



# MOHAWK

## Local School District

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

### Mohawk Local Schools Grade 9 World History

### Quarter 4 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
- Achievements and Crisis (1900-1945)
- The Cold War (1945-1991)
- Globalization (1991-Present)
- READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
- WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES



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

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: ACHIEVEMENTS AND CRISES (1900-1945) Content Statements: 13. Advances in technology, communication and transportation improved lives, but also had negative consequences. DOK2

14. The causes of World War I included militarism, imperialism, nationalism and alliances. DOK3

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. 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.

**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

17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age. DOK2

TOPIC: THE COLD WAR (1945-1991) Content Statements: 18. The United States and the Soviet Union became superpowers and competed for global influence. 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

**Broad Learning Target:** The student can describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age. **Underpinning Knowledge Learning Targets:** The student can describe the physical effects of World War II. The student can describe the social effects of World War II. The student can describe the cultural effects of World War II. The student can describe the economic effects of World War II. The student can explain how World War II led to zones of occupation in Eastern Europe. The student can explain how atomic weapons changed the nature of warfare.

**Broad Learning Target:** The student can analyze how the United States and the Soviet Union became superpowers and competed for global influence.

**Underpinning Knowledge Learning Targets:** The

19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.  
DOK2

student can describe the events that created tensions between the U.S. and Soviet Union.

**Underpinning Skills Learning Targets:** The student can use a map to identify Cold War conflicts. **Underpinning Reasoning Learning Targets:** The student can explain why the U.S. and Soviet Union became superpowers following the Cold War. The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Europe. The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Asia. The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Africa. The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Cuba. The student can explain how conflicts related to decolonization and national liberation provided opportunities for intervention by both sides in the Cold War.

**Broad Learning Target:** The student can describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

**Underpinning Skills Learning Targets:** The student can use a map to identify national boundary changes at the end of World War II.

**Underpinning Knowledge Learning Targets:** The student can describe the boundary changes that resulted from the end of World War II. The student can list multinational organizations that formed at the end of World War II. The student can explain the purpose of multinational organizations that formed at the end of World War II.

20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East. DOK2

**Broad Learning Target:** The student can explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.

**Underpinning Knowledge Learning Targets:** The student can list religious groups in the Middle East. The student can discuss the origins of conflicts in the Middle East in the second half of the 20th century. The student can describe the role of religion in Middle East conflicts.

**Underpinning Skills Learning Targets:** The student can use a map to detail conflicts in the Middle East.

**Underpinning Reasoning Learning Targets:** The student can explain how rebellion against colonial rule caused conflicts in the Middle East. The student can draw connections between the rise of nationalism and Middle East conflicts.

21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia. DOK2

**Broad Learning Target:** The student can explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

**Underpinning Knowledge Learning Targets:** The student can explain how World War II impacted Africa and Southeast Asia. The student can discuss the role of the Négritude movement and Pan-African movement in fueling nationalist efforts in Africa. The student can describe nationalist movements in Southeast Asia.

**Underpinning Skills Learning Targets:** The student can use a map to detail nationalist movements in Africa and Southeast Asia.

**Underpinning Reasoning Learning Targets:** The student can draw connections between end of World War II and the rise of nationalist movements in Africa and Southeast Asia.

22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples. DOK2

TOPIC: GLOBALIZATION (1991-PRESENT) Content Statements:  
23. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world. DOK2

**Broad Learning Target:** The student can explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

**Underpinning Knowledge Learning Targets:** The student can discuss the role of human rights organizations and media coverage in pushing for expansion of rights. The student can describe the goals of movements for women's rights. The student can explain the apartheid system of South Africa. The student can explain how the end of apartheid in South Africa expanded rights for blacks. The student can discuss the reasons for the end of apartheid in South Africa.

**Broad Learning Target:** The student can describe how the breakup of the Soviet Union ended the Cold War and analyze the challenges it created for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

**Underpinning Knowledge Learning Targets:** The student can identify the collapse of the Soviet Union as the end of the Cold War. The student can explain the responses to the collapse of the Russian economy in the 1990s. The student can discuss debates that emerged as the result of the U.S. becoming the world's sole superpower.

**Underpinning Skills Learning Targets:** The student can use a map to detail the collapse of the Soviet Union and end of the Cold War. .

**Underpinning Reasoning Learning Targets:** The student can analyze the new relationship that formed between the U.S. and Russia and the former Soviet republics following the end of the Cold War. The student can analyze new challenges for former allies, former Soviet republics, and the non-aligned world. The student can analyze the economic challenges in the former Soviet republics. The



24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing. DOK2

student can analyze the challenges in Germany following the Cold War. The student can analyze the impact of the end of the Cold War on the Non-Aligned Movement

**Broad Learning Target:** The student can describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

**Underpinning Knowledge Learning Targets:** The student can cite examples of acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era. The student can define and explain genocide and ethnic cleansing. The student can cite examples of regional and ethnic conflicts that have led to genocide and ethnic cleansing. The student can explain how the rise of nationalism in the former Yugoslavia led to ethnic cleansing in Bosnia.

25. Political and cultural groups have struggled to achieve self-governance and self-determination. DOK2

**Broad Learning Target:** The student can select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

**Underpinning Knowledge Learning Targets:** The student can list groups that have struggled to achieve self-governance and self-determination since 1991. The student can summarize the struggle for self-governance and self-determination in Russia and the former Soviet Republics. The student can summarize the struggle for self-governance and self-determination in South Africa. The student can summarize the struggle for self-governance and self-determination in Israel and Arab nations in the Middle East. The student can summarize the

26. Emerging economic powers and improvements in technology have created a more interdependent global economy. DOK2

struggle for self-governance and self-determination in Northern Ireland.

**Broad Learning Target:** The student can analyze the factors that have created a more interdependent global economy since 1991.

**Underpinning Knowledge Learning Targets:** The student can explain the purpose of the European Union. The student can cite new advances in communications technology. **Underpinning Reasoning Learning Targets:** The student can analyze the role of emerging economic powers in creating a more interdependent global economy. The student can analyze the role of advances in technology in creating a more interdependent global economy.

27. Proliferation of nuclear weapons has created a challenge to world peace. DOK1

**Broad Learning Target:** The student can describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

**Underpinning Knowledge Learning Targets:** The student can describe the global concerns over nuclear weapons in former Soviet republics. The student can discuss threats to world peace raised by the possibility of terrorists accessing nuclear weapons.

28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges. DOK1

**Broad Learning Target:** The student can describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

**Underpinning Knowledge Learning Targets:** The student can discuss the effects of rapid population growth. The student can explain how governments have responded to rapid population growth. The student can discuss the effects of increased life expectancy. The student can summarize the societal and political challenges created by mass migrations.

29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources. DOK1

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. DOK3

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. DOK3

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. DOK2

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

**Broad Learning Target:** The student can describe the reasons for the new environmental consciousness and movement for sustainability.

**Underpinning Knowledge Learning Targets:** The student can explain the causes and effects of increased greenhouse emissions. The student can list citizen organizations working for environmental and sustainability issues. The student can list government conferences held to address environmental and sustainability issues.

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

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

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. DOK3

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. DOK3

<p>9. Draw evidence from informational texts to support analysis, reflection, and research. DOK2</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. DOK2</p>	
<p>Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:</p> <p>(DOK1)      (DOK2)      (DOK3)      (DOK4)</p>	<p>Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."</p>