Ryan Jacobs

January 22, 2013

SEC 300

**Spring 2013 Curriculum Plan**

**Ninth Grade - World History**

\**One unit per each two weeks,
seven units covered in seventy days.*

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| **Unit 1: Foundations of Civilization**1.24.-2.7 |

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| * Foundations of Civilization

-Understanding Our Past-Turning Point: The Neolithic Revolution-Beginnings of Civilization | WH.H.1Identify historical narratives,use and construct timelines,address issues and problems of the past,formulate historical questions, and analyze historical mapsWH.H.2Compare and contrast different geographic issues and how they impacted settlements, analyze the governments of ancient civilizations and compare conditions, racial composition, and status of social classes, castes, and slaves in ancient societies. |
| * Ancient Civilizations

-Middle East and Egypt-India and China-Greece and Rome-The Americas | WH.H.1WH.H.2 |

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| **Unit 2: Regional Civilizations**2.8-2.29 |

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| * The Rise of Europe

 - The Middle Ages - The Medieval Church - The Crusades | WH.H.1WH.H.3 Explain how religion influenced political power, secular struggles, innovations in trade, economics and social development in Europe, Asia and AfricaWH.H.4Explain interest in classical learning and religious reform increased global interaction, and the rise of nation-statesWH.H.5Motivations of exploration, colonization, adventure and expansion of nation-states |
| * The Byzantine Empire, Russia, Eastern Europe and Muslim Civilizations

  | WH.H.1WH.H.4WH.H.5 |
| * Africa and Asia
 | WH.H.1WH.H.2WH.H.4 |
| **Unit 3: Early Modern Times**3.1-3.14 |

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| * The Renaissance and Reformation

- Renaissance in Italy-"*The Renaissance*" DVD from Just the Facts Learning Series-The Protestant Reformation-Reformation Ideas Spread | WH.H.1WH.H.2WH.H.3WH.H.4WH.H.6How new ideas and theories affected political thought, and political revolutions(Age of Enlightenment, Scientific Revolution, humanism, rationalism, etc) |
| * The Beginning of Our Global Age

-The Search for Spices-Conquest of the Americas, The Atlantic Slave Trade(*Events that Changed the World: Transforming the World*& *The Colombian Exchange)* | WH.H.1WH.H.5WH.H.6 |

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| **Unit 4: Enlightenment and Revolution**3.15-3.28 |

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| * The Enlightenment and the American Revolution

- "*The Age of Enlightenment*" DVD from Just the Facts Learning Series- Philosophy and the Age of Reason-Birth of the American Republic | WH.H.1WH.H.6 |
| * The French Revolution and Napoleon

-The Eve of the Revolution and The French Revolution Unfolds -"*The French Revolution*" DVD from the History Channel-The Age of Napoleon | WH.H.1WH.H.6 |
| * The Industrial Revolution

-Dawn of the Industrial Age, Britain Leads the Way, Social Impact of the Industrial Revolution and New Ways of Thinking | WH.H.1WH.H.5WH.H.6WH.H.7Analyze the increase in economic and military expansion, evaluate key turning points in the modern era, industrialization, Capitalism and the Great Depression |

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| **Unit 5: Industrialism and a New Global Age**4.9-4.25 |

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| * The Industrial Revolution Spreads (Events That Changed the World: Electricity's Impact on Daily Life)
 | WH.H.1WH.H.5WH.H.6 |
| * Nationalism Triumphs in Europe

-Building a German Nation-Unifying Italy-Russia: Reform and Reaction | WH.H.1WH.H.5WH.H.6WH.H.7 |
| * Growth of Western Democracies and The New Imperialism

-Democratic Reform in Britain, France and Expansion in the United States-China and the New Imperialism-Economic Imperialism in Latin America | WH.H.1WH.H.6WH.H.7 |

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| **Unit 6: World Wars and Revolutions**4.26-5.9 |

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| * World War 1 and 2

-World War 1 (814-834)-World War 2 and Its Aftermath | WH.H.1WH.H.7WH.H.8Evaluate such things as global wars, balance of power, post wars, terrorist groups, urbanization, liberal democracy and how they all have impacted the governments, geography and culture of the world today |
| * Nationalism and Revolution Around the World

-Revolution and Civil War in Russia-Struggle in Latin America-India Seeks Self-Rule-Upheavals in China | WH.H.1WH.H.7WH.H.8 |

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| **Unit 7: The World Since 1945**5.10-6.6 |

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| * The Cold War and Its Results

-The Cold War Unfolds(Events That Changed the World: The Fall of the Soviet Union)-The End of the Cold War | WH.H.1WH.H.8 |
| * The Developing World

-Chapter 33 (1064-1090) | WH.H.1WH.H.8 |
| * The World Today

-Chapter 34 (1094-1120) | WH.H.1WH.H.8 |

5 Supplemental web links for my unit plan:

[www.besthistorysites.net/...revolution-independence](http://www.besthistorysites.net/index.php/american-history/1700/revolution-independence)

[www.csun.edu/plans.html](http://www.csun.edu/~hcedu013/plans.html)

[ushistorysite.com/webquests.php](http://ushistorysite.com/webquests.php)

[www.napoleon.org/...index.asp](http://www.napoleon.org/en/History/index.asp)

[www.library.ubc.ca/...h%20Revolution-J.%20Eckert.pdf](http://www.library.ubc.ca/edlib/lessonplans/sec/ssed314/Grade%209/Gr.%209-French%20Revolution-J.%20Eckert.pdf)

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**Curriculum Plan**

**1. Pick one grade: 9 -12. \_\_\_9\_\_\_\_\_\_\_\_\_**

**2. Pick a course you want to teach. \_\_\_\_World History\_\_\_\_\_\_\_\_\_\_**

**3. State Standards:**Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

**4. Calendars**

Then download both the following calendars from New Hanover Schools.

<http://www.nhcs.net/calendars.htm>

One is the traditional school calendar. The other is the testing calendar.

Assume you were hired for New Hanover County Schools this past year.

1. How many grading periods do you have? \_\_\_\_\_7\_\_\_\_\_\_\_\_\_\_\_
2. How many instructional days per grading period? \_\_\_between ten and sixteen given the unit\_\_\_
3. How many days will reserved for teacher work days and testing? \_\_\_7 for testing\_\_\_\_\_\_\_\_\_\_

**5. Curriculum Mapping**

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A firm foundation in themes and tools of geography and early, ancient and classical civilizations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What the students are to learn during the present school year?

\_\_\_\_\_\_\_\_\_study major turning points that shape the world as we know it today\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What they are going to be required to learn in future grades?

\_\_\_\_\_\_\_a more critical and specific study of time periods throughout history\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_