

**Strand 1: History**

| Concepts  | Skills Processes   |
|---|--|
| <ul style="list-style-type: none"> <li>Historical Context (HIST 9-12.1)</li> <li>Change and Continuity (HIST 9-12.2)</li> <li>Change Over Time (HIST 9-12.3)</li> <li>Context that Shapes Perspectives (HIST 9-12.5)</li> <li>Limits of Current Perspectives (HIST 9-12.8)</li> </ul> | <ul style="list-style-type: none"> <li>Enduring Issues (INQ 9-12.1)</li> <li>Agreements/Disagreements Regarding Compelling questions (INQ 9-12.2)</li> <li>Agreements/Disagreements Regarding Supporting Questions (INQ 9-12.3)</li> </ul> |

**Strand Understandings:**

- Cultural shifts, such as the Renaissance, which begin to move thought away from dogmatic ideology can create an emphasis on ideas such as realism, humanism, curiosity, and an appreciation of the classics.
- Religious conflict can spark social and political upheaval as well as violence and war.
- Technological advances in communication, such as the printing press, can allow new ideas to spread faster.
- Discoveries in science can challenge accepted views of the universe and encourage the use of observation rather than traditional wisdom.
- Revolutions can initiate new political, social, and economic policies that embrace new ideals and can create an emphasis on nationalism around the world.

**Essential/Guiding Questions:**

- What changes did the Renaissance bring to European thought? (F/C)
- What role does religion upheaval play in the political and social events (in the 16th century)? (F/C)
- How can discoveries in science lead to a new way of thinking? (F/C)
- What were the lasting effects of the French Revolution? (F/C)
- What role does the printing press play in the diffusion of culture? (C)

**CT Social Studies Framework**

- What makes a modern world modern?
- What factors led to the creation of a modern world?

**Unit Enduring Understandings:**

- Changes in thought can create significant and long lasting effects on society, religion, economics, and political systems.
- Modern perspectives can change one's view of the past.

**Overarching Essential Questions:**

- How do revolutions in thought create changes in the world?
- How do modern perspectives change the view of the past?

**Strand 2: Civics**

| Concepts   | Skills Processes  |
|--|---|
| <ul style="list-style-type: none"> <li>Role of Citizens (CIV 9-12.2)</li> <li>Application of Civic Virtues (CIV 9-12.7)</li> </ul> | <ul style="list-style-type: none"> <li>Relevant Information from Multiple Sources (INQ.9-12.6)</li> <li>Adaptations of arguments/ explanations (INQ 9-12.12)</li> </ul> |

**Strand Understandings:**

- New ideas about government such as separation of powers and free elections and society such as human rights, education, and gender can create new political systems.
- Disagreements can occur regarding the role of governments in protecting workers in private industries.

**Essential/Guiding Questions:**

- How do Enlightenment ideals influence ideas about government and society? (C)
- What responsibility do the governments of industrialized nations have to protect workers? (P)

**Unit Focus:**  
**REVOLUTIONS AND CHANGE**  
**Concept Lens:**  
**BELIEFS/VALUES & SYSTEMS**

**Strand 3: Economics**

| Concepts   | Skills Processes   |
|--|--|
| <ul style="list-style-type: none"> <li>● Incentives (ECO 9-12.1)</li> <li>● Government Policies (ECO 9-12.2)</li> <li>● Technology and Investments (ECO 9-12.3)</li> </ul> | <ul style="list-style-type: none"> <li>● Construction of explanations (INQ 9-12.11)</li> <li>● Explanation of supporting questions (INQ 9-12.4)</li> </ul> |

**Strand Understandings:**

- Governmental policies that result in unfair taxation, mounting debt, and inequality can result in an angry and rebellious populace.
- Different economic systems place value on individual needs over the group and vice versa.
- Capital investments can create new economic opportunities and wealth but can also create social, economic, environmental and political problems.

**Essential/Guiding Questions:**

- How did the French government's economic policies lead to revolution? (F)
- How is socialism different from capitalism? (F/C)
- How did investment in new forms of capital during the Industrial Revolution affect the lives of the people? (C)

**Strand 4: Geography**

| Concepts   | Skills Processes   |
|--|--|
| <ul style="list-style-type: none"> <li>● Creation of Maps (GEO 9-12.1)</li> <li>● Explanation of geographic relationships (GEO 9-12.2)</li> <li>● Political and Economic Decisions (GEO 9-12.4)</li> <li>● Migration (GEO 9-12.5)</li> <li>● Economic Activity (GEO 9-12.6)</li> </ul> | <ul style="list-style-type: none"> <li>● Determination of the kinds of sources (INQ 9-12.5)</li> <li>● Presentations of adaptations (INQ 9-12.12)</li> </ul> |

**Strand Understandings:**

- Industrialization can cause populations to migrate from rural areas to urban ones for economic opportunity.
- One's proximity to centers of authority or dissent can influence one's culture or values.

**Essential/Guiding Questions:**

- During the Industrial Revolution how did economic decisions affect changes in population distribution and movement? (F/C)
- What role does geographic location have in dictating cultural and religious values? (P)

**Strand 1: History**

| Concepts  | Skills Processes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Present Interpretations of the Past (HIST 9-12.7)</li> <li>• Relationships between primary and secondary sources (HIST 9-12.9)</li> <li>• Limitations of Historical Evidence (HIST 9-12.10)</li> </ul> | <ul style="list-style-type: none"> <li>• Sources and Questioning (INQ 9-12.4)</li> <li>• Multiple Viewpoints in sources (INQ 9-12.5)</li> <li>• Gathering Multiple Sources (INQ 9-12.6)</li> <li>• Evaluating sources (INQ 9-12.7)</li> </ul> |

**Strand Understandings:**

- Nations seek overseas trade routes to gain access to valuable goods, to gain profits and out of curiosity; new discoveries can prompt further exploration.
- Over time, imperial powers can become more aggressive as colonized people resist and fight for sovereignty
- Economic interests can become the primary driver of foreign policy.
- Perspectives on past events and people can shift as a society's values change.

**Essential/Guiding Questions:**

- What factors caused nations to seek overseas trade routes and how did this lead to global exploration? (F)
- How did the relationship between colonies and imperial powers change over time? (F/C)
- What was the relationship between economic interest and foreign policy in imperialistic nations? (F/C)
- How should history view world explorations and explorers such as Christopher Columbus? (P)

**CT Social Studies Framework**

- What makes a modern world modern?
- What factors lead to the creation of a modern world?

**Unit Enduring Understandings:**

- Global interactions between regions of the world ultimately create change which can have both positive and negative effects.

**Overarching Essential Questions:**

- How do interactions between regions of the world influence, shape, and/or change people, societies, economic and political systems, etc.?

**Strand 2: Civics**

| Concepts   | Skills Processes  |
|--|---|
| <ul style="list-style-type: none"> <li>• Citizens Effectiveness (CIV 9-12.5)</li> <li>• Application of Civic Virtues (CIV 9-12.7)</li> </ul> | <ul style="list-style-type: none"> <li>• Gather relevant info multiple sources (INQ.9-12.6)</li> <li>• Present adaptations (INQ 9-12.12)</li> </ul> |

**Strand Understandings:**

- Empires often use wealth, technology, and military power to take over areas and people.
- Political revolutions can occur when people feel leaders/rulers are not meeting human needs.

**Essential/Guiding Questions:**

- How did European nations build empires? (F)
- Why do political revolutions occur? (C)

**Unit Focus:**  
GLOBAL INTERACTIONS  
**Concept Lens:**  
Power, Interactions

**Strand 3: Economics**

| Concepts   | Skills Processes  |
|--|---|
| <ul style="list-style-type: none"> <li>• Incentives (ECO 9-12.1)</li> <li>• Government Policies (ECO 9-12.2)</li> <li>• Technology and Investments (ECO 9-12.3)</li> <li>• International Trade (ECO 9-12.4)</li> <li>• Globalization (ECO 9-12.5)</li> </ul> | <ul style="list-style-type: none"> <li>• Gather relevant info multiple sources (INQ.9-12.6)</li> <li>• Present adaptations of arguments/explanations (INQ 9-12.12)</li> </ul> |

**Strand Understandings:**

- International commerce can create wealth by opening new markets and can introduce peoples to new cultures and ideas, but it can also bring disease, slavery, exploitation, and oppression.
- Discoveries of wealth and new markets can encourage a shift from locally-based economies to international trading networks.
- Modernization can lead to more aggressive imperial expansion and a greater political, social, and economic dominance over territories.

**Essential/Guiding Questions:**

- How does international commerce benefit/hurt various peoples? (C)
- How does exploration lead to new economic systems? (F/C)
- What role does modernization play in the imperialistic ambitions of European nations in the 19th century? (F)

**Strand 4: Geography**

| Concepts  | Skills Processes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Create Maps (GEO 9-12.1)</li> <li>• Explain geographic relationships (GEO 9-12.2)</li> <li>• Analyze variations (GEO 9-12.3)</li> <li>• Political and Economic Decisions (GEO 9-12.4)</li> <li>• Migration (GEO 9-12.5)</li> </ul> | <ul style="list-style-type: none"> <li>• Determine the kinds of sources (INQ 9-12.5)</li> <li>• Present adaptations of arguments/ explanations (INQ 9-12.12)</li> </ul> |

**Strand Understandings:**

- Imposed social structures can create social and economic inequities. Subjugation can sometimes force peoples to abandon their old ways of life.
- Independence movements can create unity and nationalist movements, as well as social, political, and economic conflict.

**Essential/Guiding Questions:**

- How did social structures imposed by colonial control affect the land and people? (F/C)
- How do quests for independence affect regions and regional identity? (C)

**Strand 1: History**

| Concepts  | Skills Processes   |
|---|--|
| <ul style="list-style-type: none"> <li>• Factors that Influence Perspectives (HIST 9-12.4)</li> <li>• Perspectives in Written History (HIST 9-12.6)</li> <li>• Critique of Historical Sources (HIST 9-12.11)</li> <li>• Analysis of Multiple Causes (HIST 9-12.14)</li> <li>• Distinguishing Long-Term and Short-Term Causes (HIST 9-12.15)</li> <li>• Historical Arguments (HIST 9-12.16)</li> </ul> | <ul style="list-style-type: none"> <li>• Agreements/ Disagreements Regarding Compelling Questions (INQ 9-12.2)</li> <li>• Determination of the Kinds of Sources (INQ 9-12.5)</li> <li>• Construction of Arguments (INQ 9-12.10)</li> <li>• Construction of Explanations (INQ 9-12.11)</li> </ul> |

**Strand Understandings:**

- Militarism, alliances, imperialism, and nationalism often create competition and tension between global powers that can lead to all-out war.
- New technologies can create more powerful weapons and new tactics.
- The outcomes of individual battles can turn the tide of war.
- Peace processes often fail to please all parties which can lead to lingering tensions that can create future violence.
- Although the causes of genocide vary, genocide can have long-lasting political, ideological, psychological, and social impacts.
- Massive death and suffering can lead peoples and nations to seek greater cooperation and diplomacy to avoid war.

**Essential/Guiding Questions:**

- How did militarism, alliances, imperialism, and nationalism cause WWI? (F/C)
- What role does new technology contribute to the changing nature of warfare? (F/C)
- How do individual battles change the outcome of war? (F/C)
- What are the causes and effects of genocide? (F/C)
- What role does ideology play in shaping global conflict? (F/C)
- How can peace lead to future conflict? (F/C)
- Did WWII lead to a new era of peace and international cooperation? (P)
- Do weapons of mass destruction (nuclear weapons) create peace? (P)

**CT Social Studies Framework**

- What makes a modern world modern?
- What factors lead to the creation of a modern world?

**Unit Enduring Understandings:**

- Perspective and power or lack of power can lead to varying opinions on why war is or is not justified.
- Conflicting ideologies often lead to a clash of values with varying degrees of tension and conflict.

**Overarching Essential Questions:**

- Is war/military intervention ever justified?
- How do nations and people create lasting stability and peace? (Carried into Unit 4)

**Strand 2: Civics**

| Concepts   | Skills Processes   |
|--|--|
| <ul style="list-style-type: none"> <li>• Role of Citizens (CIV 9-12.2)</li> <li>• Consequences of Public Policy (CIV 9-12.6)</li> <li>• Application of Civic Virtues (CIV 9-12.7)</li> </ul> | <ul style="list-style-type: none"> <li>• Collective Action Including Self-Reflection and Strategy Identification (INQ 9-12.16)</li> <li>• Application of a Range of Deliberative/ Democratic Strategies (INQ 9-12.17)</li> </ul> |

**Strand Understandings:**

- Some governments consolidate power and take a more invasive role in the lives of its citizens.
- Authoritarian leaders use fear and hope to gain power during times of uncertainty and insecurity, even in democracies.
- Totalitarian governments use fear and propaganda to control every aspect of citizens' lives.
- Not all political revolutions are powered by the will of the majority.
- Seemingly innocent citizens can be willing accomplices in atrocities.
- Foreign governments' response to dictators can prevent or cause conflict.

**Essential/Guiding Questions:**

- What are the characteristics of a totalitarian government? (F)
- How do the roles of government change during wars? (C)
- How do authoritarian leaders come to power? (C)
- What role does fear play in people's actions? (C)
- Was the Russian Revolution a true people's revolution? (P)
- What can individuals and groups do to prevent atrocities? (C/P)
- How should foreign governments respond to dictators? (F/C/P)

Unit Focus:  
GLOBAL CONFLICT  
Concept Lens:  
CONFLICT &  
RESOLUTION

**Strand 3: Economics**

| Concepts  | Skills Processes   |
|---|--|
| <ul style="list-style-type: none"> <li>Government Policies (ECO 9-12.2)</li> <li>Technology and Investments (ECO 9-12.3)</li> </ul> | <ul style="list-style-type: none"> <li>Construction of Explanations (INQ 9-12.11)</li> <li>Characteristics and Causes of Local, Regional, and Global Problems (INQ 9-12.15)</li> </ul> |

**Strand Understandings:**

- Nations often commit all of their resources (total war) into war efforts.
- War can often either benefit or devastate a nation's economy.
- Economic downturns can create conditions for authoritarian leaders to come to power.

**Essential/Guiding Questions:**

- How did capital investment play a role in the outcome of WWI and WWII? (F/C)
- How does war impact a country's economy? (C)
- How do economic downturns create circumstances for authoritarianism? (C)

**Strand 4: Geography**

| Concepts   | Skills Processes   |
|--|--|
| <ul style="list-style-type: none"> <li>Create Maps (GEO 9-12.1)</li> <li>Explain geographic relationships (GEO 9-12.2)</li> <li>Political and Economic Decisions (GEO 9-12.4)</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Gather Relevant Info in Multiple Sources (INQ.9-12.6)</li> <li>Detection of Inconsistencies in Multiple Sources (INQ.9-12.8)</li> <li>Characteristics and Causes of Local, Regional, and Global Problems (INQ 9-12.15)</li> </ul> |

**Strand Understandings:**

- The location of nations, as well as geographic features play a major role in both military and political decisions in time of war.
- War can cause significant repercussions in distant regions connected directly or indirectly to participants.

**Essential/Guiding Questions:**

- How did geography play a role in the decisions by military and political leaders during WWI? WWII? (F/C)
- How did WWI and WWII affect regions around the world? (F/C)
- What role does geography play in helping or hindering military conflict? (C)

**Strand 1: History**

| Concepts  | Skills Processes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Further Inquiry (HIST 9-12.12)</li> <li>• Appropriateness of Sources Used in Secondary Source (HIST 9-12.13)</li> <li>• Critique of Historical Arguments (HIST 9-12.17)</li> </ul> | <ul style="list-style-type: none"> <li>• Critique of Claims (INQ 9-12.13)</li> <li>• Critique of Reasoning (INQ 9-12.14)</li> </ul> |

**Strand Understandings:**

- Decolonization usually creates many challenges and can lead to social inequality, economic instability, conflict, and political turmoil
- How a nation is created can lead to peace or a legacy of conflict.
- Competition over resources, religious and ethnic differences, and the legacy of imperialism can lead to conflict.
- Global terrorism can lead to new security measures, military involvement and an unpredictable future
- Technology can lead to rapid global communication, increased cultural diffusion, as well as new divisions and tribalism.

**Essential/Guiding Questions:**

- What are the causes and effects of the creation of Israel? (F)
- What are the consequences of decolonization? (F/C)
- What leads to conflict in the modern world? (F/C)
- What are the cause and effects of global terrorism? (F/C)
- How does the information age impact the political, social, and economic lives of people and nations? (C)

**CT Social Studies Framework**

- What makes the modern world modern?
  - What factors led to the creation of the modern world?
- Unit Enduring Understandings:**
- Many ongoing issues and problems in the modern world have origins in the past.
  - New issues often arise challenging attempts at lasting peace and stability.
- Overarching Essential Questions:**
- How do nations and people create lasting stability and peace? (Carried over from Unit 3)
  - How do past conflicts and events connect to current issues and problems?
  - What current factors create issues and problems in the modern world?

**Strand 2: Civics**

| Concepts   | Skills Processes   |
|--|--|
| <ul style="list-style-type: none"> <li>• Powers/Responsibilities (CIV 9-12.1)</li> <li>• Impact on National/International order (CIV 9-12.3)</li> <li>• Constitutional Change (CIV 9-12.4)</li> <li>• Citizens' Effectiveness (CIV 9-12.5)</li> <li>• Application of Civic Virtues (CIV 9-12.7)</li> </ul> | <ul style="list-style-type: none"> <li>• Characteristics and Causes of Local, Regional, and Global Problems (INQ 9-12.15)</li> <li>• Collective Action Including Self-Reflection and Strategy Identification (INQ 9-12.16)</li> <li>• Application of a Range of Deliberative/ Democratic Strategies (INQ 9-12.17)</li> </ul> |

**Strand Understandings**

- Unfair and corrupt political and social systems as well as foreign domination can lead people to support revolutions/the overthrow of the government.
- An overburdened and underproductive economy, political corruption, a lack of individual rights and freedoms and/or resistance to change can lead to the collapse of a nation.
- The international community often aims to protect human rights but the systems in place can be limited and can fall short of its ideals.
- Nations often must balance and/or choose between national interests and global cooperation.

**Essential/Guiding Questions:**

- What factors led to the people's support of a communist revolution in China? (F)
- How did political, social, and economic factors lead to the collapse of the Soviet Union? (F)
- Does national sovereignty benefit or hinder international cooperation? (F/C/P)
- How do ethnic conflicts arise and how can they be resolved? (C/P)
- To what extent is the international community responsible for the protection of human rights? (P)

**Unit Focus:**  
 CREATING THE  
 MODERN WORLD  
**Concept Lens:**  
 INTERDEPENDENCE  
 & PERSPECTIVES

**Strand 3: Economics**

| Concepts  | Skills Processes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Incentives (ECO 9-12.1)</li> <li>• Government Policies (ECO 9-12.2)</li> <li>• International Trade (ECO 9-12.4)</li> <li>• Globalization (ECO 9-12.5)</li> </ul> | <ul style="list-style-type: none"> <li>• Construction of Arguments (INQ 9-12.10)</li> <li>• Construction of Explanations (INQ 9-12.11)</li> </ul> |

**Strand 4: Geography**

| Concepts  | Skills Processes   |
|---|--|
| <ul style="list-style-type: none"> <li>• Creation of Maps (GEO 9-12.1)</li> <li>• Explanation of geographic relationships (GEO 9-12.2)</li> <li>• Analysis of Variations (GEO 9-12.3)</li> <li>• Environmental/ Cultural</li> </ul> | <ul style="list-style-type: none"> <li>• Construction of Explanations (INQ 9-12.11)</li> <li>• Characteristics and Causes of Local, Regional, and Global Problems (INQ 9-12.15)</li> </ul> |

**Strand Understandings:**

- International trade and economic development can benefit some places, peoples, and countries while
- Economic development and modernization can lead to new social and economic opportunities but can create environmental and political problems and can disrupt traditional societies
- Government policies to improve market economies can create both intended and unintended consequences.
- Market-oriented reforms can create rapid growth and a modern economy.
- Global interdependence can both benefit and hurt global economies as both growth and crises can spread quickly.

**Essential/Guiding Questions:**

- How have international trade and economic development benefited the peoples? (F/C)
- How does economic development and modernization create challenges in developing nations? (F/C)
- How have market-oriented reforms in China affect the nation's development since the late 1970's? (F/C)
- How do government policies to improve market conditions affect economies? (P)
- Is global interdependence beneficial for the world? (P)

Change (GEO 9-12.7)

- Consequences of Human/Natural Catastrophes (GEO 9-12.8)

**Strand Understandings:**

- The benefits of globalization are unequally distributed which almost always influences views and perspectives.
- Human and natural disasters are push factors that can force people to become refugees.

**Essential/Guiding Questions:**

- How does your global address influence your perspective of globalization and modernization? (C)
- How do human and natural disasters cause large human migrations? (C)