

**Griswold High School
Grade 9 - Modern World History
Social Studies Curriculum Map**

Subject/Course Title: World History: Modern World History (9)

Unit One: Revolutions in Thought

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4-5 weeks	LITERACY.WHST.9-10.1.A LITERACY.RH.9-10.1 LITERACY.RH.9-10.3 LITERACY.WHST.9-7	<p>Why was Italy the birthplace of the Renaissance?</p> <p>What effects did Gutenberg’s printing press have on modernizing how information was disseminated?</p> <p>What role does art play in the cultural values and beliefs during the Scientific Revolution?</p> <p>How did Machiavelli’s political philosophy differ from those of the middle ages and the ancient world?</p> <p>What were the causes and consequences of the Protestant reformation?</p>	<p>*Renaissance DBQ</p> <p>17.1 Vocab</p> <p>17.2 Vocab Quiz/ Reading Comp.</p> <p>17.3 Section Questions</p> <p>17.4 Reading Check/Comprehension</p> <p>*Summative Assessment</p>	<p>DBQ analysis</p> <p>Vocabulary Quizzes</p> <p>CH 17 Summative Assessment</p>	<p>Textbook</p> <p>Supplemental DBQ’s</p> <p>NEWSELA</p> <p>LMC</p>

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Unit Two: Industrial Revolution

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
3-4 weeks	LITERACY.RH.9-10.2 LITERACY.WHST.9-10.6 LITERACY.WHST.9-10.7 LITERACY.WHST.9-10.8 LITERACY.WHST.9-10.9	What were the cause and effects of the Industrial Revolution? How did the Industrial revolution impact industrialized and nonindustrialized people and nations?	IR Project Oral Presentation	IR Research Project Oral Presentation Vocabulary Quizzes	Website Research Project Tablets/Chromebooks

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Unit Three: Revolutions of the Americas

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4- 5 weeks	<u>LITERACY.WHST.9-10.7</u> <u>LITERACY.WHST.9-10.9</u> <u>LITERACY.WHST.9-10.1.C</u>	What effects did the enlightened ideas have on the diffusion of revolutions throughout Latin America?	Enlightenment Thinkers Revolutions Analysis Can people be trusted to govern?	Latin American Revolution Research Project/Oral Presentation	History Alive activity Research Youtube Tablets/Chromebooks

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Unit Four: Russian Revolution

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4 weeks	CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.1.B CCSS.ELA-LITERACY.WHST.9-10.1.C	What role did the political, social and economic instability play in leading Russia into Revolution? How did the failure of the Russian military lead to Revolution? What effect did the Russian Revolution have domestically and internationally?	Reading for Information Comparison of global revolutions	Choices Argumentative Essay	Choices Program-RR Research

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Unit Five: Global Imperialism

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4 weeks	CCSS.ELA-LITERACY.WHST.9-10.1.B CCSS.ELA-LITERACY.WHST.9-10.2.A CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.9-10.2.B	What were the causes and justification of Imperialism? How did Imperialism and Colonization impact both industrialized nations and non-industrialized nations?	DBQ Note taking Reading for Information Argumentative Essay	DBQ Section Quizzes Summative Test	DBQ Workbook World History Teacher-Textbook Resource Books

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Unit Six: National Modernization (e.g. Japan, Ottoman Empire, Egypt)

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
2 weeks	CCSS.ELA-LITERACY.WHST.9-10.2.F CCSS.ELA-LITERACY.WHST.9-10.7	<p>How did the development of nations as a response to global, economic, and political changes emerge through the industrial revolution and imperialism.</p> <p>Why was national modernization more or less effective in these countries from a political, social, economic and military standpoint.</p>	<p>Document analysis</p> <p>Small-group collaboration</p> <p>Close Reading</p>	<p>Poster</p> <p>Oral Presentation</p>	<p>Textbook</p> <p>Teacher Workbook</p> <p>Handouts</p> <p>Internet Research</p>

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Unit Seven: Civil Bystanders, As Well As Those Who Committed Atrocities In China

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
2 weeks	HIST 9-12.1 HIST 9-12.2 HIST 9-12.4 HIST 9-12.14 ECO 9-12.3	What political, economic and social events led to atrocities being committed in China? What were the roots of conflicts between Nationalists and Manchu governments? What roles did civil bystanders, as well as those who committed atrocities, play in China?	Venn Diagram Posters Section Review Ch. 33.2	Understanding Nationalist vs. Communist - Practice in interpreting charts Qualities of a Strong Leader Section and Summative Assessment	Textbook Nationalist vs. Communist - chart analysis Posters

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Unit Eight: World War I

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
5-6 weeks	CCSS.ELA-LITERACY.WHST.9-10.2.B CCSS.ELA-LITERACY.WHST.9-10.1.E CCSS.ELA-LITERACY.WHST.9-10.2.B	What events led to WWI? What role did colonies and their resources play in the Great War? How did technology in WWI lead to stalemate? What role did the Treaty of Versaille play in leading Europe to WWII?	Small-group collaboration DBQ Direct teaching Cause and Effect Annotated Timeline	WWI Timeline DBQ Essay Chapter summative assessment	Primary Documents Video Clips Political Cartoons Timeline Templates

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Unit Nine: Totalitarianism

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
3 weeks	CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>What factors allowed and or created the environment necessary for the creation and acceptance of Totalitarian governments in the interwar period?</p> <p>How did other nations respond to the rise of Totalitarian governments?</p> <p>How did the expansion of totalitarian governments of the 1930s lead to World War II?</p>	<p>Research</p> <p>Cause/Effect</p> <p>Collaborative work-Project creation</p> <p>DBQ</p> <p>Note taking strategies</p>	<p>Research Project</p> <p>Digital Poster</p> <p>Oral Presentation</p> <p>Student driven propaganda posters</p>	<p>Teacher Workbook Handouts</p> <p>Propaganda posters</p> <p>Internet research</p>

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4-5 weeks	CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>How did unresolved conflict contribute to the start of WWII?</p> <p>What role in global instability play in WWII?</p> <p>How does WWII represent total war?</p>	<p>Primary source analysis</p> <p>Timeline</p> <p>Research</p> <p>Video</p>	<p>Section Quizzes</p> <p>Summative Assessment</p> <p>Interactive Timeline</p>	<p>POW text analysis</p> <p>Dr. Seuss Political Cartoons</p> <p>Primary documents</p>

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Unit Eleven: The Holocaust

Unit Overview

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4-5 weeks	CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.3 CCSS.ELA-LITERACY.RH.9-10.6	Which political and social factors led to genocide? How does the Holocaust represent man's inhumanity to man? What roles did upstanders, bystanders and those who committed atrocities play?	Note-taking strategies Vocabulary Close reading DBQ Geography skills	Document Analysis Collaborative Presentations Student taught lessons (assigned topics)	Primary source documents Lesson Creation (by students) Chromebooks Schindler's List-Movie Nuremberg Trials