



ANSONIA PUBLIC SCHOOLS

Global History I (Grade 9)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: Social Studies	Course: Global History I
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for Social Studies 1. Inquiry: Developing questions, conducting investigations, evaluating evidence, and communicating conclusions 2. History: Understanding change over time, multiple perspectives, evidence, and historical argumentation 3. Geography: Analyzing places, environments, populations, and global connections 4. Economics: Examining decision-making, markets, resources, and economic systems 5. Civics: Exploring institutions, civic participation, democratic processes, and the rule of law
Unit Titles	
Unit 1: Ancient Civilizations: Greece and Rome	
Unit 2: Middle Ages: Fall of Rome through the Crusades	

Course Overview:
Global History is a record of the adventures of man. It deals with significant people and events, broad historical concepts and geographical themes. In today's fast-paced world, the study of global history provides the continuity that helps us understand the past and recognize its contribution to the present and the future. This course covers early European civilizations from Ancient Greece through the Crusades.

Unit 1: Ancient Civilizations: Greece and Rome

Priority Standards:	Supporting Standards:
MW.Inq.1.b Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives MW.Inq.2.a Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content MW.In.3.a Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources MW.Inq.4.a Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses	CT Core Standards Grades 9-10: 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.WHST.9-10.7 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. CCSS.ELA-Literacy.WHST.9-10.1-8 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.
Big Ideas	Essential Questions

• The Greeks laid the foundations for modern democracy, philosophy, and rational thought, but were limited by disunity and rigid social hierarchies. • Rome mastered architectural engineering, military strategy, and systemic law, allowing it to unify diverse cultures—though overexpansion and corruption led to its collapse. • Without an overarching empire, Europe turned to Feudalism and the Catholic Church for stability, leading to a period of intense religious focus, technological adaptation, and eventual rebirth.	• How did the environment impact the development of civilizations? • What were the significant events and themes of Ancient Greece, the Roman Republic and Roman Empire? • What were the significant events and themes during the Middle Ages? • How did the Catholic Church influence political, economic, and social changes in Medieval Europe?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Differentiate between firsthand accounts and historical commentary. • Identify the short-term and long-term consequences of major events. • Annotate information effectively and highlight key arguments from complex texts. • Construct a clear, evidence-based claim with supporting details	

Unit 2: Middle Ages

Priority Standards:	Supporting Standards:
MW.Inq.1.b Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives MW.Inq.2.a Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content MW.Inq.3.a Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources MW.Inq.4.a Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses	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.9-10.6 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. 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.WHST.9-10.1 Write arguments focused on discipline-specific content. CCSS.ELA-Literacy.WHST.9-10.1-8 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. CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Big Ideas	Essential Questions

• The collapse of central authority (like Rome) led to the rise of new localized systems based on survival and protection. • Feudalism and the manorial system were highly structured social and economic hierarchies where every person had specific duties. • The Catholic Church was the single most powerful unifying and controlling force in medieval Europe.	• How do societies rebuild, adapt, and maintain order in the aftermath of conflict? • To what extent does a rigid social structure create stability versus inequality? • How do religious institutions shape culture, politics, and daily life?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Determine the central ideas of historical texts • Understand historical vocabulary and key terms in context • Evaluate an author's claims and evidence • Compare historical perspectives • Analyze document based questions (DBQ's)	

