



ANSONIA PUBLIC SCHOOLS

Global History II (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 II
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: Renaissance and Reformation	
Unit 2: Enlightenment and Revolutions	
Unit 3: Nationalism and World War I	

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 European History from the Renaissance through World War I.

Unit 1: The Renaissance and Reformation

Priority Standards:	Supporting Standards:
MW.His.1.a. Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration MW.His.8.a. Analyze how current interpretations of cultural exchange of the early modern world are limited by availability of sources and the perspectives represented MW.Inq.4.a Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses MW.His.1.c – Evaluate the extent to which political and social change was advanced by women in the Enlightenment and Scientific Revolution. MW.Eco.5.a – Describe how the Atlantic system affected global trade through cultural diffusion and competition.	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

• Cultural and intellectual movements can transform societies. • The spread of information can lead to significant social and political change. • Religious beliefs and institutions shape societies.	• How did Renaissance ideas change the way people viewed themselves and the world? • How can technology influence the exchange of ideas? • How can religious disagreements lead to social and political change?
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...)	
• Understand how new ideas can challenge traditional beliefs and institutions. • Explain how individuals and groups can influence significant historical change. • Identify advances in technology and understand how they can accelerate the spread of ideas. • Describe how religious and cultural movements can reshape political, social, and economic systems. • Explain how the Renaissance and Reformation helped establish many values and institutions that continue to shape the modern world.	

Unit 2: The Enlightenment and Revolutions

Priority Standards:	Supporting Standards:
MW.His.1.b – Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society. MW.His.2.a – Analyze how the diffusion of Enlightenment ideas influenced revolutions. MW.Civ.2.a – Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of government. MW.His.1.c – Evaluate the extent to which political and social change was advanced by women in the Enlightenment and Scientific Revolution.	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

• New ideas can inspire political and social change. • Governments derive their power in different ways. • Revolutions occur when people seek change.	• How did Enlightenment ideas inspire revolutions and reshape governments around the world? • How did Enlightenment thinkers challenge traditional forms of government? • Why do ideas have the power to spark revolutions? • How do societies balance order and freedom?
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...)	
• Explain how new ideas can challenge existing political and social systems. • Identify different forms of government and understand how they reflect different beliefs about power and authority. • Describe how revolutionary movements can lead to both positive reforms and unintended consequences. • Understand that the principles of liberty and equality continue to shape societies today. • Explain how the Enlightenment influences democratic movements around the world still today	

Unit 3: Nationalism and World War I

Priority Standards:	Supporting Standards:
MW.His.1.e. - Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism). MW.His.2.b – Analyze how changes in military technology impacted the outcomes of various conflicts throughout the twentieth century. MW.His.14.b – Analyze how the Industrial Revolution impacted the balance of power among nations, including the Anglo-German naval arms race. MW.His.1.d – Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power.	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

• Nationalism can unite people and divide them. • Technology changes the nature of warfare. • War affects societies beyond the battlefield and outcomes have the potential to significantly impact a country's future.	• How do ideas, identities, and conflicts shape societies and drive historical change? • How can strong national pride contribute to conflict? • What factors contributed to the outbreak of World War I? • How can technology increase both opportunities and dangers?
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...)	
• Explain how nationalism can strengthen unity within a nation as well as increase competition and tension between nationalities. • Identify how militarism, alliances, imperialism, and nationalism contributed to World War I. • Discuss how advances in technology often create new ethical and social challenges. • Describe how war influences economic, social, and political systems.	

