

Grade 9

WORLD HISTORY II

World History: 1500 to the Present

In the ninth grade, students develop strong personal opinions, beliefs, or positions on current issues and events of the past. Teachers capitalize on this characteristic to stress the importance of grounding positions and opinions in knowledge. As students transition from middle school to high school, they can understand and use complex concepts such as adaptation, assimilation, acculturation, diffusion, and historical knowledge and inquiry to study the past, its relationship to the present, and its impact on the future. Students in Grade 9 are able to think critically and logically about personal, national, and global issues. This enables them to apply and utilize their knowledge and curiosity to develop informed opinions about issues such as the quest for peace, human rights, trade, and global ecology.

At the ninth-grade level, students continue the study of world history from 1500 to the present. Critical thinking and analysis are important in this course. Through historical inquiry, students gain an understanding and appreciation of history as a story of people much like themselves and become increasingly able to understand global interdependence and connections among world societies. The course directs students to think critically about the forces that combine to shape the world today. It allows them to analyze development and changes in the European, Asian, African, and American civilizations and ways in which the interactions of these cultures have influenced the formation of today's world. Knowledge of other cultures enables students to develop a better appreciation of the unique American heritage of liberty. Geographic concepts increase learners' comprehension of global connections as they expand their knowledge and understanding of a wide variety of cultures, both historical and contemporary.

Ninth-grade students continue to have preferred learning styles. Therefore, the use of a variety of instructional strategies and techniques is effective in helping students gain the knowledge and skills this course requires. Well-equipped classrooms include a variety of visual stimuli such as charts, globes, graphs, and maps. Multiple opportunities are provided for students to participate in the educational process through the use of electronic and print media and small-group interaction.

Students will:

E	G	H	CG
		✓	

1. Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

E	G	H	CG
✓	✓	✓	✓

2. Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.

- Describing the impact of the Commercial Revolution on European society
- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration
Example: marking ocean currents and wind patterns on a map

E	G	H	CG
		✓	

3. Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

E	G	H	CG
✓	✓	✓	

4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

- Depicting the general location of, size of, and distance between regions in the early Global Age
Example: drawing sketch maps

E	G	H	CG
			✓

5. Describe the rise of absolutism and constitutionalism and their impact on European nations.

- Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great
- Identifying major provisions of the Petition of Rights and the English Bill of Rights

E	G	H	CG
			✓

5a. Identify significant ideas and achievements during the Age of Enlightenment.

- Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings.
- Identifying major provisions of the Petition of Rights and the English Bill of Rights

E	G	H	CG
		✓	

6. Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.

Examples: Scientific Revolution—astronomical theories of Copernicus and Galileo, Newton’s law of gravity;
Age of Enlightenment—philosophies of Montesquieu, Voltaire, and Rousseau

E	G	H	CG
	✓	✓	✓

7. Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.

- Identifying causes of the French Revolution
- Describing the influence of the American Revolution upon the French Revolution
- Identifying objectives of different groups participating in the French Revolution
- French Revolution

E	G	H	CG
	✓	✓	✓

7a. Describe the role of Napoleon as an empire builder.

- Tracing the rise and fall of Napoleon Bonaparte
- Explaining why Napoleon is considered an enlightened despot.
- Discussing the economic, social, and political impact of Napoleon’s rule.

E	G	H	CG
	✓	✓	✓

8. Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.

- Identifying the location of countries in Latin America

E	G	H	CG
✓		✓	✓

9. Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe.

- Identifying important inventors in Europe during the Industrial Revolution
- Comparing the Industrial Revolution in England with later revolutions in Europe

	G	H	CG
	✓	✓	✓

10. Describe the influence of urbanization during the nineteenth century on the Western World.

Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism

- Describing the search for political democracy and social justice in the Western World

Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage

E	G	H	CG
✓		✓	✓

11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, and the rise of Japan's power in East Asia.

E	G	H	CG
✓		✓	✓

11a. Describe European imperialism in the 19th century.

- Discussing economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.
- Describing resistance to European imperialism in Africa, Japan, and China.

E	G	H	CG
	✓	✓	✓

12. Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.

- Describing military technology used during World War I.
- Identifying problems created by the Treaty of Versailles of 1919
Examples: Germany's reparations and war guilt, international controversy over the League of Nations.
- Identifying alliances during World War I.

E	G	H	CG
	✓	✓	✓

12a. Describe the rise of Communism in Russia during World War I.

- Explaining the economic, social, and political causes of the Russian Revolutions. (1905, 1917)
- Identifying the significant individuals, groups, ideas, and events of the Russian Revolutions.

- Tracing the events from the early 20th century that led to the creation of the USSR.
- Explaining the economic, social, and political impact of the Russian Revolutions.

Examples: Return of Vladimir Lenin, rise of Bolsheviks

E	G	H	CG
✓		✓	✓

13. Explain challenges of the post-World War I period.

Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe

- Identifying causes of the Great Depression
- Characterizing the global impact of the Great Depression

E	G	H	CG
✓		✓	✓

13a. Explain the rise of militaristic and totalitarian states in Italy, Germany, the Soviet Union, and Japan.

- Discussing how these state contributed to the beginning of WWII
- Evaluating the attempts to maintain the peace

E	G	H	CG
	✓	✓	✓

14. Describe causes and consequences of World War II.

Examples: causes—unanswered aggression, Axis goal of world conquest;
consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

- Identifying turning points of World War II in the European and Pacific Theaters
- Depicting geographic locations of world events between 1939 and 1945
- Identifying on a map changes in national borders as a result of World War II

E	G	H	CG

15. Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.

Examples: Economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany

- Explaining origins of the Cold War
- Tracing the progression of the Cold War
- Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin

E	G	H	CG
✓	✓	✓	✓

16. Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.

- Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
- Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict
- Depicting geographic locations of major world events from 1945 to the present

E	G	H	CG
✓		✓	✓

17. Describe emerging democracies from the late twentieth century to the present.

- Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century
- Identifying problems involving civil liberties and human rights from 1945 to the present and ways they have been addressed
- Relating economic changes to social changes in countries adopting democratic forms of government