Mohawk Local Schools   Grade 9 World History

Quarter   3   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.

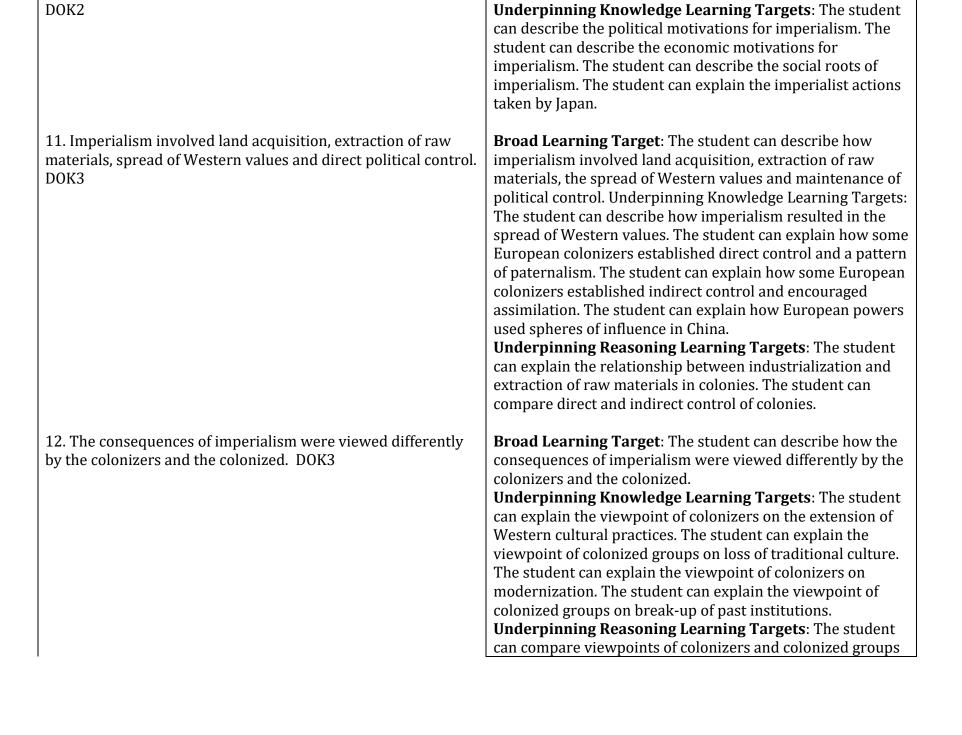Critical Areas of Focus Being Addressed:
- o   Historical Thinking and Skills
- o   Imperialism (1800-1914)
- o   Achievements and Crisis (1900-1945)
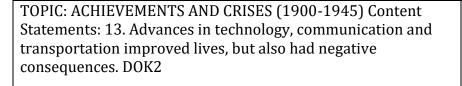- o   READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
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Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Content Statements: 1. Historical events provide opportunities to examine alternative courses of action. DOK 3	**Broad Learning Target**: The student can analyze a historical decision and predict the possible consequences of alternative courses of action. **Underpinning Knowledge Learning Targets**: The student can list historical decision points that had alternative courses of action. **Underpinning Reasoning Learning Targets:** 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.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source. DOK3	**Broad Learning Target**: The student can analyze and evaluate the credibility of primary and secondary sources. **Underpinning Knowledge Learning Targets**: 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. **Underpinning Skills Learning Targets**: The student can identify perspectives, bias and stereotypes in primary and secondary sources. **Underpinning Reasoning Learning Targets**: 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.
3. Historians develop theses and use evidence to support or refute positions. DOK3	**Broad Learning Target**: The student can develop a thesis and use evidence to support or refute a position. **Underpinning Knowledge Learning Targets**: The student 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.
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. DOK3	**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.
TOPIC: IMPERIALISM (1800-1914) Content Statements: 10. Imperial expansion had political, economic and social roots.	**Broad Learning Target**: The student can describe the political, economic and social roots of imperial expansion.

DOK2	**Underpinning Knowledge Learning Targets**: The student can describe the political motivations for imperialism. The student can describe the economic motivations for imperialism. The student can describe the social roots of imperialism. The student can explain the imperialist actions taken by Japan.
11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. DOK3	**Broad Learning Target**: The student can describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control. Underpinning Knowledge Learning Targets: The student can describe how imperialism resulted in the spread of Western values. The student can explain how some European colonizers established direct control and a pattern of paternalism. The student can explain how some European colonizers established indirect control and encouraged assimilation. The student can explain how European powers used spheres of influence in China. **Underpinning Reasoning Learning Targets**: The student can explain the relationship between industrialization and extraction of raw materials in colonies. The student can compare direct and indirect control of colonies.
12. The consequences of imperialism were viewed differently by the colonizers and the colonized. DOK3	**Broad Learning Target**: The student can describe how the consequences of imperialism were viewed differently by the colonizers and the colonized. **Underpinning Knowledge Learning Targets**: The student can explain the viewpoint of colonizers on the extension of Western cultural practices. The student can explain the viewpoint of colonized groups on loss of traditional culture. The student can explain the viewpoint of colonizers on modernization. The student can explain the viewpoint of colonized groups on break-up of past institutions. **Underpinning Reasoning Learning Targets**: The student can compare viewpoints of colonizers and colonized groups

TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) Content Statements: 13. Advances in technology, communication and transportation improved lives, but also had negative consequences. DOK2	**Broad Learning Target:** The student can select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences. Underpinning **Knowledge Learning Targets:** The student can list advances in technology in the first half of the 20th century. The student can discuss how advances in communication and transportation improved lives. The student can discuss negative effects of advances in technology, communication, and transportation. The student can explain the impact of new battlefield weapons in World War I. The student can explain the impact of the atomic bomb.
14. The causes of World War I included militarism, imperialism, nationalism and alliances. DOK2	**Broad Learning Target**: The student can explain how militarism, imperialism, nationalism and alliances were causes of World War I. **Underpinning Knowledge Learning Targets**: The student can define and explain militarism. The student can define and explain imperialism. The student can define and explain nationalism. The student can define and explain the alliance system. **Underpinning Reasoning Learning Targets**: The student can explain how militarism contributed to World War I. The student can explain how imperialism contributed to World War I. The student can explain how nationalism contributed to World War I. The student can explain how the alliance system contributed to World War I.
15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II. DOK3	**Broad Learning Target**: The student can explain how militarism, imperialism, nationalism and alliances were causes of World War I. **Underpinning Knowledge Learning Targets**: The student can define and explain militarism. The student can define and explain imperialism. The student can define and explain nationalism. The student can define and explain the alliance

system.
Underpinning Reasoning Learning Targets: The student can explain how militarism contributed to World War I. The student can explain how imperialism contributed to World War I. The student can explain how nationalism contributed to World War I. The student can explain how the alliance system contributed to World War I.

16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II. DOK2

Broad Learning Target: The student can explain how and why oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.
Underpinning Knowledge Learning Targets: The student can describe the Armenian genocide during World War I. The student can identify groups targeted by Nazi Germany during the Holocaust. The student can describe the discrimination against Jews in Nazi Germany. The student can explain the Final Solution.
Underpinning Reasoning Learning Targets: The student can connect oppression and discrimination to the Armenian Genocide. The student can connect oppression and discrimination to the Holocaust

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. DOK2

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. DOK2

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. DOK2

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. DOK1

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. DOK3

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. DOK2

8. Assess the extent to which the reasoning and evidence in a text support the author's claims. DOK2

9. Compare and contrast treatments of the same topic in several primary and secondary sources. DOK2

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. DOK1

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