



## Greenwich Public Schools Curriculum Overview

### Global Studies

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

*Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.*

### **Course Description**

Designed as an introduction to the social studies program at the high school, the Global Studies course examines significant developments in world history using chronological, thematic, and regional approaches. Through essential questions, students will investigate key themes within each region. Regions include Europe, Sub-Saharan African, Middle East/Northern Africa, Asia, and South America. The course is designed to focus on the modern world and will incorporate current world conflicts and issues. The course will focus on developing appropriate reading, writing, research and analytical skills that will serve as a foundation for future social studies courses. The course content also serves as a vehicle for the development and refinement of expository writing and reading comprehension skills.

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### **Unit Pacing Guide**

- Unit I: Democratization (approximately 3 weeks)
  - Unit II: Development (approximately 4 weeks)
  - Unit III: Interconnectedness (approximately 3 weeks)
  - Unit IV: Europe - Germany (approximately 2 weeks)
  - Unit V: Asia - India (approximately 2 to 3 weeks)
  - Unit VI: Middle East - Iran (approximately 2 to 3 weeks)
  - Unit VII: Africa - Kenya (approximately 2 weeks)
  - Unit VIII: South America - Brazil (approximately 2 weeks)
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### **Enduring Understandings for the Course**

In the 20th and 21st centuries the world has increasingly been characterized by the challenges associated with democratization, development and interconnectedness.

#### **Democratization Enduring Understandings:**

- Democratization definition: The expansion of individual rights and popular participation in government; to establish a government that implements the will of the people.
- Existing political, social/cultural and economic traditions may resist a transition to a more democratic system of government.

- External events and influences may promote or inhibit democratic systems.
- Democratic systems face inherent trade-offs between promoting individual liberty and the common good.
- Although individuals within a society may agree on the need to reform the political system, conflict may arise over the new structure and role of government and implementation.
- Setting up and maintaining a democratic system is an ongoing process which requires institutions that adhere to rule of law, transparency and civil society.

#### **Development Enduring Understandings:**

- Development definition: The process of a nation improving its standard of living.
- The transition to a higher income society may challenge tradition.
- Development does not occur equally or at the same pace within or across societies.
- Nations that have developed seek to increase their power and standing within the international community.
- Internal and external forces have an impact on the development of societies.
- Governments may promote or inhibit a nation's development through the distribution of a nation's wealth and/or the management of national policy.

#### **Interconnectedness Enduring Understandings:**

- Interconnectedness definition: The relationship between nations, regions, and international organizations.
- Isolation from global issues has become increasingly difficult.
- There is a tradeoff between traditional values and international influences.
- Political, economic, social, and ideological factors cause conflict between nations.
- Nations engage in diplomacy as an attempt to resolve conflict as well as to promote self-interests.
- Nations engage in trade in order to promote self-interest. As a result, they must work with other nations and/or corporations and individuals that may transcend national boundaries.
- International organizations continue to struggle to accomplish their goals due to competing national self-interests.

#### **Germany Enduring Understandings:**

- The causes behind the division of Germany and the political, economic, and social consequences of the nation's partition.
- The debate about the unification of East and West Germany.
- The challenges Europe has faced moving from decades of conflict towards cooperation and unification. Do the European Union's benefits outweigh the challenges?

#### **India Enduring Understandings:**

- The tension between traditional values and modernization (political systems, culture, economic systems, innovation)

- The challenges of incorporating diverse peoples within a society (political, culture, geography)
- The long standing difficulties in mediating conflict between India and Pakistan and its global implications (political systems and diplomacy)

#### **Iran Enduring Understandings:**

- The tension between traditional religious values and secularization (culture, innovation, political systems, and economic systems)
- The different interpretations of democracy based upon culture (culture, innovation, political systems, and economic systems)
- Evaluate the diplomatic challenges involved in mediating nuclear conflict (geography, economic systems, political systems, and diplomacy)

#### **Kenya Enduring Understandings:**

- The experience of Kenya under colonialism and its impact on independent Kenya.
- The challenges that Kenya has faced in establishing and maintaining democratic system.
- The strategies that Kenya utilized to advance its economy and the challenges that continue to face the nation.
- Kenya's role in regional trade, relationship with foreign direct investment, and conflicts with neighbors and terrorism.

#### **Brazil Enduring Understandings:**

- The challenges of incorporating diverse people within a society (political systems, culture, geography)
- The difficulties in eliminating poverty and closing the wealth gap (political systems, economic systems)
- The increasing influence of Brazil within the region of Latin and South America and the global economic community (political systems, economic systems, diplomacy).

### **Standards**

**[Connecticut Social Studies Framework](#), adopted February 2015 (pg. 120 - 127)**

#### Change, Continuity, and Context

- HIST 9-12.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
- HIST 9-12.2 – Analyze change and continuity in historical eras
- HIST 9-12.3 – Use questions generated by individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context

#### Perspectives

- HIST 9-12.4 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

- HIST 9-12.5 – Analyze how historical contexts shaped and continue to shape people’s perspectives
- HIST 9-12.6 – Analyze the ways in which the perspectives of those writing history shaped the history that they produced
- HIST 9-12.7 – Explain how the perspectives of people in the present shape interpretations of the past
- HIST 9-12.8 – Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time

#### Historical Sources and Evidence

- HIST 9-12.9 – Analyze the relationship between historical sources and the secondary interpretations from them
- HIST 9-12.10 – Detect possible limitations in various kinds of historical evidence and differing secondary interpretations
- HIST 9-12.11 – Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose
- HIST 9-12.12 – Use questions about multiple historical sources to pursue further inquiry and investigate additional sources
- HIST 9-12.13 – Critique the appropriateness of the historical sources used in a secondary interpretation

#### Causation and Argumentation

- HIST 9-12.14 – Analyze multiple and complex causes and effects of events in the past
- HIST 9-12.15 – Distinguish between long-term causes and triggering events in developing a historical argument
- HIST 9-12.16 – Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past
- HIST 9-12.17 – Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy

#### Geographic Representations: Spatial Views of the World

- GEO 9-12.1 – Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics
- GEO 9-12.2 – Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics
- GEO 9-12.3 – Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales

#### Human Environment Interaction: Place, Regions, and Culture

- GEO 9-12.4 – Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions

#### Human Populations: Spatial Patterns and Movement

- GEO 9-12.5 – Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population

- GEO 9-12.6 – Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions

#### Global Interconnectedness: Changing Spatial Patterns

- GEO 9-12.7 – Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use
- GEO 9-12.8 – Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration

#### Economic Decision-Making

- ECO 9-12.1 – Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups

#### Exchange and Markets

- ECO 9-12.2 – Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes

#### The National Economy

- ECO 9-12.3 – Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living

#### The Global Economy

- ECO 9-12.4 – Analyze the role of comparative advantage in international trade of goods and services
- ECO 9-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations

#### Civic and Political Institutions

- CIV 9-12.1 – Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems

#### Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9-12.2 – Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles
- CIV 9-12.3 – Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues and enact democratic principles

#### Processes, Rules, and Laws

- CIV 9-12.4 – Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purpose achieved
- CIV 9-12.5 – Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues
- CIV 9-12.6 – Evaluate public policies in terms of intended and unintended outcomes, and related consequences
- CIV 9-12.7 – Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

## Common Core English Language Arts Standards; History 9-10

### Key Ideas and Details:

- CCSS.ELA-LITERACY.RH.9-10.1
  - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2
  - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3
  - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure:

- CCSS.ELA-LITERACY.RH.9-10.4
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5
  - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6
  - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RH.9-10.7
  - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8
  - Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9
  - Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10
  - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## Greenwich Public Schools Vision of the Graduate:

- *Pose and pursue substantive questions*
  - Students will develop and explore their own research question during a variety of research assignments including development of the Capstone project and Grade 10 research paper.
- *Critically interpret, evaluate, and synthesize information*
  - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting historical research. This source evaluation and research will allow students to gain a variety of historical perspectives.
- *Explore, define, and solve complex problems*
  - Students will apply historical knowledge to critically analyze current problems and issues. High school elective courses will allow for an in-depth study of many complex modern issues.
- *Communicate effectively for a given purpose*
  - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- *Advocate for ideas, causes and actions*
  - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action. Case studies in *Law in America*, for example, will be used to evaluate advocacy successes and failures.
- *Generate innovative, creative ideas and products*
  - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- *Collaborate with others to produce a unified work and/or heightened understanding*
  - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- *Contribute to community through dialogue, service, and/or leadership*
  - Through the study of different world leaders and political systems, students gain the skills they need to evaluate qualities of an effective leader. Through student council, community service requirements and other school organizations and responsibilities students will contribute to the community.
- *Conduct themselves in an ethical and responsible manner*
  - Historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- *Recognize and respect other cultural contexts and points of view*
  - Through the teaching of cultures from around the world students will recognize and respect other cultural contexts and points of view. By developing an understanding and empathy for others, students will appreciate differences and similarities between themselves and others.
- *Pursue their unique interests, passions and curiosities*
  - Students will have choice in many assignments and will be able to pursue their interests culminating in the Capstone project.
- *Respond to failures and successes with reflection and resilience*

- Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to insure continuous reflection and refinement.
  - *Be responsible for their own mental and physical health*
    - Social studies classes will help students develop study skills, and reduce stress through organization and planning.
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## **Assessments**

- 9th Grade Assured Experiences
  - First Semester: The students are introduced to the research paper process. Students will write a research paper (500-750 words) related to the development of a particular nation. There are several options from which the students choose. This assignment is in the second unit on Development.
  - Second Semester: The teacher has the option of assigning a research paper during the India or Iran Units (1000-1500 words). The assignment is focused on the progress of India or Iran. Students will assess the nation's progress since the establishment of its present-day government or influence in the global community and its relationship with the United States.
- Democratization
  - Evaluate the continuing challenges of implementing an Enlightenment ideal.
  - Evaluate the role of a constitution in defining the roles and responsibilities of government and citizens.
  - Does democracy meet the needs of the people? What components need to be in place for a successful democratic system?
  - Evaluate the success or failure of modern day challenges to political and/or economic freedoms. Political and/or economic challenges in any nation can be used at the teacher's discretion.
  - What countries/systems have posed the greatest challenge to democratic values?
  - Is it a responsibility for international organizations to spread democratic and free market values?
- Development
  - Evaluate the factors that most impact a nation's development status.
  - Make a recommendation that will help a nation to improve development.
  - What responsibility do former empires have to their old colonies?
  - What responsibility do level one nations have to improve the standard of living in the lower levels of development?
  - Should nations undertake rapid industrialization today? What could be the benefits? Pitfalls?
- Interconnectedness
  - How should international organizations be reformed in order to better achieve their goals?
  - To what extent do individual leaders/nations affect an international organization's agenda?

- Evaluate the successes or failures of the United Nations in the 20th and 21st centuries.
  - Ex. Peacekeeping, conflict resolution, genocide prevention, poverty rates
- Evaluate the success or failures of [economic organization of unit focus] in the 20th and 21st centuries.
- Research the international supply chain of a popular good or service. Evaluate how various nations and citizens can impact the success of production and distribution.
- Simulation and reflection
- Germany
  - Compare and contrast the economic, social, political experiences in East and West Germany.
  - Evaluate whether or not it was in Germany and/or Europe's best interest to unify the nation?
  - Given what you know about the reunification of East and West Germany and the status of Germany today, would you recommend that North and South Korea reunify? Be sure to include specifics from Germany's experience to justify your reasoning.
  - How did Germany go from pariah to the leader of the European Union?
  - Is the EU in Germany's best interest in the future?
  - What challenges does Germany face in maintaining its democratic establishment today?
- India
  - Role playing scenario as Indian and Pakistani representatives at nuclear negotiations.
  - Prepare an executive briefing for the U.S. President concerning U.S. - Indian/foreign relations
  - Evaluate India's government today. Does India deserve to be considered a democratic nation? What challenges may prevent India from improving their democracy?
  - Evaluate India's government and/or development. Suggest a policy that India would implement to help improve.
- Iran
  - The tension between traditional religious values and secularization (culture, innovation, political systems, and economic systems)
  - The different interpretations of democracy based upon culture (culture, innovation, political systems, and economic systems)
  - Evaluate the diplomatic challenges involved in mediating nuclear conflict (geography, economic systems, political systems, and diplomacy)
- Kenya
  - The experience of Kenya under colonialism and its impact on independent Kenya.
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- Brazil

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## **Resources**

- Primary resources including:
  - “The Declaration of the Rights of Man and Citizen”
  - [Factfulness](#) by Hans Rosling
  - [Preamble to the Charter of The United Nations](#)
  - German reunification assorted documents
    - Excerpt from Report by Federal Chancellor Dr. Helmut Kohl on the State of the Nation in Divided Germany: “Freedom as the Core of the German Question” March 15, 1984
    - Excerpt from Conversation between Mikhail Gorbachev and Margaret Thatcher Moscow, September 23, 1989
  - Jawaharlal Nehru’s “A Tryst with Destiny” speech
  - Ayatollah Khomeini interview by Oriana Fallaci, 1979
  - All African People’s Conference - Resolution on Imperialism and Colonialism, 1958
  - Speech by former president Dilma Rousseff upon impeachment,
- [BBC News](#)
- [The Economist](#)
- [The Wall Street Journal](#)
- [The New York Times](#)
- [The New York Times UpFront](#)
- [PBS](#)
- [Bloomberg](#)
- [The Atlantic](#)
- [60 Minutes](#)
- [Gapminder](#)
- [World Bank](#)
- [World Economic Forum](#)
- [The United Nations](#)
- [European Union](#)
- [Freedom House](#)
- [Brookings](#)
- [The Heritage Foundation](#)
- [Our World in Data \(Oxford University\)](#)

- [The Observatory of Economic Complexity: OEC](#)
- [Council on Foreign Relations](#)
- [Human Rights Watch](#)
- [Amnesty International](#)
- [History Channel](#)
- [Ted Talks](#)
- [Choices Units from Brown University](#)