

## NJDOE MODEL CURRICULUM PROJECT

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| CONTENT AREA: SOCIAL STUDIES | WORLD HISTORY | UNIT #: 1 | UNIT NAME: The Emergence of the First Global Age (1350-1770) |
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| Code #  | CCSS and/or NJCCCS   |
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| <p><b>1. The Emergence of the First Global Age: Global Interactions and Colonialism</b></p> <p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p> <p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p> |  |
| RH.9-10.1   | <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i>  |
| RH.9-10.3   | <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i>   |
| RH.9-10.7   | <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i>  |
| RH.9-10.9   | <i>Compare and contrast treatments of the same topic in several primary and secondary sources.</i>   |
| WHST.9-10.2<br>a-f  | <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i>  |
| WHST.9-10.4   | <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>  |
| WHST.9-10.7   | <i>Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>  |
| WHST.9-10.8   | <i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i> |
| WHST.9-10.9   | <i>Draw evidence from informational texts to support analysis, reflection, and research.</i>   |

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| 6.2.12.A.1.a | 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.B.1.a | 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.b | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.   |
| 6.2.12.C.1.a | 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.b | 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.c | Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.   |
| 6.2.12.C.1.d | 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.e | Determine the extent to which various technologies, (e.g., printing, 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.D.1.a | 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.b | 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.c | Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.   |
| 6.2.12.D.1.d | 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.e | 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.f | Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.  |

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| # | STUDENT LEARNING OBJECTIVES   | CORRESPONDING<br>CCSS/NJCCCS              |
|---|---|---|
| 1 | Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.               | 6.2.12.A.1.a                              |
| 2 | <i>Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires.</i>   | WHST.9-10.7<br>6.2.12.A.1.a               |
| 3 | <i>Use quantitative and qualitative analysis to demonstrate an understanding of the changes in political boundaries as a result of the rise and fall of empires (e.g., Mongols, Ottoman), impact of treaties (e.g., Treaty of Paris), and impact of Europeans in West Africa.</i> | RH.9-10.7<br>6.2.12.B.1.a                 |
| 4 | <i>Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies).</i>             | WHST.9-10.9<br>6.2.12.C.1.a               |
| 5 | <i>Cite specific textual evidence to analyze the political (i.e., Treaty of Tordesillas and Toleration Act), cultural, and moral role of Catholic and Protestant Christianity (e.g., Protestant/ Puritan work ethic, religious values, language) in the European colonies.</i>    | RH.9-10.1<br>6.2.12.D.1.f                 |
| 6 | <i>Use quantitative analysis to determine the role of natural resources on economic growth in Europe and the impact of political decisions and social policies on indigenous people in Spanish and Portuguese colonies.</i>   | RH.9-10.7<br>6.2.12.B.1.b<br>6.2.12.D.1.e |
| 7 | Compare European settlements (e.g., Spanish, Dutch, French, British colonies) with regard to governance, interaction with native populations, and sources of labor.   | 6.2.12.B.1.b<br>6.2.12.C.1.b              |
| 8 | <i>Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies</i>  | RH.9-10.7<br>6.2.12.C.1.b                 |

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|    | <i>to Europe (e.g., sugar, rice, tobacco).</i>  | 6.2.12.D.1.a                                |
| 9  | <i>Produce clear and coherent writing that assesses the role of mercantilism in stimulating European expansion through trade.</i>   | WHST.9-10.4<br>6.2.12.C.1.b<br>6.2.12.C.1.c |
| 10 | <i>Draw evidence from information texts to explain how the effects of increased global trade from the New World (e.g., more urbanization, spending, better quality of life, increased militarization, conflict between nation states) contributed to economic growth in Europe and the development of isolationist policies in Japan and China.</i> | WHST.9-10.9<br>6.2.12.C.1.d                 |
| 11 | <i>Analyze the effects of nation state rivalries in Europe on commerce, the quality of life, and colonization.</i>  | RH.9-10.3<br>6.2.12.C.1.c                   |
| 12 | <i>Gather relevant information from multiple authoritative print and digital sources to 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.</i>         | WHST.9-10.8<br>6.2.12.C.1.e                 |
| 13 | <i>Write a narrative that compares the development of slavery and coerced labor practices of indigenous populations (i.e. house slavery, chattel slavery, Encomienda system, and indentured servants) in the Americas with Europe, Africa, and Asia.</i>  | WHST.9-10.2<br>6.2.12.D.1.b<br>6.2.12.D.1.e |
| 14 | <i>Draw evidence from informational texts to analyze various motivations (i.e., loss of Native Americans labor and need for new supply of labor) for the Atlantic slave trade (i.e., Middle Passage), and the impact on Europeans Africans and Americans (i.e., triangular trade routes).</i>   | WHST.9-10.9<br>6.2.12.D.1.c<br>6.2.12.D.1.e |
| 15 | <i>Explain how the new social stratification (e.g., viceroys, creoles, mestizos, slaves) laid the foundation for future conflict.</i>   | 6.2.12.D.1.d<br>6.2.12.D.1.e                |
| 16 | <i>Compare and contrast how economic (e.g., plantations, division of labor), political (e.g., rivalries between nation states of Spain and Portugal), and social policies (e.g., conversion of Latin</i>  | RH.9-10.9<br>6.2.12.D.1.e                   |

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*American population to Roman Catholic religion) in Spanish and Portuguese colonies are treated in primary and secondary sources*