

Office of Curriculum and Instruction

World Studies

Grade 9

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in World Studies examine and assess the geographic, social, political, economic, technological, and cultural factors that have shaped human history. Western and non-Western civilizations and events are analyzed dating from the development of written law and democratic ideas to the present state of global affairs. Students track the development of their own culture through comparisons with other nations and study significant global events and persons through an approach that is structured both thematically and chronologically.

Connections between historical events and 21st century life are stressed and include an examination of modern day instances of genocide. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017

World Studies – Grade 9

Month/ Marking Period	September	October	November	December	January
New Jersey Student Learning Standards (NJSLS)	6.2.12.B.2.a-b, 6.2.12.C.2.A, 6.2.12.D.2.a, 6.2.12.D.2.c-e	6.2.12.A.2.a-b, 6.2.12.A.3.a-e, 6.2.12.D.1.f, 6.2.12.D.2.b	6.2.12.A.2.b, 6.2.12.A.3.a-e, 6.2.12.D.1.f	6.2.12.A.3.b, 6.2.12.B.3.c, 6.2.12.C.3.f	6.2.12.A.1.a, 6.2.12.A.3.g, 6.2.12.A.4.b, 6.2.12.B.1.a-b, 6.2.12.B.3.a, 6.2.12.B.5.d, 6.2.12.C.1.c, 6.2.12.C.3.e, 6.2.12.D.3.c-e, 6.2.12.D.4.c
Essential Question:	How did the Renaissance change daily life?	In what ways did events in Europe have far reaching effects?	What events may have led to social, political, and economic change?	How did events in Europe influence Latin American independence?	In what ways did imperialism affect current global affairs?
Content:	Renaissance	Reformation	Enlightenment and European Revolution	Latin America	Imperialism
Skills and Topics:	<ul style="list-style-type: none"> investigate the innovations of previous civilizations (e.g., Asian, Greek, Islamic, Roman) that impacted the rebirth of humanistic values assess the significance of geography in the spread of Renaissance ideals (e.g., Italian city-states, trade routes, urbanization in Northern Europe) research the development of secular thought and its impact on culture and the arts 	<ul style="list-style-type: none"> summarize the factors that led to the Reformation and the impact on European politics (e.g., religious corruption, secular thought, global exploration) assess the role of absolutism vis à vis religion in Europe and the colonies examine iconic documents that transformed politics in England and France relate authentic documents (e.g., the English Bill of Rights) to the foundation of the American government 	<ul style="list-style-type: none"> track the development of the principles of the Enlightenment (e.g., secularism, natural rights, separation of powers, <i>laissez-faire</i> economics) assess the effects of the Enlightenment on specific demographics (e.g., social classes, women, the clergy) analyze the reasons for the emergence of revolutionary thought in England, France, and the colonies determine the effect of new ideas on social, political, and economic rights 	<ul style="list-style-type: none"> identify geographical factors that promoted the development of Latin American colonies determine how trade enhanced social, political, and economic growth in Latin America discuss independence movements and leaders in Latin America assess the influences that contributed to the struggle for independence in Latin America (e.g., religion, language, desire for autonomy) 	<ul style="list-style-type: none"> define imperialism research factors that contributed to the development of imperialism (e.g., economics, natural resources, expansion of power) relate the Industrial Revolution to European imperialism compare and contrast 19th, 20th, and 21st century global political boundaries analyze the impact of imperialism on human perspectives (e.g., race and religion, colonists' versus imperialists' power)

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Skills and Topics:	<ul style="list-style-type: none"> determine the impact of new technologies (e.g., the printing press) on the development and dissemination of new intellectual, philosophical, and scientific ideas analyze the impact of expanded European trade on the development of new financial systems document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> research the foundations, workings, and influence of British Parliamentary government relate European revolutions to Latin American political movements document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> utilize technology to investigate current revolutionary thought and action in Latin American employ technology to communicate with peers in Latin American countries document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> examine sample case studies of the effects of imperialism (e.g., Europe in Africa and Asia) analyze the current impact of imperialist powers in South Asia (e.g., India, Pakistan) document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives
Integration of Technology:	http://www.state.nj.us/education/ , content-related websites, Internet, Web Quests, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, video streaming, podcasting				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, online communication with peers, reflective electronic journal entries				
Formative Assessments:	Do Nows/Admit Slips, Closure/exit tickets, Class discussions, Assigned homework, Student participation, Self-assessments, Peer assessments, Debates, Reports, Independent work/group work/projects, Quizzes				
Summative Assessments:	Quizzes, tests, reports, presentations, benchmark assessments				
Performance Assessments:	Oral reports, debates, re-enactments, dramatizations, multimedia presentations				

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Month/ Marking Period	September	October	November	December	January
Interdisciplinary Connections:	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3 21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9 CPR 1, 4, 5, 8, 9, 12	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3 21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9 CPR 1, 4, 5, 8, 9, 12	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3 21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9 CPR 1, 4, 5, 8, 9, 12	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3 21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9 CPR 1, 4, 5, 8, 9, 12	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3 21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9 CPR 1, 4, 5, 8, 9, 12
21st Century Themes:	Global Awareness Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy Health Literacy				
21st Century Skills:	Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				
Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, YouTube, culturally-authentic documents, teacher-created resources				
Modifications/ Accommodations	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on students’ readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) 				

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	<p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Jennifer Serravallo Strategies • Guided reading <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
<p>Careers:</p>	<p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</p>

*2016 NJSLS:

RL: Reading Literature
 RI: Reading Informational Text
 W: Writing
 SL: Speaking and Listening
 L: Language

N: Real Number System
 A: Algebra
 F: Functions
 G: Geometry
 S: Statistics and Probability
 MD: Measurement and Data

World Studies – Grade 9

Month/ Marking Period	February	March	April	May	June
2014 New Jersey Core Curriculum Content Standards	6.2.12.A.4.a-d, 6.2.12.B.4.a-d, 6.2.12.C.3.e, 6.2.12.C.4.a-d, 6.2.12.D.4.a-l	6.2.12.A.5.a-e, 6.2.12.B.5.a-e, 6.2.12.C.5.a-g, 6.2.12.D.5.a-d	6.2.12.A.1.a, 6.2.12.A.3.g, 6.2.12.A.4.b, 6.2.12.B.1.a, 6.2.12.C.1.a, 6.2.12.C.5.e, 6.2.12.D.3.c, 6.2.12.D.4.c	6.2.12.A.1.a, 6.2.12.A.4.b, 6.2.12.A.6.c, 6.2.12.B.4.c, 6.2.12.C.1.e, 6.2.12.C.5.g, 6.2.12.D.5.d	6.2.12.A.5.c, 6.2.12.A.6.a-d, 6.2.12.B.6.a, 6.2.12.C.6.a-d, 6.2.12.D.5.d, 6.2.12.D.6.a
Essential Question:	What were the diverse outcomes of the world wars?	What global challenges arose after World War II?	How do the practices of traditional Asian cultures compare to current life in the Far East?	How has conflict determined the course of events in the Middle East?	In what ways are everyday lives affected by global conflict?
Content:	The World Wars	The 20 th Century	The Far East	The Middle East	Contemporary Issues
Skills and Topics:	<ul style="list-style-type: none"> • analyze the causes of World War I (e.g., nationalism, militarism, imperialism, alliances) • determine the significant events of World War I • relate World War I to the causes of the Russian Revolution • examine authentic documents (e.g., Treaty of Versailles, Wilson’s 14 points) • investigate the events of the interwar period that led to World War II • track the rise of new government and political philosophies (e.g., fascism, socialism, communism) 	<ul style="list-style-type: none"> • explain the global effects of World War II (e.g., challenges to independence in Africa, Asia, and Western Europe, the United Nations, the European Union, Cold War policies) • research the United Nations response to 20th century issues, (e.g., human rights, human trafficking, global conflict, genocide in Cambodia, Armenia, and Bosnia) • determine the reasons for the Cold War and its effect on United States and Russian policies and current affairs 	<ul style="list-style-type: none"> • discuss the dynastic cycle to include Ming and Ching dynasties • compare and contrast shifting borders in Asia • determine the causes for changing political boundaries in Asia • analyze reasons for western and eastern influences in China • assess China’s response to imperialism and communism (e.g., role in World War, Boxer Rebellion, Communist Revolution) • investigate current economic practices in China 	<ul style="list-style-type: none"> • examine the social, political, and economic characteristics of the prewar Ottoman Empire • determine how the dissolution of the Ottoman Empire led to the formation of new states • evaluate the factors leading to nationalist movements (e.g., religion, economics, traditions, women’s rights) • trace the events that contributed to the rise of terrorism in the Middle East • brainstorm the effects of dependence on Middle Eastern resources (e.g., oil) on current global affairs 	<ul style="list-style-type: none"> • assess current global issues (e.g., energy, healthcare, immigration, independence, terrorism, threat of weapons of mass destruction) • research specific global issues • collaborate with students at home and abroad to develop possible solutions to global issues (e.g., environmental, justice, healthcare, immigration issues developing in nations) • employ technology to present possible solutions to peers and appropriate government officials

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Month/ Marking Period	February	March	April	May	June
Skills and Topics:	<ul style="list-style-type: none"> research and report the outcomes of both world wars (e.g., new technologies, new boundaries, new coalitions) collaborate to research past and current genocides and government responses document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> collaborate to report the major facts and/or events of the Space Race, Arms Race, and nuclear proliferation document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> compare and contrast China and Japan vis à vis economic policies, response to imperialism, and life in the 20th century document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	<ul style="list-style-type: none"> document learning in electronic journal entries communicate digitally with peers to assess learning from diverse perspectives 	
Integration of Technology:	http://www.state.nj.us/education/ , content-related websites, Internet, Web Quests, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, video streaming, podcasting				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, online communication with peers, reflective electronic journal entries				
Formative Assessments:	Do Nows/Admit Slips, Closure/exit tickets, Class discussions, Assigned homework, Student participation, Self-assessments, Peer assessments, Debates, Reports, Independent work/group work/projects, Quizzes				
Summative Assessments:	Quizzes, tests, reports, presentations, benchmark assessments				
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Interdisciplinary Connections:	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3	*ELA: RH.9.1-10, RI.9.1-10, W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.3 World Language: 7.1.NH.A.3

World Studies – Grade 9

Month/ Marking Period	February	March	April	May	June
Interdisciplinary Connections:	21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9	21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9	21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9	21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9	21 st Century Life/Careers: 9.2.12.C.1–3, 9.2.12.C.7-9
21st Century Themes:	Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Health Literacy				
21st Century Skills:	Creativity and Innovation Media Literacy Critical Thinking and Problem Solving Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				
Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, YouTube, culturally-authentic documents, teacher-created resources				
Careers:	Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.				

*2016 NJSLS:

RL: Reading Literature	N: Real Number System
RI: Reading Informational Text	A: Algebra
W: Writing	F: Functions
SL: Speaking and Listening	G: Geometry
L: Language	S: Statistics and Probability
	MD: Measurement and Data

World Studies Course Requirements

Grade: 9

Prerequisite: None

Credit Value: 5

Length of Course: Academic Year

Course Description

Students in World Studies examine and assess the geographic, social, political, economic, technological, and cultural factors that have shaped human history. Western and non-Western civilizations and events are analyzed dating from the development of written law and democratic ideas to the present state of global affairs. Students track the development of their own culture through comparisons with other nations and study significant global events and persons through an approach that is structured both thematically and chronologically. Connections between historical events and 21st century life are stressed and include an examination of modern day instances of genocide. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:

- Renaissance
- Reformation
- Enlightenment and European Revolution
- Latin America
- Imperialism
- The World Wars
- The 20th Century
- The Far East
- The Middle East
- Contemporary Issues

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- How did the Renaissance change daily life?
- In what ways did events in Europe have far reaching effects?
- What events may have led to social, economic, and political change?
- How did events in Europe influence Latin American independence?
- In what ways did imperialism affect current global affairs?

Course Objectives (continued)

- How has conflict determined the course of events in the Middle East?
- What were the diverse outcomes of the world wars?
- How do the practices of traditional Asian cultures compare to current life in the Far East?
- What global challenges arose after World War II?
- In what ways are everyday lives affected by global conflict?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.

**World Studies
Student Agreement**

STUDENT NAME: _____
Last Name First Name

GRADE: _____

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for World Studies.

I acknowledge my responsibility to read and understand all of the information contained in the World Studies Course Requirements information and syllabus packet.

Student Signature

Date

Note: Please share the course requirements for World Studies with your parents.