CAISL
Carlucci American International School of Lisbon

GRADE 9 MODERN CIVILIZATIONS FRAMEWORK

Contents

EXPECTATIONS 1
RESEARCH EXPECTATIONS 1
IT EXPECTATIONS 2
ESSAY EXPECTATIONS 2
THEMES AND CONTENT 2
PRIMARY SOURCES 3
PERFORMANCE INDICATORS 4
DEVELOPING QUESTIONS AND PLANNING INQUIRY 4
EVALUATING SOURCES AND USING EVIDENCE 4
COMMUNICATING CONCLUSIONS 4
APPLYING DISCIPLINARY CONCEPTS AND TOOLS 4
HISTORY 4
CIVICS 5
ECONOMICS 5
GEOGRAPHY 5
TAKING INFORMED ACTION 5

EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 9th Grade Research Papers must:

- Be 1,000 to 2,000 words long
- Have in-text citations
- Have 6 to 8 sources (correctly cited in MLA format with a complete bibliography)
- Be submitted through turnitin.com to check originality

Further information about research parameters is available on the school website at this link.
https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.
See link below:
https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

ESSAY EXPECTATIONS

Students will be expected to write a 5 paragraph thesis driven essay in a 90-minute class period, with the topic provided beforehand.

THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

The Scientific Revolution & The Enlightenment

- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds
- Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- Determine how the principle ideas of the Enlightenment altered political thought in Europe, and trace the impact of these ideas over time.

The Age of Revolution (The French Revolution, Age of Napoleon, and The Latin American Revolutions)

- Explain how individuals and groups promoted revolutionary actions and brought about change during the Age of Revolutions.
- Explain how and why various ideals (i.e., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolution.
- Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

The Industrial Revolution

- Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women and children.
- Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
- Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- Analyze interrelationships among Industrial Revolution, nationalism, competition for global markets, imperialism and natural resources.

New Imperialism

- Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- Assess the impact of imperialism on economic development in Africa and Asia.

Revolution in Russia

- Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba, and determine the impact on global politics
- Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

WWII

- Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war". Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- Determine how geography impacted military strategies and major turning points during World War II.
- Explain the rise of Fascism and spread of communism in Europe and Asia
- Analyze the motivations, causes and consequences of the genocides of Armenians, Roman Gypsies, and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- Assess government responses to incidents of ethnic cleansing and genocide
- Explain how World War II led to aspirations of self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

PRIMARY SOURCES

- Declaration of the Rights of Man, August 1789
- Pericles´ Funeral Oration
- European Feudal Documents
- The Magna Carta
- Galileo´s Letter to the Grand Duchess of Tuscany
- *Sketch for a Historical Picture of the Progress of the Human Mind,* Condercet, 1793
- Declaration of the Rights of Man, 1789
- *The Decree Abolishing the Feudal System,* 1789
- *Reflections on the Revolutions in France,* Edmund Burke, 1790
- *The Political and Social Doctrine of Fascism,* Benito Mussolini, 1932
- *Mein Kampf,* Adolf Hitler, 1924
- A Place in the Sun, Kaiser Wilhelm II, 1901
- Letter to Sir George Grey, Chief Moshweshewe, 1858
- The Diamond Fields of South Africa, Anthony Trollope, 1870
- Imperialism, John A. Hobson, 1902
- The Economic Bases of Imperialism John A. Hobson

- *Heart of Darkness*, Joseph Conrad, 1902
- The Sociology of Imperialism, Joseph A. Schumpeter, 1918
- Shooting an Elephant] George Orwell
- Speech on Release from Jail, Nelson Mandela, 1990
- Inaugural Address, Nelson Mandela, 1994
- Rwanda Constitution, 1991
- Violence and Unrest in Central Africa, The Atlantic Monthly, 1996

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Define and frame questions, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider counter-hypotheses. DOK 3, 4 E
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources and the types of sources available. DOK 3, 4 E

EVALUATING SOURCES AND USING EVIDENCE

Gather and cite relevant information (within the text) from multiple reliable sources representing a wide range of views while using the origin, authority and structure of the sources to guide the selection. DOK 3 E
Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas. DOK 3 E
Evaluate the credibility of a source by examining how experts value the sources. DOK 3 E

COMMUNICATING CONCLUSIONS

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. DOK 3, 4 E
Construct clear, concise explanations using sound reasoning, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanation. DOK 3, 4 E
Critique arguments on related topics in multiple media for credibility recognizing the perspective of the argument's author and identifying evidence used to support that perspective. DOK 3 E
Critique the use of bias, reasoning, and supporting details in explanations. DOK 3 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY
Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. DOK 3 E
Distinguish between long-term causes and triggering events in developing a historical argument. DOK 3 E
Analyze how historical contexts shaped and continue to shape people's perspectives. DOK 3 E

CIVICS

Assess the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. DOK 3 E

Evaluate public policies in terms of intended and unintended outcomes, and related consequences. DOK 3 E

Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. DOK 3 E

ECONOMICS

Analyze the impact that political and economic systems have on each other as well as on foreign policy DOK 3 E

Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. DOK 2 E

GEOGRAPHY

Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. DOK 2 E

Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. DOK 3 E

Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. DOK 3 E

TAKING INFORMED ACTION

Demonstrate understanding of the process by which an individual can take informed action within the school, local, and national communities and take opportunities to do so as appropriate.