

Grade: 9th Grade Content Area Social Studies

| Timeline | Big Idea | Next | Student I Can | Academic | Strategies/ | Assessments | Notes / Self - |
|----------------|------------------|--------------|---------------------------|----------------|--------------------|-------------|----------------|
| | | Generation | Statement(s) / | Vocabulary | Activities/ | | Reflection |
| | | cso | Learning Target(s) | _ | Resources | | |
| Fourth Quarter | What were the | SS.9.CL6.1 | -explain the long-term | Absolute | Covers Chapter 21 | -Test/Quiz | |
| | causes and | SS.9.C.1 | effects of political | monarch | in World History: | | |
| | effects of | SS.9.C.2 | changes because of the | Divine right | Patterns of | | |
| | absolute | SS.9.E.5 | emergence of strong | Intendent | Interaction. | | |
| | monarchies in | | monarchial | Westernization | -Maps | | |
| | Europe from | | governments. | Restoration | -timelines | | |
| | 1500 until | | -describe the roles of | Habeas corpus | -primary sources | | |
| | 1800? | | citizens and their | Glorious | | | |
| | | | responsibilities. | Revolution | | | |
| | | | -analyze and connect | Constitutional | | | |
| | | | the status, roles, and | monarchy | | | |
| | | | responsibilities of free | cabinet | | | |
| | | | men, women, children, | | | | |
| | | | slaves and foreigners | | | | |
| | | | across time in various | | | | |
| | | | civilizations. | | | | |
| | | | -examine the costs of | | | | |
| | | | government policies in | | | | |
| | | | relation to the rise and | | | | |
| | | | fall of civilizations. | | | | |
| Fourth Quarter | What led | SS.9.H.CL5.3 | -analyze the causes and | Concordat | Covers Chapter 22, | -Test/Quiz | |
| | Enlightenment | SS.9.H.CL5.5 | effects of political | Naploeonic | 23, 24 in World | | |
| | scientists and | SS.9.H.CL6.7 | revolutions and | Code | History: Patterns | | |
| | thinkers to | SS.9.E.5 | determine their impact | Geocentric | of Interaction. | | |
| | question old | SS.9.C.1 | on the formation of | theory | -Comparing the | | |
| | ideas, and how | SS.9.C.2 | governments and on | Scientific | heliocentric and | | |
| | did this lead to | SS.9.C.3 | the citizens of a society | Revolution | geocentric models | | |
| | the American | SS.9.C.4 | (e.g., French, Italian, | Heliocentric | -primary sources | | |

| and French Revolutions well as othe nationalist revolutions | SS.9.C.7 | German and Latin American.) compare the political actions of European, Asian and African nations in the era of imperial expansion explain the causes and effects of political, social and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries and the effects of democratization examine the costs of government policies in relation to the rise and fall of civilizations (e.g. Imperialism)describe the roles of citizens and their responsibilities. | theory Scientific method Enlightenment Social contract Philosophe Neoclassical Enlightened despot Checks and balances Federal system Old Regime Estate National Assembly Reign of Terror Coup d'etat Peninsulare Conservative Liberal Radical Nationalism | -DBQs -Activity about how the Enlightenment influenced the US Constitution -timeline -Maps | |
|---|----------|--|---|--|--|
| | | nineteenth century, including the significance of nationalism, the impact | Old Regime Estate National Assembly | | |
| | | different countries and the effects of democratization. | Coup d'etat Peninsulare Conservative | | |
| | | government policies in relation to the rise and fall of civilizations (e.g. Imperialism). | Radical | | |
| | | citizens and their responsibilities. | | | |
| | | 1 ' | | | |
| | | -analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role | | | |
| | | of government over time. | | | |

| | | | rexamine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts. -compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems). -explain how individuals and organizations use nonviolent protests, boycotts, riots and other measures as tools in the struggle for civil rights and freedom. | | | | |
|------------------|---|--|--|--|--|---|--|
| Facusta Occasion | | 55 0 11 616 3 | :IIahah.a | In division of | Causes Charter 25 | Total | |
| Fourth Quarter | How did the Industrial Revolution begin and spread and how did it affect economics, politics and society? | SS.9.H.CL6.2 SS.9.H.CL6.4 SS.9.H.CL6.7 SS.9.C.1 SS.9.C.2 SS.9.C.3 SS.9.E.3 SS.9.E.4 SS.9.G.4 | -illustrate the significant political, commercial and cultural changes that took place in Chinaresearch and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21st century citizen (e.g., | Industrial Revolution Enclosure Industrialization Factors of production Entrepreneur Laissez-faire Capitalism Utilitarianism Socialism communism | Covers Chapter 25 in World History: Patterns of InteractionFootbinding activity -primary sources -DBQ -political cartoons -compare the lifestyles of the working class as opposed to their | -Test -DBQ -Create your own political cartoon | |

| Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.)describe the roles of citteens and their responsibilitiesanalyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizationsexamine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economicsanalyze the importance of family, labor specialization, and regional commerce in the development of global trade systemsidentify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and ideas can enotic the money and movement of goods and ideas can enotic the explain them many and the role forms of currency play in acquiring goods and ideas can enotic the control of people and movement of goods and ideas can enotic the control of people and movement of goods and ideas can enotic the control of the control of people and movement of goods and ideas can enotic the control of the control of the control of goods and ideas can enotic the control of the control of goods and ideas can enotic the capture of goods and ideas can enot the control of goods and ideas can en | | | |
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| and ideas can criticit | and ideas can enrich | | |
| cultures, but also create | | | |

| | tensions. | | |
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