



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 9 World History

Quarter 2 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
- Age of Revolutions (1750-1914) including Industrial Revolution
- 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 3</p> <p>2. The use of primary and secondary sources of information includes an examination of the credibility of each source. DOK3</p>	<p>Broad Learning Target: The student can analyze a historical decision and predict the possible consequences of alternative courses of action.</p> <p>Underpinning Knowledge Learning Targets: The student can list historical decision points that had alternative courses of action.</p> <p>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.</p> <p>Broad Learning Target: The student can analyze and evaluate the credibility of primary and secondary sources.</p> <p>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.</p> <p>Underpinning Skills Learning Targets: The student can identify perspectives, bias and stereotypes in primary and secondary sources.</p> <p>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</p>

3. Historians develop theses and use evidence to support or refute positions. DOK3

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

source. The student can evaluate a source based on the circumstances in which the author prepared the source.

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.

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: 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

9. Industrialization had social, political and economic effects on Western Europe and the world. DOK2

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 America wars for independence.

Broad Learning Target: The student can analyze the social, political and economic effects of industrialization on Western Europe and the world. Underpinning

Knowledge Learning Targets: The student can cite positive effects of industrialization on daily life in Europe and North America. The student can cite negative effects of industrialization on daily life in Europe and North America.

Underpinning Reasoning Learning Targets: The student can explain how industrialization impacted population growth. The student can explain how industrialization impacted urbanization. The student can explain how industrialization impacted emigration out of Europe. The student can explain how industrialization led to movements for political and social reform in England. The student can explain how industrialization expanded the world-market economy.

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. DOK1

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

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. DOK2

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. DOK3

9. Compare and contrast treatments of the same topic in several primary and secondary sources. DOK3

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. 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. DOK2

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that

follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). DOK2

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. DOK1

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. DOK1

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. DOK2

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. DOK3

9. Draw evidence from informational texts to support analysis, reflection, and research. DOK3

