

**Subject:** History  
**Course:** Modern World History  
**Grade Level:** Grade 9  
**Teacher:** Kovach

Month	Content	OH Standards Content Statements	Assessment	Essential Questions	Books & Materials	Learning Expectations
<p><b>All Year</b></p> <p><b>Units 1,2,3,4</b></p>	<p><b>Historical Thinking and Skills.</b>                      Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.</p>	<p><b>CS 1.</b> Historical events provide opportunities to examine alternative courses of action.</p> <p><b>Instructional Strategies</b>                      Provide students with a decision point in world history and have students create a decision tree that analyzes the possible outcomes of alternative courses of action.</p>	<p>Assessments will relate to Essential Questions in the next column. Students will be provided with a decision point in World History and describe in writing possible alternative courses of action.</p> <p>Decision Tree</p> <p>Extended Response Question/Answer.</p> <p>Essay</p>	<p>How might the history of the world be different if the participants in historical events had taken different courses of action?                      What if Napoleon had not been defeated at Waterloo? What if England and France refused Hitler’s demands for the Sudetenland? What if Truman had not ordered atomic bombs dropped on Japan? What if South Africa had not instituted the policy of apartheid? What if JFK had not been assassinated? What if the Soviet Union did not run out of money during</p>	<p>Glencoe Text &amp; Resources.</p> <p>Glencoe online.</p> <p>History Channel.com</p> <p>PBS.org</p> <p>historians.com</p> <p><a href="http://virtualjfk.com">http://virtualjfk.com</a></p> <p>Spark Notes</p>	<p><b>CS1</b> Students will be able to analyze a historical decision and predict the possible consequences of alternative courses of action.</p> <p><b>CS2</b></p>

<p><b>All Year</b></p> <p><b>All Units</b></p>	<p><b>Historical Thinking and Skills.</b> The use of primary and secondary sources in the study of history includes an analysis of their credibility. This is accomplished by checking sources for: The qualifications and reputation of the author; Agreement with other credible sources; Perspective or bias of the author (including stereotypes); Accuracy and internal consistency; and the circumstances in which the author prepared the source</p>	<p><b>CS 2.</b> The use of primary and secondary sources of information includes an examination of the credibility of each source.</p> <p><b>Instructional Strategies</b></p> <p>Provide examples of primary &amp; secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes. Analyze the credibility of primary and secondary sources.</p> <p><b>CS 3.</b> Historians</p>	<p><b>Primary Source Readings:</b> <i>Of the Encyclopedia, Declaration of the Rights of Man and of the Citizen, Riding the Liverpool-Manchester Railway, 1830, Gandhi on Nonviolent Protest, A Look at the First Open Door Policy, The Letters of Lenin, Mein Kamp, and Rena's Promise: A Story of Sisters in Auschwitz, Lessons of Vietnam, Berlin Journal (1989-1990), The Rainbow People of God,</i></p>	<p>the 1980s? How does the author know these details (names, dates, and times)? Was the author present at the event or soon on the scene? Where does this information come from—personal experience, eyewitness accounts, or reports written by others? Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?</p>	<p><b>Primary Source Documents</b></p> <p>Of the Encyclopedia, Declaration of the Rights of Man and of the Citizen, Riding the Liverpool-Manchester Railway, 1830, Gandhi on Nonviolent Protest, A Look at the First Open Door Policy, The Letters of Lenin, Mein Kamp, Rena's Promise: A Story of Sisters in Auschwitz, Lessons of Vietnam, Berlin Journal (1989-1990), The Rainbow People of God,</p> <p>PBS Teacherline (Website) Using Primary Sources in World History.</p>	<p>Students will be able to analyze the credibility of primary and secondary sources.</p> <p><b>CS3</b></p>
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<p><b>All Year</b></p> <p><b>Units 1,2,3,4</b></p>	<p><b>Historical Thinking and Skills.</b> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.</p>	<p>develop theses and use evidence to support or refute positions.</p> <p><b>Instructional Strategies.</b> Have students put historical figures on trial and build cases for or against them using historical evidence and values and norms of the period. For example, students could prepare a trial of Galileo, role playing both the Catholic Church’s point of view and the scientific perspective. Students should cite evidence to support their positions. (Caution students to realize that the trial system they are familiar with did not exist in its current form during this time period.)</p> <p><b>CS4.</b> Historians analyze cause,</p>	<p>Students will create a project examining primary and secondary sources to analyze historical events to provide evidence to support a thesis.</p> <p>This will be done throughout the year on a variety of topic</p>	<p>How can primary source analysis support the development of student writing and thinking skills?</p>	<p>Glencoe Text &amp; Resources.</p> <p>Glencoe online.</p> <p>History Channel.com</p> <p>PBS.org</p> <p>historians.com</p> <p><a href="http://virtualjfk.com">http://virtualjfk.com</a></p> <p>Spark Notes</p>	<p>Students will be able to develop a thesis and use evidence to support or refute a position.</p> <p>- Communicate academically, professionally and effectively through writing and through speech</p> <p>-Demonstrate problem-solving skills, apply knowledge, think critically and creatively</p> <p>- Become informed and active citizens</p> <p><b>CS4</b>Identify</p>
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<p><b>All Year</b></p> <p><b>Units 1,2,3,4,</b></p>	<p><b>Historical Thinking and Skills</b>                  Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.</p>	<p>effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.</p> <p><b>Instructional Strategies.</b>                  Have students discuss the cause and effect of the five Ps (power, prestige, protection, profit and principle). For example, students can work in collaborative groups discuss the role of each of the 5Ps in leading up to World War I. Then, have students analyze the effects of each of the Ps on the actions and reactions of the involved countries, leaders and people.</p>	<p>Teacher created tests aligned to ODE content standards 5-29. Assessments will consist of multiple choice, short answer, maps, and charts. Questions will reflect a general understanding of content standards 5-29.</p>		<p>Glencoe Text &amp; Resources.</p> <p>Glencoe online.</p> <p>History Channel.com</p> <p>PBS.org</p> <p>historians.com</p> <p>Spark Notes</p>	<p>examples of multiple causation and long- and short-term causal relationships with respect to historical events. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p> <p><b>CS5 Describe</b></p>
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Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
<p><b>Unit 2</b> October</p>	<p>Age of Revolutions (1750-1914) The Age of Revolutions was a period of two world-encompassing and interrelated developments: the <b>democratic revolution</b> and the <b>industrial revolution</b>. Both had <b>political, economic and social</b> consequences on a global scale. - Industrial Revolution - Economic &amp; Social, and Political Changes due to I.R. - Industrial Revolution impact on</p>	<p><b>CS9</b> Industrialization had social, political and economic effects on Western Europe and the world.</p> <p><b>Instructional Strategies</b> Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.</p>	<p>-ODE Urbanization project(3 days) - Test  - Section Quizzes  - Industrial Revolution Newspaper Activity  - “Draw your own political cartoon”  - Diary Entries  -Guided Reading  -Vocabulary (I.R.)  -Group presentation (famous inventors/Scientist)  -Exit Slip</p>	<p>- Technological advancement is it truly better for society?  - How does government affect businesses and in turn, the people in their society?  - How did the Industrial Revolution change America and the world today?</p>	<p>- Glencoe World History text.  - Markers/poster board  -Industrial Revolution PowerPoint  -ODE website  -Primary Source materials  -Reading Essentials workbook  -Quizlet</p>	<p>- Analyze the social, political and economic effects of industrialization on Western Europe and the world.  - Demonstrate problem-solving skills, apply knowledge, think critically and creatively. - Read for understanding in order to synthesize information and develop a coherent argument - Become informed and active citizens</p>

	farming. - Mass Production - Socialism - Communism - Capitalism					
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November	<ul style="list-style-type: none"> <li>-Latin American Revolutions</li> <li>- Latin America and the U.S.</li> <li>-European empires crumble in response to Nationalism</li> <li>- Nationalism</li> </ul>	<b>CS9</b> Industrialization had <b>social, political and economic effects</b> on Western Europe and the world.	<ul style="list-style-type: none"> <li>- Test on chapter</li> <li>- Section quiz</li> <li>- Geography maps of N.A. and Europe</li> <li>- Presentations</li> <li>- Debate</li> </ul>	<ul style="list-style-type: none"> <li>- How does Nationalism still affect us today?</li> <li>- Does one have the right to impose their beliefs on another nation?</li> <li>-How do equal rights play into these events of this time?</li> </ul>	<ul style="list-style-type: none"> <li>- Glencoe World History text</li> <li>- YouTube video “Italy and Germany Unification”</li> <li>mapping activity</li> <li>- Computers to prepare presentations</li> <li>-Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>- Work effectively with others by listening, communicating, and collaborating while demonstrating respect, tolerance and acceptance of different perspectives</li> </ul>

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	<ul style="list-style-type: none"> <li>- Effects of Revolutions</li> <li>- Rise of Middle class</li> <li>- Social reform</li> </ul>			<ul style="list-style-type: none"> <li>-What were the effects of revolutions in Europe, North America, and Latin America?</li> </ul>		<ul style="list-style-type: none"> <li>-Act as independently functioning adults by learning to self-advocate, to demonstrate self-respect, and to make positive decisions</li> </ul>
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Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
December	<ul style="list-style-type: none"> <li>- Imperialism (1800-1914)</li> <li>The industrialized nations embarked upon a competition for overseas empires that had profound</li> </ul>	<p><b>CS10.</b> Imperial expansion had political, economic and social roots.</p>	<ul style="list-style-type: none"> <li>- Test on chapter</li> <li>- Section quizzes</li> <li>- Maps of Africa Asia, Central and South America.</li> </ul>	<ul style="list-style-type: none"> <li>- Does one nation have the right to impose their social, cultural, economic, and political mind set on another nation?</li> </ul>	<ul style="list-style-type: none"> <li>- World History Glencoe World History Text</li> <li>-Computers</li> <li>- History Channel</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the political, economic and social roots of imperial expansion.</li> <li>-Work effectively with others by listening, communicating,</li> </ul>
December	<p><b>Unit 3</b></p>					



<p>December</p>	<p>implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.</p>	<p><b>CS11.</b> Imperialism involved land acquisition, extraction of raw materials, and spread of Western values and maintenance of political control.</p>	<p><b>-Benchmark</b> - Mini compositions highlighting key concepts in unit  - Imperialism Project: Use a jigsaw structure with a graphic organizer to lead students in the research and discussion of political, economic and social roots of imperialism. Divide students into three groups and assign each group one of the three roots of imperialism to study, including the motivations of European nations and Japan.</p>	<p>Was Western Imperialism fair to the countries being taken over? Why or why not?</p>	<p>- markers  -paper for projects  Maps of Africa Asia, Central and South America (National Geographic Map Maker)</p>	<p>and collaborating while demonstrating respect, tolerance and acceptance of different perspectives -Act as independently functioning adults by learning to self-advocate, to demonstrate self-respect, and to make positive decisions</p>
<p>January (Beginning)</p>	<p>Imperialism in Africa, &amp; Latin America  - Paternalism  -Assimilation  - Asia Western Influence  - Japan’s Transformation  - Collapse of China  - Social change</p>	<p><b>CS12.</b> The consequences of imperialism were viewed differently by the colonizers and the colonized.</p>	<p>How did Western Imperialism impact the countries that were colonized?</p> <p>What is nationalism and how did it led to European imperialism in Asia and Africa?</p>	<p>How did Western Imperialism impact the countries that were colonized?</p> <p>What is nationalism and how did it led to European imperialism in Asia and Africa?</p>	<p>-History Channel Stanley and Livingstone (video)  Glencoe Interactive Map  Spark Notes  -Quizlet</p>	<p>and collaborating while demonstrating respect, tolerance and acceptance of different perspectives -Act as independently functioning adults by learning to self-advocate, to demonstrate self-respect, and to make positive decisions</p>

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January (last 3 weeks)  <b>Unit 4</b>	Achievements and Crises (1900-1945) The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II.	<b>CS13.</b> Advances in technology, communication and transportation improved lives, but also had negative consequences.  <b>CS14.</b> The causes of World War I included militarism, imperialism, nationalism and alliances.  <b>CS15.</b> The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis	- Chapter Tests  - Separate lesson quizzes  - Geography maps of Europe after WWI  - Guided Reading  -National Geographic map exercise.  -Trench Warfare Project  -Essay  -Exit Slips  -Vocabulary	- How was industrialization linked to the long-term causes of WWI?  - Could the course of history have been different after WWI?  -Why is this conflict called the Great War and WWI?  - Did anything good come of World War I?  - Why do many people consider the Treaty of Versailles to have been a failure?  - Should the state of Israel have been created?	- World History Glencoe World History Text  -Quizlet  - World War I DVD  -History Detectives episode on Trans-Atlantic Cable (Season 8, Episode 3) from PBS.  -Spark Notes  -Computers  -History Channel WWI Firsts  -Reading and Essentials wkbk.	-Students will be able to select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences. -Students will be able to explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism,
<b>February</b>	While World War II transformed the balance of world power,					

<p><b>February</b></p>	<p>it was the most destructive and costly war in terms of human casualties and material resources expended.</p> <ul style="list-style-type: none"> <li>- WWI</li> <li>- Impact of WWI</li> <li>- Versailles Treaty</li> <li>- Russian Revolution</li> <li>- Europe after World War I</li> <li>- Zionism</li> <li>-Armenian Genocide</li> <li>-assembly line</li> </ul>	<p>expansion and the policy of appeasement, which in turn led to World War II.</p> <p><b>CS16.</b> Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.</p>	<ul style="list-style-type: none"> <li>- Students will research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relationship to genocide.(2 page paper minimum)</li> </ul>	<ul style="list-style-type: none"> <li>- Do poor economic conditions have an effect on how society views it's' government?</li> <li>-What factors influence the choices of perpetrators, rescuers, resisters, and bystanders in times of genocide or collective violence?</li> </ul>		<p>aggressive Axis expansion and the policy of appeasement, which, in turn, led to World War II.</p> <p>-Students can explain how and why oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.</p>
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					<b>Materials</b>	<b>Expectations</b>
<b>February</b>	-World War II caused not only physical damage, but also social damage (e.g., refugees, casualties), cultural damage (e.g., lost works of art, residue of Nazi education), and economic damage (e.g., loss of infrastructure, loss of employment).	<b>CS17.</b> World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	- Test - quizzes - World War II Project/Newspaper  -World War II political cartoon propaganda project  -World War II Speech Project  -Guided Reading  -Essay  -Exit Slips  -Vocabulary	- How did Germany's history lead to the devastation of Adolf Hitler?  - How did Japan's history lead to the attack on Pearl Harbor?  - What were the social, economic and political effects of World War II on the world?  - What was the effect of the atom bomb on a global scale?	-Glencoe World History Text  -Primary source materials on Karl Marx  -Auschwitz DVD  - Primary source materials  -Spark Notes  -Computers  -History Channel WWII Firsts  -Reading and Essentials workbook.  -Quizlet	Students will be able to explain how World War II devastated most of Europe and Asia, and led to the occupation of Eastern Europe and Japan, and started the atomic age.
<b>Unit 4</b>		Positions of armed forces at the end of the war led to zones of occupation and competition for political influence amongst the former Allies. World War II also changed the nature of warfare by introducing the use of atomic weapons. These weapons set the stage for an era of political tension.	-Show students the pictures of the physical devastation of communities in Europe and Asia. Then have them imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create <b>journals (either paper or electronic)</b> from the perspective of a young person			
<b>March</b>	- Great Depression - Fascism in Italy - Nazi Germany - World War II - Holocaust - Totalitarianism - WWII/ Pearl Harbor -D-Day -Nagasaki -Hiroshima					



		cleansing.	Bank and the International Monetary Fund. -Guided Reading  -Essay  -Exit Slips  -Vocabulary			
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Month	Content	OH Standards	Assessment	Essential Questions	Books & Materials	Learning Expectations
April       <b>Unit 5</b>	<ul style="list-style-type: none"> <li>- Relations between the two Super powers</li> <li>- Containment Policy in USA</li> <li>- Arms Race</li> <li>- Cuban Missile Crisis</li> </ul>	<b>CS19.</b> Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	<p><b>-Benchmark data</b></p> <ul style="list-style-type: none"> <li>- Test – quizzes</li> <li>- Geography maps of Europe and Asia after World War II</li> <li>- Test</li> <li>- Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- How did the balance of power shift in the world after WWII?</li> <li>- How were the economic, social and political aspects of the United States and the Soviet Union different?</li> </ul>	<ul style="list-style-type: none"> <li>- Glencoe World History Text</li> <li>- writing rubric</li> <li>-Primary Source Materials</li> <li>-National Geographic Maps</li> <li>-Reading and Essentials workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</li> </ul>

	- Economies of Western and Eastern Europe				-Quizlet	
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May  <b>Unit 6</b>	Globalization (1991-Present) The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global	<b>CS20.</b> Religious diversity, the end of colonial rule and rising nationalism has led to regional conflicts in the Middle East.  <b>CS21.</b> Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.  <b>CS22.</b> Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	- Test - quizzes - -Writing opinion papers Essay  -Exit Slips  -Vocabulary	- What affects will dependency has on new nations emerging in the Middle East?  - What relation does the Middle East have with the rest of the World Community?  - How did 9/11 affect the world?	- World History Glencoe World History Text  - Departmental writing rubric  - Ghosts of Rwanda DVD  - Reading Primary Sources from 9/11  -Watching 9/11 Documentary	-Student will be able to explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East  -Students will be able to explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.  -Students will be able to explain

<p><b>Unit 6</b></p> <p><b>May</b></p>	<p>economy present new challenges.</p> <ul style="list-style-type: none"> <li>- Tensions in The Middle East</li> <li>- Importance of Middle East in the global Economy</li> <li>- Iranian Revolution</li> <li>- Africa 1990's</li> <li>-9/11</li> <li>-Present Conflicts</li> </ul>	<p><b>CS25.</b> Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p><b>CS26.</b> Emerging economic powers and improvements in technology have created a more-interdependent global economy.</p> <p><b>CS27.</b> Proliferation of nuclear weapons has created a challenge to world peace</p> <p><b>CS28.</b> The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p><b>CS29.</b> Environmental concerns, impacted by population growth and heightened by international competition for the</p>	<ul style="list-style-type: none"> <li>- Test</li> <li>- quizzes</li> <li>-</li> <li>-Writing opinion papers</li> <li>-Essay</li> <li>-Exit Slips</li> <li>-Vocabulary</li> </ul>	<p>What is globalization?</p> <p>What are some of globalization's effects on the economies of developed and developing nations?</p> <p>What is the "race to the bottom"?</p> <p>What are the effects of technology on globalization?</p> <p>How does globalization affect cultures?</p> <p>Should the goal of a world free of nuclear weapons serve as a serious guide for U.S. policy?</p>	<ul style="list-style-type: none"> <li>-National Geographic</li> <li>-National Geographic Maps</li> <li>-Lesson: South Africa After Ten Years of Freedom (PBS)</li> <li>Spark Notes</li> <li>Quizlet</li> <li>Citizen organizations (e.g., Greenpeace, Save Our Environment, World Wildlife Fund, Save Our Earth); and</li> <li>□ Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol).</li> </ul>	<p>examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <ul style="list-style-type: none"> <li>- Students will be able to analyze the factors that have created a more interdependent global economy since 1991.</li> <li>-Students will be able to describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.</li> <li>-Students will be able to describe the reasons for the new environmental consciousness and movement for sustainability.</li> </ul>
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		world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.				
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