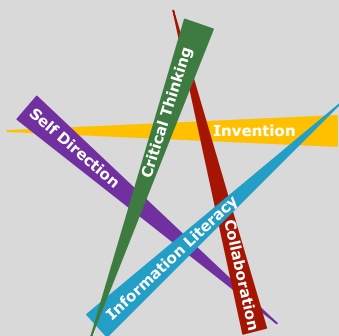


**Curriculum Development Course at a Glance  
Planning For High School Social Studies**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	World History		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources	SS09-GR.HS-S.1-GLE.1	
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3	
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Reading & Writing Standards for Literacy  
in History/Social Studies 6 - 12**

**Reading Standards**

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

**Curriculum Development Course at a Glance  
Planning For High School Social Studies**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
How We Rule	6– 9 Weeks	1
How We Relate	6– 9 Weeks	2
How We Revolutionize	6– 9 Weeks	3
How We Reach Out	6– 9 Weeks	4

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Unit Title	How We Rule		Length of Unit	6-9 weeks	
Focusing Lens(es)	Power	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1	SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<a href="#">Grades 9-10</a> CCSS.RH.9-10.1 CCSS.RH.9-10.2 CCSS.RH.9-10.9	<a href="#">Grades 11-12</a> CCSS.RH.11-12.1 CCSS.RH.11-12.2 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<a href="#">Grades 9-10</a> CCSS.WHST.9-10.1 CCSS.WHST.9-10.9 CCSS.WHST.9-10.10	<a href="#">Grades 11-12</a> CCSS.WHST.11-12.1 CCSS.WHST.11-12.9 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• How much power do you have over your life?</li> <li>• Who gives you power?</li> <li>• Who are the “powerless” in our society?</li> <li>• How can you help those who are powerless?</li> </ul>				
Unit Strands	History, Geography, Economics, Civics				
Foundational Historical/ Geographic Concepts	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
Concepts	Economy, socialism, communism, capitalism, foreign, domestic, genocide, equal rights, civil disobedience, global resources, philosophy, nationalism, capitalism, allocation, democracy, dictatorship, monarchy, fascism, culture, tradition, revolution absolutism, oligarchy, interdependence, allocation, colonize(r), foreign, domestic, culture, conflict, society, cultural diversity, cultural diffusion				

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of events from the Renaissance to the present (e.g. Cold War) changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians’ definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What were the significant events/issues that historians identified from the Renaissance to the present?	How do historians define and determine significance?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How can maps and other geographic tools illustrate resource distribution and use?	How can geographic tools help us determine allocation of global resources?
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national/cultural boundaries (e.g. the creation the state of Israel)?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?
Systems of government often embody beliefs and practices that reflect political thought/ideology around individuals' civic rights and responsibilities (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.3-EO.f)	What are examples of differing views of rights within governmental systems that are democratic and non-democratic? How have issues of culture, gender, and race influenced governmental decisions?	How do systems of government embody cultural beliefs and practices?
Government systems can work in tandem with economic systems to control allocation of resources and to distribute capital (SS09-GR.HS-S.3-GLE.3-EO.a,b) and (SS09-GR.HS-S.4-GLE.3-EO.f)	How do different economic and governmental systems (e.g. socialism, capitalism) address the allocation of resources?	What are the ideal roles of government in the distribution of capital and resources? (SS09-GR.HS-S.3-GLE.2-EO.d) How do economic systems inform the distribution of capital and resources?(SS09-GR.HS-S.2-GLE.1-EO.d)
International events such as genocide or terrorist actions can increase concern for human rights and can lead to demands for increased global cooperation (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.3-EO.f)	How have events such as the Holocaust and/or 9/11 impacted concerns for human rights? (SS09-GR.HS-S.1-GLE.3-RA.2) When have events such as those listed above led to increased conflict?	How have international events impacted demands for global cooperation?
Civil disobedience and its inherent challenge to established authority can lead to (re)assessments of institutionalized beliefs about civic participation and human rights (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.3-EO.f)	How were Gandhi's actions an example of civil disobedience? How did Paul Rusesabagina's actions in Rwanda lead to reexaminations of civil rights in that country? Was the fall of the Berlin Wall an example of civil disobedience?	Is civil disobedience an effective means of bringing about political change or changes to human rights?

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The historical development and impact of different governmental systems (e.g. absolutism, democracy, dictatorship, monarchy, oligarchy etc.) from the Renaissance to the present (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.3-GLE.3-EO.a)</li> <li>• The characteristics of different economic systems (i.e. socialism, Communism, market capitalism, etc.) from the Renaissance to the present (SS09-GR.HS-S.3-GLE.2-EO.d)</li> <li>• How the rise of nationalism united people following World War II (SS09-GR.HS-S.1-GLE.2- IQ.4)</li> <li>• The causes and effects of the 1917 Russian Revolution (SS09-GR.HS-S.1-GLE.2-EO.b)</li> <li>• The historical development and impact of Enlightenment philosophies (SS09-GR.HS-S.1-GLE.3-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast different political and economic systems present (SS09-GR.HS-S.4-GLE.3-EO.f) and (SS09-GR.HS-S.3-GLE.2-EO.d)</li> <li>• Analyze the impact of culture on systems and systems on culture</li> <li>• Evaluate the effectiveness of various political and economic systems (SS09-GR.HS-S.4-GLE.3-EO.f) and (SS09-GR.HS-S.3-GLE.2-EO.d)</li> <li>• Analyze and predict outcomes of case studies related to different political and economic systems</li> <li>• Identify key concepts of philosophies and political/economic systems (SS09-GR.HS-S.3-GLE.2-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Government systems and economic systems working in tandem to control the allocation of resources, define universal rights, and determine the distribution of capital (taxes).</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Compare and contrast, systems, analyze, predict, evaluate, philosophy, global resources</p>
<p><b>Technical Vocabulary:</b></p>	<p>Cartography(er), Enlightenment, nationalism, Universal Declaration of Rights, capitalism, allocation, democracy, absolutism, oligarchy, dictatorship, monarchy, communism, free-market, socialism, fascism, culture, tradition, revolution, Cold War, Renaissance, Reformation, civil disobedience, foreign, domestic, genocide, equal rights, Russian Revolution</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

Unit Title	How We Relate		Length of Unit	6-9 weeks	
Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.RH.9-10.3 CCSS.RH.9-10.4 CCSS.RH.9-10.5 CCSS.RH.9-10.6 CCSS.RH.9-10.8	<u>Grades 11-12</u> CCSS.RH.11-12.3 CCSS.RH.11-12.4 CCSS.RH.11-12.5 CCSS.RH.11-12.6 CCSS.RH.11-12.8	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.WHST.9-10.1 CCSS.WHST.9-10.2 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	<u>Grades 11-12</u> CCSS.WHST.11-12.1 CCSS.WHST.11-12.2 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> <li>Which ideas offer the greatest examples of how religious, political, and cultural influences spread around the globe? (SS09-GR.HS-S.1-GLE.3-IQ.2; RA.1,2,3)</li> <li>What entrepreneurial ideas would solve some of the world's scarcity issues? (SS09-GR.HS-S.3-GLE.1-IQ.4)</li> </ul>				
Unit Strands	History, Geography, Economics, Civics				
Foundational Historical/ Geographic Concepts	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
Concepts	Subsidies, philosophies, genocide, cultural affiliation, sanction(s), scarcity, sustainability, genocide, allocation, colonization, democracy, exploit(ation), foreign policy, embargo(es), tariff(s), human rights				

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the Reformation and Counter-Reformation changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What were the significant events/issues that historians identified in relation to 20 <sup>th</sup> Century genocides (Rwanda, Bosnia, the Holocaust, etc)?	How do historians define and determine significance?
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps illustrated the increase in use and availability of non-renewable energy sources (e.g. fossil fuels)? (SS09-GR.HS-S.3-GLE.1-RA.1)	How can geographic tools help us determine the fair and equitable allocation of global resources?
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries and cultural affiliations (e.g. the dissolution of Yugoslavia and breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?
Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation (SS09-GR.HS-S.2-GLE.3-EO.a,b,d) and (SS09-GR.HS-S.3-GLE.1-EO.a)	How does the use of resources in the Amazon threaten indigenous peoples? How is the conflict in the Middle East an example of divergent perspectives on political boundaries?	Why does competition and conflict over resources occur?
Beliefs can translate into practices that limit or expand human rights (SS09-GR.HS-S.1-GLE.1- RA.1) and (SS09-GR.HS-S.1-GLE.3-EO.a)	How did the Spanish Inquisition impact the rights of Jews and Muslims?	How do political/cultural/societal beliefs impact human rights?
As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-EO.a)	How have the nations of the Middle East and Africa used their wealth of resources to meet their economic goals?	How do individuals, businesses, governments, and societies allocate resources to meet economic goals? (SS09-GR.HS-S.3-GLE.1-IQ.4)
Nations often use foreign policies to influence/drive political, economic or social change in other countries (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.e)	How has the United States used sanctions to implement 21 <sup>st</sup> century foreign policy goals?	How do nations use foreign policy to impact political, economic or social change in other countries?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The origins and impact of the Reformation, Counter-Reformation, and the Enlightenment (SS09-GR.HS-S.1-GLE.3-EO.a,c)</li> <li>• The significance of and impact of the Spanish Inquisition on Jews and Muslims (SS09-GR.HS-S.1-GLE.2-EO.c,d)</li> <li>• How the Middle East and African nations use and exploit resources (SS09-GR.HS-S.1-GLE.2-RA.2) and (SS09-GR.HS-S.2-GLE.1-EO.c) and (SS09-GR.HS-S.2-GLE.2-EO.a)</li> <li>• The historical development and impact of the major world religions such as Christianity, Lutheranism, Islam, Buddhism, Hinduism, Judaism (SS09-GR.HS-S.1-GLE.3-EO.a)</li> <li>• The political, cultural, geographic, and economic impact and effects of imperialism (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.1-GLE.3-EO.c)</li> <li>• The complexity of events that led to the break -up of the Soviet Union (SS09-GR.HS-S.1-GLE.2-EO.c)</li> <li>• The goals of and tools used by the United States to develop 21<sup>st</sup> century foreign policy (SS09-GR.HS-S.4-GLE.3-EO.d)</li> <li>• Embargoes, tariffs, and subsidies are part of monetary and fiscal policies used by governments to influence foreign economic and political policies (SS09-GR.HS-S.3-GLE.2-EO.b; IQ.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Gather data, make inferences, and draw conclusions from maps representing political boundaries and resource allocation (SS09-GR.HS-S.2-GLE.1-EO.a) and (SS09-GR.HS-S.2-GLE.3-EO.b)</li> <li>• Analyze the relationships between economic goals and the allocation of scarce resources (SS09-GR.HS-S.3-GLE.1-EO.a)</li> <li>• Evaluate a historical source for point of view and historical context (SS09-GR.HS-S.1-GLE.1-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Nations often use monetary and fiscal policies, such as tariffs, embargoes, and sanctions, to influence political, economic or social change in other countries.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Resource, discrimination, competition, philosophies</p>
<p><b>Technical Vocabulary:</b></p>	<p>Genocide, Islam, Jihad, allocation, colonization, democracy, scarcity, Crusades, cultural affiliation, sanction(s), monetary policy, fiscal policy, subsidies, Spanish Inquisition, sustainability, exploit(ation), foreign policy, embargoes, tariffs, human rights, indigenous peoples</p>



**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<b>Unit Title</b>	How We Revolutionize		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Change	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1		
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<a href="#">Grades 9-10</a> CCSS.RH.9-10.1 CCSS.RH.9-10.9	<a href="#">Grades 11-12</a> CCSS.RH.11-12.1 CCSS.RH.11-12.9	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<a href="#">Grades 9-10</a> CCSS.WHST.9-10.2 CCSS.WHST.9-10.6	<a href="#">Grades 11-12</a> CCSS.WHST.11-12.2 CCSS.WHST.11-12.6
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• Does a revolution always result in a positive change?</li> <li>• How have scientific and technological developments affected societies? (SS09-GR.HS-S.1-GLE.3-IQ. 5)</li> <li>• How do entrepreneurs get financing for their ideas? (SS09-GR.HS-S.3-GLE.1-EO.d)</li> <li>• How does the government protect, encourage, exploit, or discourage individuals and/or their ideas?</li> </ul>				
<b>Unit Strands</b>	History, Geography, Economics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Entrepreneur, entrepreneurial innovation, scientific and technological innovations, religion, economic systems/philosophies (socialism, communism, capitalism), revolution, cultural ideology(ies), paradigm shift, social and cultural revolution(s)				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How do changing interpretations of primary and secondary sources impact the study of revolutions, both violent and non-violent?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What foundational documents have historians used in building and defending their arguments for the causes of revolutions? (e.g. "What is to be done?" – Lenin)	How do historians define and determine significance?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps documented changing political/national/cultural boundaries (e.g. the dissolution of the USSR)?	How can geographic tools help us determine the fair and equitable allocation of global resources?
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How can geographic tools be used to understand the relationship of revolutions to changing boundaries and conflict?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?
Political revolutions (and revolutionaries) seek freedoms from or changes in the controlling government and its policies (SS09-GR.HS-S.1-GLE.2-EO.b,c) and (SS09-GR.HS-S.1-GLE.3-EO.c,d)	How did revolutions in France, Latin America and Russia lead to changes in governmental policies?	What incites revolution? Why do nations seek to quell revolutions?
Social or cultural revolutions may occur as a result of new ideas or paradigm shifts regarding the human experience (SS09-GR.HS-S.1-GLE.2-EO.a,b) and (SS09-GR.HS-S.1-GLE.3-EO.a)	How did the Medici family’s sponsorship of arts and architecture during the Renaissance facilitate the dissemination of new cultural ideologies? What new ideas emerged as a result of the Scientific Revolution?	What are the causes and effects of cultural revolutions?
Revolutions in information and communication technology can facilitate the dissemination of ideas and political thought, as well as change cultural world views (SS09-GR.HS-S.1-GLE.3-EO.b,c)	How did the printing press, telegraph, telephone, and Internet revolutionize the way the world communicates?	How has technology helped ideas develop and spread? What ethical issues have been raised as a result of increased technology use?
Technology may stimulate entrepreneurial innovations in industry and scientific development (SS09-GR.HS-S.1-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-EO.d)	What were the costs and benefits of the Industrial Revolution in Britain?	How has technology spurred advances in many fields and allowed people to innovate?

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The historical development and significance of major scientific revolutions and cultural revolutions such as the Industrial Revolution, the Renaissance, and the cultural revolution in China (SS09-GR.HS-S.1-GLE.3-EO.b)</li> <li>• The reasons for and outcomes of the French Revolution, Russian Revolution, and Latin American struggles for independence (SS09-GR.HS-S.1-GLE.2-EO.b)</li> <li>• The historical development and significance of information, technological and digital revolutions (SS09-GR.HS-S.1-GLE.2-EO.b) and (SS09-GR.HS-S.1-GLE.3-EO.b; RA.1)</li> <li>• How cooperation and conflict influence the division and control of land (SS09-GR.HS-S.2-GLE.3-EO.d)</li> <li>• Influential entrepreneurs how they have utilized resources to produce goods and services – new paradigms to address scarcity and choice (SS09-GR.HS-S.3-GLE.1-EO.d; RA.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and analyze historical information on political revolutions to determine similarities and differences in the causes and effects of those events (SS09-GR.HS-S.1-GLE.1-EO.b) and (SS09-GR.HS-S.1-GLE.2-EO.b)</li> <li>• Use media to locate and interpret multiple valid sources (SS09-GR.HS-S.1-GLE.1-EO.b)</li> <li>• Differentiate between fact and historical interpretation of the causes and effects of cultural revolutions (SS09-GR.HS-S.1-GLE.1-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Social and technological revolutions in the 20<sup>th</sup> century laid the foundation for today’s globalized communication networks.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, media, innovation, regulate, cause and effect, perspective, resources</p>
<p><b>Technical Vocabulary:</b></p>	<p>Cost, benefit, sustainability, entrepreneur, Renaissance, industrialization, Industrial Revolution, scientific revolution, social and cultural revolution(s), printing press, philosophy, telegraph, entrepreneur, entrepreneurial innovation, cultural ideology(ies), paradigm shift, scientific and technological innovations, economic systems/philosophies (socialism, communism, capitalism)</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<b>Unit Title</b>	How We Reach Out		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Globalization	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.3	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.3	
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.RH.9-10.5 CCSS.RH.9-10.7	<u><a href="#">Grades 11-12</a></u> CCSS.RH.11-12.5 CCSS.RH.11-12.7	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.WHST.9-10.2 CCSS.WHST.9-10.4 CCSS.WHST.9-10.5 CCSS.WHST.9-10.9	<u><a href="#">Grades 11-12</a></u> CCSS.WHST.11-12.2 CCSS.WHST.11-12.4 CCSS.WHST.11-12.5 CCSS.WHST.11-12.9
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• What is your responsibility as a citizen as a globally connected world? (SS09-GR.HS-S.4-GLE.3-EO.a)</li> <li>• Are you wearing clothing manufactured by countries that practice child labor?</li> <li>• Is today's globalization yesterday's imperialism?</li> </ul>				
<b>Unit Strands</b>	History, Geography, Economics, Civics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Distribution of resources, globalization, colonization, human and natural resources, scarcity, imperialism, conquer(ed), nation, interdependence, allocation, colonize(r), foreign, domestic, culture, conflict, society, cultural diversity, cultural diffusion				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How do changing interpretations of primary and secondary sources impact the study of 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century conflicts?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	How was the significance of events of World Wars I and II, as well as the Cold War, determined?	How do historians define and determine significance?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps documented changing political/national/cultural boundaries (e.g. the former Yugoslavia)?	How can geographic tools help us determine the fair and equitable allocation of global resources?
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How do maps illuminate the national and international cooperation/conflict of the post-Cold War era?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?
The acceleration of globalization, fueled by new technologies (increased abilities to move ideas, goods, and people) and the need/desire for scarce resources, exponentially increases international interdependence (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.2-GLE.3-EO.a,c) and (SS09-GR.HS-S.3-GLE.1-EO.a; RA.1)	How has globalization impacted trade and labor practices in the developing world?	How do foreign and domestic policies in one part of the world affect other nations and families? (SS09-GR.HS-S.4-GLE.3-RA.1)
Nations with imperialist goals seek human and natural resources of other societies and, in so doing, can sow the seeds of conflict and impose their culture/values on conquered society (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.a,c,f) and (SS09-GR.HS-S.3-GLE.2-EO.b)	What was the impact of British imperialism in Africa, and Asia? Spain in Latin America? Is America now, or has it ever been, an imperialist nation?	What is the impact of imperialism on cultural diversity?
The perspectives of the colonized peoples may reflect or oppose the perspectives of the colonizers as a result of political, social, and economic interaction (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.f)	How did India’s colonial governmental structure reflect that of its British colonizers? How do the governments of Africa today still reflect the dependence fostered by it imperialist rulers?	How do cultural interactions influence the perspectives of colonizers and those who are colonized?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The origins, impact, and significance of imperialism, World War I, World War II, Cold War, and the Post Cold War era (SS09-GR.HS-S.1-GLE.2-EO.b,c)</li> <li>Complexity of the issues and events of a global economy in the 21<sup>st</sup> century (e.g. outsourcing, availability of human capital, availability of natural resources, scarcity of natural resources, etc.) (SS09-GR.HS-S.3-GLE.1-EO.b,d; IQ.2; RA.1,2,3)</li> <li>Relationship between economic goals and allocation/acquisition of scarce resources (SS09-GR.HS-S.3-GLE.1-EO.a)</li> <li>The migration of people, movement of goods and ideas, and availability of natural resources around the world increases the possibility for conflict, competition, and/or cooperation (e.g. the lack of water in the Middle East creates issues around the use, supply, control, and allocation of fresh water) (SS09-GR.HS-S.2-GLE.3-EO.a,c)</li> <li>Interaction between foreign and domestic economic policies (e.g. embargoes, tariffs, and subsidies) (SS09-GR.HS-S.3-GLE.2-EO.b)</li> <li>The impact of the making of foreign and domestic policies on daily lives (SS09-GR.HS-S.4-GLE.3-EO.f)</li> </ul>	<ul style="list-style-type: none"> <li>Construct a historical narratives (interpretations) using evidentiary support from primary and secondary sources (SS09-GR.HS-S.1-GLE.1-EO.b,c)</li> <li>Investigate the cause(s) and effect(s) of significant events in world history (e.g. the Cold War, the fall of the Berlin Wall, etc.) (SS09-GR.HS-S.1-GLE.2-EO.b)</li> <li>Make predictions and draw conclusions about the global impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f)</li> <li>Interpret and create thematic maps showing the location(s) and distribution of resources (SS09-GR.HS-S.2-GLE.1-EO.b,d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.            EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Imperialist nations seek human and natural resources of other societies and, in so doing, can sow the seeds of conflict and impose their culture/values on the conquered society.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Interdependence, culture, conflict</p>
<p><b>Technical Vocabulary:</b></p>	<p>Imperialism, colonized, colonizer(s), Cold War, conquered, distribution of resources, globalization, colonization, human and natural resources, scarcity, nation, trade and labor practices, allocation, colonizer, society, foreign, domestic, outsourcing, cultural diversity, cultural diffusion, embargo, tariff, subsidy</p>