



# MOHAWK

Local School District

*Preparing today's students for tomorrow's challenges*

## Mohawk Local Schools Grade 9 World History

### Quarter 1 Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
- Prepares students for their role as citizens and decision makers in a diverse, democratic society
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

#### **Modern World History**

Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

#### Critical Areas of Focus Being Addressed:

- Historical Thinking and Skills
- Renaissance/Enlightenment (1600-1800)
- Religions
- READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
- WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1)      (DOK2)      (DOK3)      (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

<p>Content Statements: 1. Historical events provide opportunities to examine alternative courses of action. DOK 2</p>	<p><b>Broad Learning Target:</b> The student can analyze a historical decision and predict the possible consequences of alternative courses of action.  <b>Underpinning Knowledge Learning Targets:</b> The student can list historical decision points that had alternative courses of action.  <b>Underpinning Reasoning Learning Targets:</b> The student can explain various alternative courses of actions for historical decision points. The student can explain positive consequences of a particular course of action. The student can explain negative consequences of a particular course of action. The student can evaluate a course of action based on the alternatives and consequences.</p>
<p>2. The use of primary and secondary sources of information includes an examination of the credibility of each source. DOK3</p>	<p><b>Broad Learning Target:</b> The student can analyze and evaluate the credibility of primary and secondary sources.  <b>Underpinning Knowledge Learning Targets:</b> The student can define and give examples of primary sources. The student can define and give examples of secondary sources. The student can explain the criteria for determining credibility of sources.  <b>Underpinning Skills Learning Targets:</b> The student can identify perspectives, bias and stereotypes in primary and secondary sources.  <b>Underpinning Reasoning Learning Targets:</b> The student can evaluate the qualifications and reputation of an author. The student can compare sources for agreement. The student can judge the accuracy and internal consistency of a source. The student can evaluate a source based on the circumstances in which the author prepared the source.</p>
<p>3. Historians develop theses and use evidence to support or refute positions. DOK3</p>	<p><b>Broad Learning Target:</b> The student can develop a thesis and use evidence to support or refute a position.  <b>Underpinning Knowledge Learning Targets:</b> The student</p>

4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. DOK3

AGE OF ENLIGHTENMENT (1600-1800)

Content Statements: 5. The Scientific Revolution impacted

can define and explain a thesis. The student can identify sources of evidence for historians.

**Underpinning Skills Learning Targets:** The student can develop a thesis. The student can use evidence to support a thesis. The student can use evidence to refute a thesis. The student can cite sources used to support or refute positions.

**Underpinning Reasoning Learning Targets:** The student can distinguish between a list of events and a historical interpretation.

**Broad Learning Targets:** The student can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. The student can analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

**Underpinning Skills Learning Targets:** The student can place historical events in sequential (chronological) order.

**Underpinning Reasoning Learning Targets:** The student can analyze the long-term causes of historical events. The student can analyze the short-term causes of historical events. The student can analyze the short-term effects of historical events. The student can analyze the long-term effects of historical events. The student can differentiate between causes and correlations in historical events.

**Broad Learning Target:** The student can describe how the

religious, political, and cultural institutions by challenging how people viewed the world. DOK2

6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions. DOK3

Scientific Revolution's impact on religious, political and cultural institutions challenged how people viewed the world.

**Underpinning Knowledge Learning Targets:** The student can explain the shift in perception of truth that began with the Scientific Revolution. The student can describe how the Scientific Revolution challenged religious teachings. The student can describe how the Scientific Revolution led to the Enlightenment and political revolutions. The student can describe how the Scientific Revolution impacted education. The student can explain the impact of the scientific method.

**Underpinning Reasoning Learning Targets**

The student can analyze the long-term causes of the Scientific Revolution on the Enlightenment, and therefore the Revolutions. The student can analyze the short-term causes of Scientific Thinkers. The student can analyze the short-term effects on the religious organizations. The student can analyze the long-term effects of religious organizations and on governments.

**Broad Learning Target:** The student can recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

**Underpinning Knowledge Learning Targets:** The student can describe the beliefs of Enlightenment thinkers on human nature and progress. The student can explain how Enlightenment thinking shaped education. The student can explain how Enlightenment thinking shaped the relationship between the government and people. The student can explain how Enlightenment thinking shaped how goods and services were produced and distributed.

**Underpinning Reasoning Learning Targets** The students can apply the understanding of natural laws and reason to make an inference on how they affected social, political, and

7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism. DOK3

TOPIC: AGE OF REVOLUTIONS (1750-1914) Content  
Statements: 8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence. DOK3

economic systems.

**Broad Learning Target:** The student can analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

**Underpinning Knowledge Learning Targets:** The student can discuss the religious teachings that were challenged by the Enlightenment. The student can explain the concept of the social contract. The student can describe the economic system of mercantilism.

**Underpinning Reasoning Learning Targets:** The student can analyze how the Enlightenment challenged religious authority. The student can analyze how the Enlightenment challenged absolute rule. The student can analyze how the Enlightenment challenged mercantilism.

**Broad Learning Target:** The student can explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.

**Underpinning Knowledge Learning Targets:** The student can explain the key ideas of the Enlightenment.

**Underpinning Reasoning Learning Targets:** The student can connect the ideas of the Enlightenment to the American Revolution. The student can connect the ideas of the Enlightenment to the French Revolution. The student can connect the ideas of the Enlightenment to Latin American wars for independence.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

9. Draw evidence from informational texts to support analysis, reflection, and research.

