

**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**

Unit Overview					
Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4-5 weeks	<a href="#">LITERACY.WHST.9-10.1.A</a> <a href="#">LITERACY.RH.9-10.1</a> <a href="#">LITERACY.RH.9-10.3</a> <a href="#">LITERACY.WHST.9-7</a>	<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>NEWSLA</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	<a href="#">LITERACY.RH.9-10.2</a> <a href="#">LITERACY.WHST.9-10.6</a> <a href="#">LITERACY.WHST.9-10.7</a> <a href="#">LITERACY.WHST.9-10.8</a> <a href="#">LITERACY.WHST.9-10.9</a>	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	<a href="#"><u>LITERACY.WHST.9-10.7</u></a> <a href="#"><u>LITERACY.WHST.9-10.9</u></a> <a href="#"><u>LITERACY.WHST.9-10.1.C</u></a>	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**

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
4 weeks	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.1.A</a>  <a href="#">CCSS.ELA-LITERACY.WHST.9-10.1.B</a>  <a href="#">CCSS.ELA-LITERACY.WHST.9-10.1.C</a>	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

<b>Subject/Course Title: World History: Modern World History (9)</b>	<b>Unit Five: Global Imperialism</b>
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Unit Overview					
Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
4 weeks	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.1.B</a>  <a href="#">CCSS.ELA-LITERACY.WHST.9-10.2.A</a>  <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a>  <a href="#">CCSS.ELA-LITERACY.WHST.9-10.2.B</a>	<p>What were the causes and justification of Imperialism?</p> <p>How did Imperialism and Colonization impact both industrialized nations and non-industrialized nations?</p>	<p>DBQ</p> <p>Note taking</p> <p>Reading for Information</p> <p>Argumentative Essay</p>	<p>DBQ</p> <p>Section Quizzes</p> <p>Summative Test</p>	<p>DBQ Workbook</p> <p>World History Teacher-Textbook Resource Books</p>

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

**Unit Overview**

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
2 weeks	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2.F</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a>	<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**

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
2 weeks	<a href="#">HIST 9-12.1</a> <a href="#">HIST 9-12.2</a> <a href="#">HIST 9-12.4</a> <a href="#">HIST 9-12.14</a> <a href="#">ECO 9-12.3</a>	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	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.2.B</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.1.E</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.2.B</a>	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 Versailles 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	<a href="#">CCSS.ELA-LITERACY.WHST.9-10.7</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.8</a> <a href="#">CCSS.ELA-LITERACY.WHST.9-10.9</a>	<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>

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**Unit Ten: World War II**

**Unit Overview**

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

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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	<a href="#">CCSS.ELA-LITERACY.RH.9-10.2</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.3</a> <a href="#">CCSS.ELA-LITERACY.RH.9-10.6</a>	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