Unit 2: Ancient Egypt and Judaism	<ol style="list-style-type: none"><li>1. Geography and the Old Kingdom</li><li>2. New Kingdom</li><li>3. Judaism</li></ol>
3-4 Weeks	Unit 3: Ancient Greece	<ol style="list-style-type: none"><li>1. Geography &amp; Early Culture</li><li>2. Persian Wars</li><li>3. The Athenian Golden Age</li><li>4. Alexander the Great &amp; Hellenistic Culture</li></ol>
3-4 Weeks	Unit 4: Ancient Rome and Christianity	<ol style="list-style-type: none"><li>1. The Roman Republic</li><li>2. The Roman Empire</li><li>3. The Rise of Christianity</li><li>4. The Fall of the Roman Empire</li><li>5. The Byzantine Empire</li></ol>
2-3 Weeks	Unit 5: Ancient Southeast Asia	<ol style="list-style-type: none"><li>1. Ancient China and Geography</li><li>2. Ancient China: Qin &amp; Han Dynasty</li><li>3. Ancient Japan</li><li>4. Ancient India</li><li>5. Hinduism and Buddhism</li></ol>
4-5 Weeks	Unit 6: Middle Ages and Islam	<ol style="list-style-type: none"><li>1. Cause of the Middle Ages</li><li>2. Islam-Development of Islam</li><li>3. Germanic Kingdoms Emerge</li><li>4. The Power of the Church</li><li>5. The Crusades</li><li>6. Development of England and France</li></ol>
2-3 Weeks	Unit 7: China's Golden Age	<ol style="list-style-type: none"><li>1. Sui Dynasty</li><li>2. Tang and Song Dynasty</li><li>3. The Mongols and the Yuan Dynasty</li></ol>

3-4 Weeks	Unit 8: Renaissance and Reformation	<ol style="list-style-type: none"> <li>1. The Renaissance in Italy</li> <li>2. Renaissance Painters/Sculptors</li> <li>3. Renaissance Writers</li> <li>4. Luther Leads the Reformation</li> <li>5. England Becomes Protestant</li> </ol>
1-2 Weeks	Unit 9 Mesoamerica	<ol style="list-style-type: none"> <li>1. The Earliest Americans</li> <li>2. Inca, Aztec, Mayans Empires</li> </ol>
2-3 Weeks	Unit 10 Age of Exploration	<ol style="list-style-type: none"> <li>1. Europeans Explore the East</li> <li>2. Atlantic Slave Trade</li> <li>3. Spanish Empire Weakens</li> </ol>
3-4 Weeks	Unit 11: Scientific Revolution/ Enlightenment/French Revolution	<ol style="list-style-type: none"> <li>1. Scientific Revolution</li> <li>2. Enlightenment</li> <li>3. French Absolutism</li> <li>4. French Revolution</li> </ol>
2-3 Weeks	Unit 12: Imperialism to Independence	<ol style="list-style-type: none"> <li>1. Imperialism to Independence</li> <li>2. Age of Imperialism in Africa</li> <li>3. Consequences of Imperialism</li> </ol>

**UNIT 1: Early Humans/Development of Early Civilizations** 3-4 weeks

Essential Standards Addressed - 1SS.Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h

Description: Students will be able to understand the environmental changes and human adaptation that enabled human migration from Africa to other regions of the world. Students will also be able to understand the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects

**Learning Targets**

1. I can describe what were early humans like and why they migrated out of Africa.
2. I can trace the development of the Agricultural Revolution as well as its causes and effects.
3. I can classify the characteristics that make up a civilization.
4. I can describe the geography of Mesopotamia.

**UNIT 2: Ancient Egypt** 2-3 weeks

Essential Standards Addressed - 2 SS. Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h

Description: Students will be able to develop an understanding of interregional systems of communication and trade facilitated new forms of social organization and new belief systems.

**Learning Targets**

1. I can summarize the geography of Egypt and its surrounding lands:
2. I can describe Egyptian culture including details on their government, religion, and social structure.
3. I can generalize who the Hyksos were and defend why The New Kingdom is considered Egypt's Golden Age.
4. I can describe the legacies of two of the New Kingdom Pharaohs:
5. I can describe the origin and core beliefs of Judaism.

**UNIT 3: Ancient Greece** 3-4 weeks

Essential Standards Addressed - 3 SS. Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h

Description: Students will be to examine the origin, political, philosophical, and cultural interaction of Ancient Greece.

**Learning Targets**

1. I can summarize the geography of Egypt and its surrounding lands:
2. I can describe Egyptian culture including details on their government, religion, and social structure.
3. I can generalize who the Hyksos were and defend why The New Kingdom is considered Egypt's Golden Age.
4. I can describe the legacies of two of the New Kingdom Pharaohs:

5. I can describe the origin and core beliefs of Judaism.

#### **Unit 4: Ancient Rome** 3-4 Weeks

**Essential Standards Addressed - 4SS. Hist 2/SS.Hist3**

**Description:** Students will examine the origin, political, philosophical, and cultural interaction of Ancient Rome

##### **Learning Targets**

1. I can describe who the earliest Roman settlers were and how Rome was founded according to The Romans.
2. I can compare and contrast the Roman Republic and the Roman Empire using specific examples.
3. I can trace the development and appeal of Jesus of Nazareth.
4. I can distinguish the ways the Roman Empire helped Christianity grow as an idea and religion.
5. I can summarize the factors that contributed to the decline of the Roman Empire.
6. I can describe the key elements of Byzantium that led it to be called The New Rome.

#### **Unit 5: Ancient Southeast Asia** 2-3 Weeks

**Essential Standards Addressed- 5SS. Hist 2/SS.Hist**

**Description:** Students will use historical evidence for determining cause and effect.

##### **Learning Targets**

1. I can describe the geography of China and provide examples as to how the Chinese adapted to it?
2. I can look at China's cycle of dynasties, using specific examples, how have the Chinese failed to learn from the mistakes made in the past?
3. I can describe feudalism in Japan and how the samurai was a part of it:

#### **Unit 6: Middle Ages and Islam** 4-5 Weeks

**Essential Standards Addressed- 3 SS.Hist2/SS.Hist3:**

**Description:** Students will analyze and examine European/Mediterranean medieval society with regard to culture, politics, society, and economics

##### **Learning Targets**

1. I can describe the cause(s) of the Middle Ages as well as several of the changes that occurred In Europe as a result.
2. I can how was the development of Islam similar and different from Christianity?
3. I can describe the core beliefs of a Muslim.
4. I can distinguish the differences between Clovis, Charles Martel, & Charlemagne as well as some of their accomplishment.
5. I can generalize the role of the Church during the Middle Ages using specific examples.
6. I can summarize the Crusades including causes and effects.
7. I can describe the Black Plague and how it affected Europe.
8. I can compare and contrast the development of organized government in England & France.

#### **Unit 7: China's Golden Age** 1-2 Weeks

**Essential Standards Addressed- 1SS.Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h**

**Description:** Analyze and examine Chinese medieval society with regard to culture, politics, society, and economics.

##### **Learning Targets**

1. I can use specific examples to back up your opinion, which Chinese dynasty was most successful as a ruling dynasty.
2. I can trace the development of Temujin and his empire including background information, motivations, and military tactics used.

#### **Unit 8: Renaissance/Reformation** 4-5 Weeks

**Essential Standards Addressed- 3 SS.Hist2/SS.Hist3:**

**Description:** Students will analyze change, cause, effect, and continuity in the Renaissance and Reformation.

##### **Learning Targets**

1. I can describe the Renaissance and identify why it started in Italy?
2. I can evaluate the accuracy of the following statement using specific examples: Michelangelo was a true Renaissance man?
3. I can cite specific examples, describe three of the Renaissance writers as well as what they wrote about?
4. I can identify the reasons that drove Martin Luther to write the 95 Theses and describe the outcome of the action.
5. I can describe who Henry VIII was and how he was significant to the Reformation.
6. I can compare and contrast Catholicism and Protestantism.

#### **Unit 9: Mesoamerica** 1-2 Weeks

**Essential Standards Addressed- 3 SS.Hist2/SS.Hist3:**

**Description:** Describe the diverse characteristics of societies in Central and South America.

##### **Learning Targets**

1. I can describe how geography influenced the emergence of civilizations in the Americans.
2. I can summarize the Mayans, Aztec's and Incas.

### **Unit 10: Age of Exploration 2-3 Weeks**

**Essential Standards Addressed-** 1SS.Hist/3 SS.Hist2/SS.Hist3:

**Description:** Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

#### **Learning Targets**

1. I can summarize the European motivations for trans-oceanic trade as well as the innovations that allowed them to travel further.
2. I can generalize who were the Ottomans, Mughals, and Safavids.
3. I can describe how and why China and Japan reacted to European explorers/traders.
4. I can describe the Atlantic Slave Trade and its effects.
5. I can identify the reasons Spain's empire nearly collapsed.

### **Unit 11: Age of Revolutions 3-4 Weeks**

**Essential Standards Addressed-** 1SS.Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h

**Description:** Analyze the Age of Revolutions.

#### **Learning Targets**

1. I can explain Scientific Revolution and who were some of the key contributors and their ideas?
2. I can explain the Enlightenment and who were some of the key contributors and their ideas?
3. I can describe what an absolute monarch is and provide two examples.
4. I can explain the causes of the French Revolution of how it happened and why?
5. I can describe Napoleon's reign.

### **Unit 12: Imperialism to Independence 2-3 Weeks**

**Essential Standards Addressed-** 1SS.Hist 2/SS.Hist3/11SS.Hist1.b.h/SS.Hist.c.h

**Description:** Analyze the rise of nationalism and worldwide imperialism.

#### **Learning Targets**

1. I can describe the positive and negative effects of British imperialism.
2. I can describe what the European motivations for colonizing Africa were.
3. I can analyze the effects did European Colonization have on the continent of Africa.
4. I can explain the role imperialism played in Europe prior to World War I and the effects from it.