

Grade 9

“The Emergence of the Modern World”

Define the Year:

The purpose of this year-long required course is to have students explore the legacy that they have inherited from the historical events in the world over the previous half millennium. To achieve this, students will overlap their 7th grade studies of the European Reformation and Renaissance as a precursor to the Age of Exploration. Students will examine the political, cultural, and economic transformations that occurred as a result of global exploration. From there students will explore the various political and economic revolutions that have reshaped various societies and sometimes the world as a whole. Students will analyze the major long-term political, social, and economic forces that gave rise to the global conflicts of the first half of the 20th century. Finally, students will explore emerging trends in the world paying particular attention to the political, cultural, and economic effects of globalization. By the end of the course students will demonstrate a greater understanding of the modern world and its historical legacy.

Define the Units:

Unit 1: The Age of Exploration (Eastern and Western, early colonization)

Unit 2: The Age of Revolutions (Scientific, Enlightenment, Industrial, Political – French, American, Russian)

Unit 3: Nationalism, Imperialism & Global Conflict (Colonial Empires and World Wars)

Unit 4: Globalization (Economic, Political, Cultural)

CCSU Comprehensive Curriculum for Social Studies

Grade 9, Unit 1: The Age of Exploration

Humans from various cultures began to explore their world on a grand scale around the middle of the second millennium. Students will examine various exploration attempts (e.g. Chinese, Spanish, Portuguese, Dutch, French & British) with an emphasis on the motivations behind these attempts. Students will examine the social, economic and political forces that encouraged and discouraged global exploration. Students will demonstrate an awareness of the impact (both positive and negative) of exploration and early colonization on various cultures worldwide. Students will understand the conflicts that arose between exploring nations as well as with indigenous cultures.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Questions: How did the processes of exploration, colonization, migration, revolution, global conflict, and globalization shape the emergence of the modern world?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the movement and interaction of people during the Age of Exploration?

Domain Essential Questions: Why do we explore? What are the consequences of cultural interaction? What role do geography and economics play in understanding human exploration?

Concepts to Emphasize: exploration, colonization, location, place, region

Grade 9, Unit 1: The Age of Exploration

Domains: History, Physical Geography, Cultural Geography, Economics

Concepts to Emphasize: exploration, colonization, location, place, region

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p>H&SS9-12:9 Students show understanding of how humans interpret history by:</p> <ul style="list-style-type: none"> • <u>Locating appropriate primary and secondary sources in order to find evidence to support his or her hypothesis.</u> • Reading interpreting historic maps, <u>and evaluating bias in these maps</u> (e.g., size of African on European-made maps). 	<p>1. The analysis of historical documents helps us interpret and understand historical events and processes.</p>	<p>Read and interpret historical maps and other historical documents. (2b)</p>

	<ul style="list-style-type: none"> • Evaluating the credibility of differing accounts of the same event(s), and <u>recognizing any existing bias in their own writing about historical events</u> (e.g., comparing accounts of an event in history textbook written in the early 1900s to the same account described in a more recent history text). • Recognizing media bias in the interpretation of world events, past and present (e.g., World War II propaganda). • <u>Using technology to interpret history</u> (e.g. using technology to access and interpret historical data). 		
	<p>H&SS9-12:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying characteristics of states, countries, and continents; <u>synthesizing and evaluating characteristics of various areas in relation to a particular variable</u> (e.g., quality of life, economic opportunity, desirability). • Interpreting <u>and analyzing</u> a variety of effective representations of the earth such as maps, globes, and photographs and project future changes (e.g., analyzing maps to determine how population density has changed and will change). • <u>Identifying, utilizing, and evaluating appropriate maps for specific purposes</u> (e.g., choosing resource allocation maps in order to investigate oil distribution). • Using <u>a variety of</u> grid systems to locate places on maps and globes (e.g., UTM or Public Land Survey Systems). • Analyzing and synthesizing similar and dissimilar spatial patterns using geographic resources (e.g., examining levels of AIDS infection in relation to population density and literacy). 	<p>2. We can use geographic knowledge to understand the present, communicate historical interpretations, and plan for the future.</p> <ol style="list-style-type: none"> a. How can we use geographic knowledge and images to advance historical interpretations? 	<p>Interpret and analyze a variety of effective representations of the earth such as maps, globes, and photographs and project future changes. (3a)</p>

	<p>H&SS9-12:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> Analyzing how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location); <u>analyzing the means by which various cultural groups try to retain their cultural identity.</u> 	<p>3. The causes, effects, and processes of human movement are based upon both voluntary and involuntary factors.</p> <p>a. Why do people move? What impact does the movement of people, ideas, and goods have on the world.</p>	<p>Analyze and evaluate the impact of voluntary and involuntary migration patterns in the world. (4a)</p>
	<p>H&SS9-12:18 Students show an understanding of the interaction/interconnectedness between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> <u>Explaining patterns and networks of economic interdependence that exist nationally and globally</u> (e.g., currency, stock market, world trade). 		<p>Explain patterns and networks of economic interdependence that exist nationally and globally (e.g., world trade/globalization). (6a)</p>

CCSU Comprehensive Curriculum for Social Studies

Grade 9, Unit 2: The Age of Revolutions

Periods of social, political, and economic expansion are followed by periods of contraction. While history is predominantly characterized by relative continuity (autocratic government, agricultural subsistence, etc.) it is important to understand periods of dramatic social, political, and economic change. Students will examine the Scientific Revolution and the Enlightenment as a precursor to subsequent political revolutions (e.g. French, American, etc.). An important focus of the unit is the dramatic economic, social, and political changes (e.g. Russian Revolution) associated with the Industrial Revolution in the west.

Domains: History, Civics, Government, and Society

Overarching Essential Questions: How did the processes of exploration, colonization, migration, revolution, global conflict, and globalization shape the emergence of the modern world?

Inquiry Focus: How can we use a variety of sources and approaches to investigate various revolutions in human history?

Domain Essential Questions: What is a revolution? Why do people rebel against their government? How do revolutions affect people's social, economic, and political lives? What is the proper role of government?

Concepts to Emphasize: revolution, Enlightenment, authority, democracy, industrialization, capitalism, communism

Grade 9, Unit 2: The Age of Revolutions

Domains: History, Civics, Government, and Society

Concepts to Emphasize: revolution, Enlightenment, authority, democracy, industrialization, capitalism, communism

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p>H&SS9-12:8 Students connect the past with the present by:</p> <ul style="list-style-type: none"> • <u>Explaining historical origins of key ideas and concepts</u> (e.g., Enlightenment, Manifest Destiny, religious and governmental philosophies) <u>and how they are reinterpreted over time.</u> • <u>Assessing how lifestyles and values have undergone dramatic changes in the U.S. and world</u> (e.g., comparing the life in China under the early imperial dynasties to present day life, and assessing the degree of similarity and difference). • <u>Hypothesizing how critical events could have had different outcomes.</u> 	<ol style="list-style-type: none"> 1. History reflects both patterns of change and constancy. <ol style="list-style-type: none"> a. What are the patterns of change and constancy that shape and define history? b. How do patterns of change and constancy affect the course of history? 2. Change in history can be either revolutionary or evolutionary processes within a society or civilization. <ol style="list-style-type: none"> a. What causes revolutionary change in societies and civilizations, including revolutions in technology and society? b. To what extent do other forces bring about change in a slower, more evolutionary way? 	<p>Explain historical origins of key ideas and concepts. (2a)</p> <p>Explain transitions between eras. (2c)</p>

	<p>H&SS9-12:15 Students show understanding of various forms of government by:</p> <ul style="list-style-type: none"> • <u>Evaluating</u> how and <u>why</u> rules and laws are created interpreted, and changed (e.g., evaluating recent decisions by the U.N.). • <u>Analyzing</u> the principles in key U.S. <u>and international</u> documents and how they apply to their own lives (e.g., Patriot Act, Universal Declaration of Human Rights). • Describing how government decisions impact <u>citizens locally, nationally, and internationally.</u> • <u>Comparing and evaluating</u> the basic functions, structures and purposes of governments both past and present (e.g. democracy vs. dictatorship, internal and external protection). 	<ol style="list-style-type: none"> 3. Governments are in a constant process of change and evolution, reflecting how societies, countries, and civilizations have agreed upon or disagreed about citizenship, authority, and power allocation. <ol style="list-style-type: none"> a. Why do governments rise and sometimes fall? b. To what extent are governments always in a process of constant change and evolution? 4. Governments are based upon sets of principles and philosophical underpinnings that reflect the beliefs and values of the groups giving rise to that government. <ol style="list-style-type: none"> a. To what extent do these principles and underpinnings reflect the belief and values of the groups giving rise to that government? b. What happens when the principles and philosophical underpinnings underlying a government do not match those of the governed? 	<p>Analyze the principles in key international documents and how they apply to their own lives (e.g., Universal Declaration of Human Rights). (5a)</p> <p>Compare and evaluate the basic functions, structures, and purposes of governments, both past and present. (5b)</p>
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Grade 9, Unit 3: Nationalism, Imperialism, & Global Conflict

The rise of the modern nation state combined with the Industrial Revolution resulted in violent competition for global superiority. Students will examine the increasing role of national identity in shaping human interaction (e.g. the rise of Germany, Italy, Japan, etc.). In the race for industrial expansion competing nations fought to secure limited resources found throughout the world. Students will examine various colonial experiences throughout the world (e.g. Africa, Asia, etc.) with an emphasis on the economic, political, and social forces shaping those experiences. Students will examine the major global conflicts that resulted from imperialism (e.g. World War I & II).

Domains: Economics

Overarching Essential Questions: How did the processes of exploration, colonization, migration, revolution, global conflict, and globalization shape the emergence of the modern world?

Inquiry Focus: How can we use a variety of sources and approaches to investigate nationalism, imperialism and global conflict?

Domain Essential Questions: What is nationalism? Why do nations try to control other people/places? To what extent did the Industrial Revolution create the race for imperialism? To what extent was global conflict an inevitable result of imperialism? How did the world wars help to shape the modern world (economically, socially, and politically).

Concepts to Emphasize: nationalism, imperialism, militarism, conflict, depression

Grade 9, Unit 3: Nationalism, Imperialism & Global Conflict

Domains: Economics

Concepts to Emphasize: nationalism, imperialism, militarism, conflict, depression

CCSU Power Standards

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Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p>H&SS9-12:18 Students show an understanding of the interaction/interconnectedness between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services and comparing and contrasting the findings (e.g., compare the use of labor supply in different countries) Drawing conclusions about how choices within various economic systems affect the environment in the state, nation, and/or world (e.g., mixed, command, and market economies). 	<ol style="list-style-type: none"> An economic system involves the institutions, structures, and processes related to the development and distribution of resources. <ol style="list-style-type: none"> What is an economic system? How do economic systems affect how resources are developed and distributed? Mercantilism was an attempt to increase the wealth and power of a nation by competing with other nations for the control of scarce resources. <ol style="list-style-type: none"> What is mercantilism? How did nations attempt to control scarce resources? To what extent did nations and/or people benefit and/or suffer from mercantilist policies? 	<p>Explain how various economic systems address economic problems (free market, mixed market, command economy). (6e)</p>

		<ol style="list-style-type: none"> 3. Capitalism involves the private ownership of resources and focuses on a more efficient allocation of resources. <ol style="list-style-type: none"> a. To what extent do free market economies succeed in creating and efficiently distributing wealth? 4. Command economies are based upon public ownership of resources and focus on a more equitable distribution of resources. <ol style="list-style-type: none"> a. To what extent do command economies succeed in creating and equitably distributing wealth? 	
	<p>H&SS9-12:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Explaining conditions, actions, and motivations that contribute to conflict within and among individuals, communities, and nations (e.g., economic conditions, religious beliefs, political repression). 		

CCSU Comprehensive Curriculum for Social Studies

Grade 9, Unit 4: Globalization

The world is increasingly becoming a smaller place with greater degrees of human interaction and interdependence. Globalization might ultimately be defined as the diminishing importance of the nation state as human interaction becomes more global in nature. Students will examine the economic, political, and social forces that drive and are affected by globalization. Students will develop an understanding of the consequences (both positive and negative) associated with globalization. Students will make examine, discuss, and debate contemporary global issues and make predictions about the future course of human history.

Domains: Civics, Government, and Society, Physical Geography, Cultural Geography, Economics

Overarching Essential Questions: How did the processes of exploration, colonization, migration, revolution, global conflict, and globalization shape the emergence of the modern world?

Inquiry Focus:

Domain Essential Questions: What is globalization? In what ways are humans becoming increasingly interdependent? To what extent is nationalism less of an influence on human interaction? How will the economic, political, and social forces of globalization affect our future both positively and negatively?

Concepts to Emphasize: migration, human and environmental interaction, interdependence, diplomacy, international cooperation, globalization

Grade 9, Unit 4: Globalization

Domains:

Concepts to Emphasize: migration, human and environmental interaction, interdependence, diplomacy, international cooperation, globalization

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Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p>H&SS9-12:20 Students make economic decisions as a consumer, producer, saver, investor, and citizens by...</p> <ul style="list-style-type: none"> Using economic terms to analyze and interpret global economic issues and problems (e.g., Should there be debt relief for economically unstable countries?). 	<ol style="list-style-type: none"> Globalization is a process by which people around the world become increasingly interconnected. <ol style="list-style-type: none"> How has the interconnectedness of world economies evolved over time? To what extent do nations and/or people benefit and/or suffer from globalization? 	<p>Use economic concepts to analyze and interpret global economic issues and problems. (6c)</p>

	<ul style="list-style-type: none"> Examining the causes and long term effects of people’s needs and/or wants exceeding their available resources, and proposing possible solutions (e.g., distribution and use of fresh water). <u>Demonstrating understanding of patterns and interdependence locally, nationally, and globally that are involved in the production of a product or service</u> (e.g., supply and demand). 		<p>Examine the causes and effects of people’s wants exceeding their resources. (6d)</p>
	<p>H&SS9-12:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> Observing, comparing, and analyzing patterns of national and global land use <u>over time</u> (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities; <u>speculating as to which areas might be used in the future and the impact of that usage.</u> Locating the physical, political, and cultural regions the United States and the world; <u>hypothesizing the effects of current trends on these regions</u> (e.g., the dominance of English as an international language). <u>Predicting areas of the world that will increase in future importance and giving reasons to support this prediction.</u> <u>Analyzing how technological and environmental changes impact settlement patterns over time</u> (e.g., using tables and maps to show the distribution of refugees from areas affected by natural disasters). 		<p>Locate the physical, political, and cultural regions of the modern world. (3b)</p>

	<p>H&SS9-12:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • <u>Evaluating the significance</u> of governmental and nongovernmental international organizations (e.g., UN, World Health Organization, Doctors Without Borders, International Atomic Energy Agency, IMF & WTO). • <u>Analyzing the impact</u> of interdependence among states and nations (e.g., OPEC, NAFTA). • <u>Analyzing the effectiveness</u> of behaviors <u>that are intended to</u> foster global cooperation among groups and governments (e.g., League of Nations, nation building, coalition to fight terrorism). • Proposing and defending ways to ease tensions and/or peacefully resolve conflicts (e.g., assimilation/separatism; affirmative action; diplomacy). <p>H&SS9-12:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • <u>Analyzing the impact</u> of a current or historic issue related to human rights, and explaining how the values of the time or place influenced the issue (e.g., Guantanamo, land mines, invasion of Iraq). • After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., gay rights, environmental protection, privatization of government). • <u>Describing</u> how diversity contributes to change over time (e.g., how population shifts impact politics, whites becoming a minority in the U.S., interracial marriage). 	<p>2. Individuals and governments engage in international efforts to promote cooperation and peace.</p> <p>a. To what extent are international organizations successful at reducing conflict?</p>	<p>Analyze the effectiveness of behaviors that are intended to foster global cooperation among groups and governments (e.g., League of Nations, United Nations). (5c)</p> <p>Analyze the impact of interdependence among states and nations (e.g., OPEC, NAFTA). (5d)</p> <p>Evaluate the importance of the rise of regional economic unions around the world (NAFTA, the EC & Euro, etc.). (6b)</p> <p>Evaluate the significance of governmental and nongovernmental international organizations (e.g., WHO, WTO, IMF, World Bank, International Atomic Energy Agency, etc.). (5e)</p>
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	<p>H&SS9-12:13 Students analyze how and why cultures continue and change over time by:</p> <ul style="list-style-type: none"> • <u>Analyzing and evaluating the impact</u> of expressions of culture in Vermont, the U.S. and the world through analysis of various modes of expression such as poems, songs, dances, stories paintings, and photographs (e.g. analyzing the influence of black slave culture on subsequent generations of African Americans). • <u>Analyzing</u> the contributions of various cultural groups to the world, both past and present, including immigrants and native peoples; <u>hypothesizing about the impact of the globalization of culture.</u> • <u>Analyzing and evaluating</u> ways in which culture in the United States and the world has changed and may change in the future (e.g., how might the spread of Islam change American culture in the future?). 		<p>Analyze the contributions of various cultural groups to the world as well as the impact of globalization on culture. (4b)</p>
	<p>H&SS9-12:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Predicting possible outcomes of current world events, and supporting these predictions. 		