






World History 9th Grade Social Studies Mapping/Pacing Guide 2018-2019

<p>Topics & Standards</p> <p style="text-align: center;"><u>Quarter 1</u></p>	<p>Unit 1: Historical Thinking; Age of Enlightenment and Revolution: 1600-1800</p> <p>Historical Thinking and Skills</p> <ol style="list-style-type: none"> 1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop theses and use evidence to support or refute positions 4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. <p>Enlightenment and Revolutions</p> <ol style="list-style-type: none"> 5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world. 6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions. 7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism 8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence <p>The Industrial Revolution</p> <ol style="list-style-type: none"> 9. Industrialization had social, political and economic effects on Western Europe and the world. 13. Advances in technology, communication and transportation improved lives, but also had negative consequences 			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology, Other</i>
<p>Historical Thinking and Skills Unit</p> <p style="text-align: center;">2 Weeks</p>	<p>UBD Framework</p> <p>Unit: Historical Thinking Skills and Methods</p> <div style="text-align: center;">  </div> <p>Formative/Summative Assessments</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or</p>	<p>McGraw Hill World History & Geography-Modern Times (Resources and Content Section Online)</p> <p>Defined Stem</p> <p>Discovery Education</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p>

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	<ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p>secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 	<p>Reading Like a Historian</p>	<p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>
<p><i>Enlightenment and Revolutions Unit</i></p> <p>3 Weeks</p>	<p>UBD Framework</p> <p>Unit: Enlightenment</p> <p>Unit: French Revolution</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies 	<p>McGraw Hill World History & Geography- Modern Times (Chapter 8-9)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com</p>

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	<ul style="list-style-type: none"> • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<ul style="list-style-type: none"> • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 		<p>(Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>
<p><i>Industrial Revolution Unit</i></p> <p><i>3 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: Industrial Revolution</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials 	<p>- McGraw Hill World History & Geography- Modern Times (Chapter 10-11)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>

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	<u>McGraw-Hill</u> <u>Assessment Resources</u> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<ul style="list-style-type: none"> • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 		
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<p><i>Topics & Standards</i></p> <p><u>Quarter 2</u></p>	<p>Unit 2: Imperialism: 1800-1914</p> <p>Imperialism</p> <p>10. Imperial expansion had political, economic and social roots</p> <p>11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.</p> <p>12. The consequences of imperialism were viewed differently by the colonizers and the colonized.</p> <p>Unit 3: Achievements and Crisis: 1900-1945 (3 weeks)</p> <p>World War I</p> <p>13. Advances in technology, communication and transportation improved lives, but also had negative consequences.</p> <p>14. The causes of World War I included militarism, imperialism, nationalism and alliances.</p> <p>Unit 4: Achievements and Crisis: 1900-1945 (continued 6 weeks into 3rd Quarter)</p> <p>Rise of Dictators</p> <p>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</p> <p>Genocide</p> <p>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.</p>
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<i>Time Frame Quarter 2</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology, Other</i>
<p><i>Imperialism Unit</i></p> <p><i>2.5 Weeks</i></p>	<p>UBD Framework Unit: Imperialism</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p>Language Arts CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 	<p>- McGraw Hill World History & Geography-Modern Times (Chapter 12)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</p>

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<p><i>Achievements and Crisis: WW I Unit</i></p> <p><i>2.5 Weeks</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: World War I</p> <div style="text-align: center;">  </div> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 	<p>McGraw Hill World History & Geography- Modern Times (Chapter 13-14)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</p>
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<p><i>Achievements and Crisis: Rise of Dictators And Genocide Unit</i></p> <p><i>3 Weeks</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 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.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 	<p>McGraw Hill World History & Geography- Modern Times (Chapter 14-16)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>
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<p>Topics & Standards</p> <p style="text-align: center;">Quarter 3</p>	<p>Unit 4: Achievements and Crisis: 1900-1945 (continued from 2nd Quarter)</p> <p>World War II</p> <p>17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age</p> <p>Unit 5: The Cold War: 1945-1991</p> <p>Cold War Superpowers</p> <p>18. The United States and the Soviet Union became superpowers and competed for global influence.</p> <p>19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p>Decolonization and Conflict</p> <p>20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East</p> <p>21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p>22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p>
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<i>Time Frame</i> Quarter 3	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
<p>Achievement and Crisis: WW II Unit</p> <p style="text-align: center;">2 Week</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: World War II</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>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 science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>McGraw Hill World History & Geography- Modern Times (Chapter 17)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p>

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	<p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 		<p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>
<p><i>Cold War Unit</i></p> <p><i>6 Weeks</i></p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: Cold War</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 4-6 tasks that reach DOK 3-4 AND/OR • 3-4 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review 	<p style="text-align: center;">Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 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.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials 	<p style="text-align: center;">McGraw Hill World History & Geography- Modern Times (Chapter 18-20)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Education</p> <p style="text-align: center;">Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://shg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources</p>

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	<ul style="list-style-type: none"> • Chapter Assessment • Self-Check Quiz <p>Summative/Quarterly Assessments</p>	<ul style="list-style-type: none"> • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network 		<p>under Lesson Planning “Differentiation and Remediate.”</p>
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<p><i>Topics & Standards</i></p> <p style="text-align: center;"><i>Quarter 4</i></p>	<p>Unit 6: Globalization: 1991-Present</p> <p>Contemporary Conflicts</p> <ul style="list-style-type: none"> 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 24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing. 25. Political and cultural groups have struggled to achieve self-governance and self- determination. 27. Proliferation of nuclear weapons has created a challenge to world peace. <p>Global Interdependence</p> <ul style="list-style-type: none"> 26. Emerging economic powers and improvements in technology have created a more interdependent global economy <p>Sustainability</p> <ul style="list-style-type: none"> 28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges 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
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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
<p>Globalization: 1991-Present Unit</p> <p>Culminating GRASP and DEBATE</p> <p>8 Weeks</p>	<p style="color: red;">UBD Framework</p> <p>Unit: Globalization</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 5-7 tasks that reach DOK 3-4 AND/OR • 3-4 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz 	<p>Language Arts</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 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.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills 	<p>McGraw Hill World History & Geography- Modern Times (Chapter 21-22)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)</p> <p>http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>www.icivics.com (Interactive tools and activities about civics)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</p>

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		<ul style="list-style-type: none">• Content/Academic Vocabulary• Ohio Public Library Information Network		
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