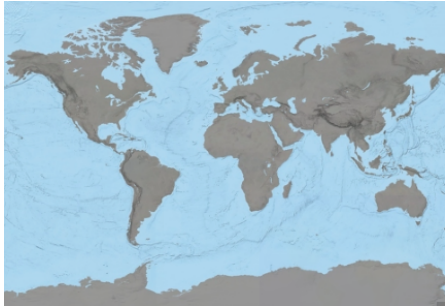
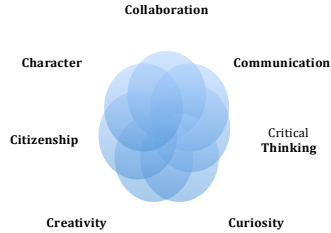


Content Area: Social Studies	Course: World History	Grade Level: Ninth
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Classical Civilizations 	<ul style="list-style-type: none"> 2-3 weeks 	
<ul style="list-style-type: none"> Post-Classical Era 	<ul style="list-style-type: none"> 3-4 weeks 	
<ul style="list-style-type: none"> Revolutions in Thought 	<ul style="list-style-type: none"> 4-6 weeks 	
<ul style="list-style-type: none"> The Age of Revolutions 	<ul style="list-style-type: none"> 5-7 weeks 	
<ul style="list-style-type: none"> Global Conflict 	<ul style="list-style-type: none"> 6-8 weeks 	
<ul style="list-style-type: none"> The Cold War and its Global Impact 	<ul style="list-style-type: none"> 4-6 weeks 	
<ul style="list-style-type: none"> The Contemporary World 	<ul style="list-style-type: none"> 4-6 weeks 	



Strands	Course Level Expectations
Civics	<ul style="list-style-type: none">• Grasp the understanding around the proper balance between the rights of the individual and the power of government.• Know that the international community may demonstrate different responsibility for the protection of human right?• Know what motivates people to question the authority of government.
History	<ul style="list-style-type: none">• Understand how some attempts at resolving conflicts create further problems?• Understand the changes that led to global conflicts (World War I, World War II)
Economics	<ul style="list-style-type: none">• Understand that reasons for conflict and competition change over time.• Compare market reforms as well as types of government and their impact on economic development.
Geography	<ul style="list-style-type: none">• Understand how famines and natural disasters impact economic and social environments.• Explain how political changes created changes in human development, exploration or conflict.

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Unit Title	Classical Civilizations	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did geography influence the way of life and interaction amongst people? • Was Athens democratic? • How did Sparta and Athens differ? • What can we learn about values and actions from mythology? • How should historians view Alexander the Great? • Was the Roman Republic democratic? • How did classical societies contribute to western thought and culture? 		
Standards*	Developing Questions and Planning Inquiry INQ 9-12.1, INQ 9-12.2 Evaluating Sources and Using Evidence: INQ 9-12.6, INQ 9-12.7 Communicating Conclusions and Taking Informed Action: INQ 9-12.10 Applying Disciplinary Concepts and Tools HIST 12.16, GEO 12.4, CIV 9-12.2		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Comparative governments • Modern impact of classical societies 		
Key Vocabulary	polis, acropolis, direct democracy, representative democracy, aristocracy, oligarchy, monarchy, mythology, philosophy, republic		

Standards based on Connecticut Elementary and Secondary Social Studies Framework

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	Classical Civilizations	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the factors that led to the demise of both early and Classical civilizations how the Greeks and Romans contributed to western thought and culture 	<ul style="list-style-type: none"> Apply elements of classical society (ie. individualism) to the beliefs of modern western society Gather information from primary sources, interpret it, and use it to organize and write an essay answering a historical question. Compare and contrast the different classical civilizations Interpret and draw conclusions from both primary and secondary sources learn techniques for taking notes from a text practice effective reading and study skills Work effectively both alone and within cooperative groups Make inferences, create hypotheses and gather evidence to arrive at plausible conclusions better understand how history is written interpret various primary sources and infer what they reveal about the society that created them

Assessments:	<ul style="list-style-type: none"> Performance Tasks of Classical Societies on Western Culture
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History, Region 14 Databases, Local Libraries

Unit Title	Post Classical Era - The Middle Ages to the Renaissance	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why did feudalism develop and what was its global impact? • Could the Bubonic plague or similar biological crises happen today? • How did the Renaissance change man's view of man? • How did the Age of Exploration impact the world politically, socially, and economically? • What impact does technology have on a society?
Standards	Developing Questions and Planning Inquiry INQ 9-12.11, INQ 9-12.12, INQ 9-12.15 Applying Disciplinary Concepts and Tools HIST 9-12.1, HIST 9-12.2, HIST 9-12.15, GEO 9-12.2, ECON 9-12.1
Unit Strands & Concepts	<ul style="list-style-type: none"> • Feudalism • Black Plague • Middle Ages • Renaissance • Age of Exploration
Key Vocabulary	feudalism, clergy, serfdom, knights, nobility, plague, classicism, humanism, secularism, mercantilism, Columbian Exchange, genocide

Unit Title	Post Classical Era -The Middle Ages to the Renaissance	Length of Unit	3-4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the reasons for the rise of feudalism and its impact in societies around the world how the migrations of people led to new states how organized religion was closely linked with the political structures of the era how the rediscovery of classicism was instrumental in forging the new humanism of the Renaissance. understand the impact of disease on people and civilizations the environmental, social, economic, and political results of the Columbian Exchange and the age of discovery and colonization The impact of the slave trade 	<ul style="list-style-type: none"> write a piece of historical fiction from a specific perspective or role, using primary and secondary sources for information interpret and draw conclusions from both primary and secondary sources decide and defend whether or not feudalism was beneficial or detrimental to society practice effective reading and study skills work effectively both alone and within cooperative groups compare and contrast art from the medieval era to the Renaissance time period postulate how we should distribute the moral responsibility for the Atlantic slave trade..

Assessments:	<ul style="list-style-type: none"> Performance Based Tasks, DBQ's, Collaborative Projects, Debate, Presentation
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History, Region 14 Databases

Unit Title	Revolutions in Thought	Length of Unit	4-6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What were the political, economic, and social conditions during the Age of Absolutism? • What were the ideologies of the Age of Reason? • How could ideologies of the Enlightenment cause a revolution?
Standards	Developing Questions and Planning Inquiry INQ 9-12.4 Applying Disciplinary Concepts and Tools HIST 9-12.6, GEO 9-12.5, ECON 9-12.2, CIV 9-12.5, CIV 9-12.7
Unit Strands & Concepts	<ul style="list-style-type: none"> • Age of Absolutism • Scientific Revolution • The Enlightenment
Key Vocabulary	inquisition, humanism, state of nature, mercantilism, capitalism, limited liability, stocks, conquistadors, social contract, tabula rasa, checks and balances, natural rights

Unit Title	Revolutions in Thought	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how the Enlightenment ideals impacted both the political and cultural development of the United States and of modern Europe. • the impact the Scientific Revolution and Enlightenment had on political, technological, economic, social, religious, and intellectual thought. 	<ul style="list-style-type: none"> • analyze how the scientific method changed the way people learned about the natural world • uncover the reasons the scientific revolution changed the way people saw themselves and their place in the universe. • decide and defend the reasons the Roman Catholic church objected to the Copernican theory • argue the impact of the Enlightenment for the sophes • analyze why reason was so important to Enlightenment thinker • discuss and defend their opinion on how the Enlightenment could lead to revolutions.

Assessments:	<ul style="list-style-type: none"> • Performance Assessment - Document Based Question, Socratic Seminar Discussion
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History, Region 14 Databases, Local Libraries

Unit Title	The Age of Revolutions	Length of Unit	5-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What motivates people to question the authority of government? • Was the French Revolution inevitable? • What was revolutionary about the Industrial Revolution? • During the era of the Industrial Revolution, how did economic decisions affect changes in population distribution? • Was the Industrial Revolution a blessing or a curse? • Did Napoleon uphold the ideologies of the French Revolution? • How does the Communist Manifesto represent a response to the Industrial Revolution? • How are the issues facing Europe during industrialization similar to those facing emerging industrial economies today? 		
Standards	Developing Questions and Planning Inquiry INQ 9-12.3, Communicating Conclusions and Taking Informed Action: INQ 9-12.13 Applying Disciplinary Concepts and Tools HIST 9-12.3, HIST 9-12.11, GEO 9-12.6, GEO 9-12.8, ECON 9-12.3, CIV 9-12.1		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Causes and effects of the French and Russian Revolutions • Cause sand effects of revolutions in Latin America • Positive and negative effects of the Industrial Revolution • Napoleon’s impact on Europe • Comparative Analysis of Industrialization over time 		
Key Vocabulary	socialism, proletariat, nationalism, bourgeoisie, communism, separation of power, natural law reign of terror, interchangeable parts, suffrage, labor unions, assembly line, capital, corporations, strikes consumerism, tenements, slums, Social Darwinism, imperialism, coup d’etat		

Unit Title	The Age of Revolutions	Length of Unit	5-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the reasons that leads a society to revolution the impact Napoleon had on Europe and the future of the world the short and long-term impact/consequences of Industrialization the impact technology had on migration patterns, urbanization, and global trade networks the intellectual, social, and political reactions to the new industrial era the justification and causes of imperialism the legacy imperialism had on the non-western world the origins, tenets of both capitalism and communism and their impact on political and economic institutions 	<ul style="list-style-type: none"> evaluate the causes and effects of the French Revolution. debate whether violence is ever justified in the pursuit of societal change. analyze the effect Enlightenment ideas had on both the French Revolution and revolutions in Latin America. decide and defend whether industrialization benefited or hindered the working class. compare and contrast the European Industrial Revolution to that of emerging nations today. analyze the ways ordinary citizens were able to improve working conditions through unions and participation in the democratic process. compare and contrast 18th century imperialism with 16th century colonialism.

Assessments:	<ul style="list-style-type: none"> Performance Based Assessments, Document Based Writing, Debates, Presentations
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History

Unit Title	Global Conflict	Length of Unit	6-8 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did industrialization and nationalism lead to imperialism? • How did reactions to change influence the causes and events of World War I? • What role did changing technology contribute to the changing nature of warfare? • How did the end of World War I lead to the rise of totalitarianism? • To what extent was World War II a “total war?” • What accounts for the frequent human rights violations in the modern world? • To what extent is the international community responsible for the protection of human rights?
Standards	<p>Developing Questions and Planning Inquiry INQ 9-12.5</p> <p>Evaluating Sources and Using Evidence: INQ 9-12.9</p> <p>Applying Disciplinary Concepts and Tools HIST 9-12.8 HIST 9-12.10, GEO 9-12.7, ECON 9-12.4, CIV 9-12.3,CIV 9-12.4</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • World War I • Totalitarianism • World War II • The Holocaust
Key Vocabulary	human rights, dictatorships, Fascism, Communism, ethnic cleansing, alliances, militarism, total war, propaganda, Holocaust, appeasement, genocide, totalitarianism, total war, terrorism, globalization, Nazism, refugees, ghettos, blitzkrieg, depression, recession, inflation, stalemate, trench warfare, reparations self-determination, propaganda

Unit Title	Global Conflict	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How nationalism, militarism, and the alliance system led to World War I. • The role technology had in changing the nature of 19th century warfare with that of the 20th century. • The way economic, political, and social crises can pave the way for radical, authoritarian governments. • How and why genocide has occurred in the 20th century. • The causes and results of both WWI and WWII. • the emergence of the concepts of mass politics and total war • the causes and course of the Cold War • the great “isms” of the 19th and 20th centuries: nationalism, militarism, socialism, romanticism, imperialism, communism, liberalism, conservatism, fascism 	<ul style="list-style-type: none"> • decide and defend whether the First World War was inevitable. • Evaluate the evidence that supports and refutes the idea that the First World War was a turning point in history. • Discuss the idea that World War II was simply a continuation of World War I. • Create a graphic organizer that compares and contrasts communism and fascism. • Explore the conditions under which fascism grew in Europe and evaluate the likelihood of it emerging in the 21st century. • Identify the importance of new technology in changing the nature of conflict in the 20th century. • Evaluate the moral responsibility of those who participated in, witnessed, and lived during the Holocaust. • Evaluate the extent to which World War I and II represented “total war”.

Assessments:	Performance Based Assessments, Document Based Questions, Open-Ended Question, Debates, Presentations, Socratic Seminars
Teacher Resources:	The DBQ Project Mini-Q’s, Document-Based Question Activities for World History, Region 14 Databases, Local Libraries

Unit Title	Cold War and Its Global Impact	Length of Unit	4-6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Did the rise of democratic socialist economies in Western and Northern Europe during the post-World War II era create economic equity, stability, and growth in these countries? • What factors led to the people's support of a communist revolution in China? • Did the end of the Cold War indicate Communism had failed?
Standards	Evaluating Sources and Using Evidence: INQ 9-12.8 Applying Disciplinary Concepts and Tools HIST 9-12.7, HIST 9-12.9, HIST 9-12.15, CIV 9-12.6
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Cold War • Communist China • Decolonization, Democratization, and the Legacy of Imperialism
Key Vocabulary	containment, iron curtain, deterrence, arms race, detente, non-violence, inflation, recession, proxy war, terrorism

Unit Title	The Cold War and Its Global Impact	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the roots of the Cold War and its global impact. the impact nuclear weapons had on changing the balance of power and the nature of warfare in the modern era. the growing rivalry between the Soviet Union and China. the increasing use of terrorism as a tool for political change. 	<ul style="list-style-type: none"> compare the rise and implementation of communism in the Soviet Union with that of China analyze the causes of decolonization in Africa, Asia, and Latin America, and the lasting impact of imperialism on those nations summarize the political, social, and economic impact of the Communist Party on the people of China. evaluate the role and growth of technology during the Cold War. identify and evaluate the aims, tactics, and impact of the terrorist organizations of the 1960s through the 1980s.

Assessments:	Performance Based Assessments, Document Based Questions, Open-Ended Question
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History, Region 14 Databases, Local Libraries

Unit Title	Contemporary World	Length of Unit	4-6 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did the political, social, and economic factors lead to the collapse of the Soviet Union? • What is modernization and globalization and are they connected? • Is modernization advancement? • How have wars and natural disasters caused human migrations? • What political, economic, social and environmental problems will the people of the 21st century likely face? 		
Standards	Communicating Conclusions and Taking Informed Action: INQ 9-12.16, INQ 9-12.17 Applying Disciplinary Concepts and Tools HIST 9-12.12, HIST 9-12.13, HIST 9-12.17, ECON 9-12.5		
Unit Strands & Concepts	<ul style="list-style-type: none"> • End of Cold War • Conflicts in the Middle East • Human Rights • Global Terrorism • Globalization • The Information Age 		
Key Vocabulary	terrorism, globalization, modernization, solidarity, ethnic cleansing, Sunni, Shi'ite		

Unit Title	Contemporary World	Length of Unit	4-6 Weeks
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Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the importance of trade in a global economy. the environmental challenges of the 21st century. the reasons the Soviet Union collapsed. the causes of conflict in the Middle East. that Nationalism and Globalization often conflict. how the information revolution has affected their lives. 		<ul style="list-style-type: none"> evaluate the positive and negative outcomes resulting from the collapse of the Soviet Union for both its people as well as the international community. analyze the short-term and long-term causes and effects of the creation of Israel. evaluate the role nationalism and globalism have played in world conflicts. simulate the process and challenges international organizations experience in defending human rights. analyze the causes and effects of global terrorism. uncover the positive and negative impact of globalization. discuss the political, economic, and social impact of the internet and social media on people, nations, and movements.

Assessments:	Performance Based Assessments, Document Based Questions, Open-Ended Question, Debates, Socratic Seminars, Presentation addressing a global problem.
Teacher Resources:	The DBQ Project Mini-Q's, Document-Based Question Activities for World History