

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

World History/Grades 9-12 - Unit 1 Connecting Themes in World History	
Elaborated Unit Focus	This important first unit is designed to introduce students to the eight themes that will feature prominently in the World History course. Activities will focus on relating, location, culture, governance, institutions, conflict, change and continuity over time, movement and migration and technological innovation to students. By the end of the unit students will be able to give examples of the enduring understandings and apply them to world situations.
Connection to Connecting Theme/Enduing Understandings	<ol style="list-style-type: none"> 1. The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. 2. The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. 3. The student will understand that location affects a society's economy, culture, and development.
GSE for Social Studies (standards and elements)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Connection to Literacy Standards for Social Studies (reading and/or writing)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 - Conflict & Change	<p><i>The student will understand that when there is conflict between or within societies, change is the result.</i></p> <p>Essential Question: How does change result from conflict between or within societies?</p> <p>Supporting Questions: Describe a conflict that caused you to change the way you do things? How can change take place without conflict? What is an example of conflict producing change?</p>
Enduring Understanding 2 – Conflict Resolution	<p><i>The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.</i></p> <p>Essential Question: How do societies resolve conflicts through legal procedures, force, and/or compromise?</p> <p>Supporting Questions: What impact does the legal system have on conflict resolution? How does compromise help bring resolution to conflicts? What impact does force have on bringing about change in a society?</p>
Enduring Understanding 3 - Culture	<p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential Question: How does the culture of a society reflect the religion, beliefs, customs, traditions, and government of that society?</p> <p>Supporting Questions: Why do you wear the clothing that you choose? Why do you have the right to the freedoms guaranteed in the First Amendment? How does culture affect your life on a regular basis?</p>
Enduring Understanding 4 - Governance	<p><i>The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</i></p> <p>Essential Question: How does political complexity increase as society increases in complexity and interaction with other societies?</p> <p>Supporting Questions: Why are rules necessary? How do the rules change for sports from backyard games to professional games?</p>
Enduring Understanding 5 – Individuals, Groups, & Institutions	<p><i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></p> <p>Essential Question: How do the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences?</p> <p>Supporting Questions: How has terrorism affected our world? How have you volunteered to help someone?</p>

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 6 - Location	<p><i>The student will understand that location affects a society’s economy, culture, and development.</i></p> <p>Essential Question: How does location affect a society’s economy, culture, and development?</p> <p>Supporting Questions: Why is summer vacation longer than winter break? If you lived in Juneau, Alaska, how would your lifestyle be different?</p>
Enduring Understanding 7 – Movement/ Migration	<p><i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></p> <p>Essential Question: How does movement or migration of people and ideas affect societies?</p> <p>Supporting Questions: Why do you live where you do? What happens to your town or region when a big employer opens or closes? What is cultural diffusion and how does it transpire?</p>
Enduring Understanding 8 – Continuity & Change Over Time	<p><i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i></p> <p>Essential Question: How are continuities and changes evident within societies?</p> <p>Supporting Questions: How is your school day different in high school from what it was like in earlier grades? How is your school day the same in high school as it was in earlier grades?</p>
Enduring Understanding 9 – Technological Innovation	<p><i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i></p> <p>Essential Question: How do technological innovations result in intended and unintended consequences?</p> <p>Supporting Questions: <i>How has technology impacted your life?</i> <i>How can people have friends that they have never physically met?</i></p>

Sample Instructional Activities/Assessments

Socratic Questioning

Socratic questioning about how students relate to themes personally. At the end of questioning students respond to the prompt “How (insert theme) relates to my life.” Teacher may use all the themes or select certain ones for the prompt.

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Literacy Standards Social Studies Matrices Enduring Understanding(s)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Formative Assessment	Dialogue and Discussion Selected Response Constructed Response

Enduring Understanding Matching Activity

Match a list of events (current or historical) to an appropriate enduring understanding and explain why they fit.

GSE Standards and Elements

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**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

Formative Assessment

Dialogue and Discussion Selected Response

Collage Activity

In groups students read newspapers or magazines and create a poster or collage of modern examples of themes. Students share their poster with the class.

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Literacy Standards Social Studies Matrices Enduring Understanding(s)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Formative Assessment	Informal Observation Dialogue and Discussion Constructed Response