

**Long Branch Public Schools**  
**GRADE 9: WORLD HISTORY PACING GUIDE**

Marking Period 1			ELA Common Core Standards						
Day(s)	Unit	Topic(s)	Desired Outcomes	CCCS	Reading	Writing	Speaking and Listening	21st Century	Technology
Opening Day 1		Rules, Procedures, Syllabus,							
Opening Day 2		Rules, Procedures, Syllabus, (Pre-Test)							
5 blocks	Unit I The Emergence of the First Global Age	<b>Exploration</b> * Asian * Spanish * European	1. Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	6.2.12.A.1.a	RH 9-10-1 RH 9-10-2 RH 9-10-3 RH 9-10-4 RH 9-10-5	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4 WHST 9-10-9	SL 9-10-1 SL 9-10-3  *If students conduct presentation: SL 9-10-4 SL 9-10-5 SL 9-10-6	9.1.12.A.1 9.1.12.B.2 9.1.12.B.3 9.1.12.C.3 9.1.12.C.4 9.1.12.C.5 9.1.12.D.1 9.1.12.E.1 9.1.12.F.2	8.1.12.A.1
			2. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	6.2.12.B.1.a					
			3. Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	6.2.12.C.1.a					
			4. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	6.2.12.C.1.c					
			5. Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	6.2.12.C.1.e					
			6. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.	6.2.12.D.1.d					
			7. Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.	6.2.12.D.1.e					
			8. Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.	6.2.12.D.1.f					
2 blocks		<b>Middle Passage</b> * Impact * Countries Involved	1. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	6.2.12.D.1.b	RH 9-10-1 RH 9-10-2 RH 9-10-6	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4 WHST 9-10-9	SL 9-10-1 SL 9-10-2 SL 9-10-3		
			2. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	6.2.12.D.1.c	RH 9-10-7 RH 9-10-8 RH 9-10-9				
	3. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.		6.2.12.D.1.d						
2 blocks	<b>Columbian Exchange</b> * Impact * Countries Involved	1. Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	6.2.12.B.1.b	RH 9-10-1 RH 9-10-2 RH 9-10-7	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4 WHST 9-10-8 WHST 9-10-9	SL 9-10-1 SL 9-10-3			
		2. Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.	6.2.12.C.1.b						
		3. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	6.2.12.C.1.d						
		4. Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.	6.2.12.D.1.a						
N/A		<b>Writing Task:</b>			RH 9-10-10	WHST 9-10-5 WHST 9-10-10			
1 block	<b>Unit I Assessment &amp; Writing Assignment</b>								
2 blocks	Unit II Renaissance, Reformation, Scientific Revolution, & Enlightenment	<b>Renaissance</b>	1. Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.	6.2.12.B.2.a	RH 9-10-1 RH 9-10-2 RH 9-10-6 RH 9-10-7 RH 9-10-8 RH 9-10-9	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4 WHST 9-10-8 WHST 9-10-9	SL 9-10-1 SL 9-10-2 SL 9-10-3		
			2. Relate the development of more modern banking and financial systems to European economic influence in the world.	6.2.12.C.2.a					
			3. Determine the factors that led to the Renaissance and the impact on the arts.	6.2.12.D.2.a					
			4. Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.	6.2.12.D.2.c					
3 blocks	<b>Reformation</b> * Causes * Reformation * Effects	1. Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.	6.2.12.B.2.b	RH 9-10-3 RH 9-10-4 RH 9-10-5	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4	SL 9-10-1 SL 9-10-3			
		2. Determine the factors that led to the Renaissance and the impact on the arts.	6.2.12.D.2.b						
4 blocks	<b>Scientific Revolution &amp; Enlightenment</b>	1. Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.	6.2.12.A.2.a	RH 9-10-1 RH 9-10-2 RH 9-10-3 RH 9-10-4 RH 9-10-5 RH 9-10-7	WHST 9-10-1 WHST 9-10-2 WHST 9-10-4 WHST 9-10-7 WHST 9-10-9	SL 9-10-1 SL 9-10-3			
		2. Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.	6.2.12.A.2.b						
		3. Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	6.2.12.A.2.c						
		4. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	6.2.12.D.2.d						
		5. Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	6.2.12.D.2.e						
N/A		<b>Writing Task:</b>			RH 9-10-10	WHST 9-10-5 WHST 9-10-10			
1 block	<b>Unit II Assessment &amp; Writing Assignment</b>								
<b>End of Marking Period</b>									