



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

Topics & Standards <u>Quarter 1</u>	Unit 1: Historical Thinking; Age of Enlightenment and Revolution: 1600-1800 Historical Thinking and Skills 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. Enlightenment and Revolutions 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 The Industrial Revolution 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			
Time Frame	Types of Assessment (Evidence)	Opportunities for integration	Resources (Curriculum or Textbook)	Technology, Other
Historical Thinking and Skills Unit 2 Weeks	UBD Framework Unit: Historical Thinking Skills and Methods  Formative/Summative Assessments	Language Arts 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. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or	McGraw Hill World History & Geography- Modern Times (Resources and Content Section Online) Defined Stem Discovery Education	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)

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	• 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	Reading Like a Historian	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
<i>Enlightenment and Revolutions Unit</i> <i>3 Weeks</i>	UBD Framework Unit: Enlightenment Unit: French Revolution  Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS	Language Arts CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies	McGraw Hill World History & Geography-Modern Times (Chapter 8-9) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com

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	- At least 1 GRASP per quarter - At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> - Lesson Quiz - Lesson Review - Chapter Assessment - Self-Check Quiz	- Research and Writing Skills - Content/Academic Vocabulary - Ohio Public Library Information Network		(Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
<i>Industrial Revolution Unit</i> <i>3 Weeks</i>	UBD Framework Unit: Industrial Revolution  Formative/Summative Assessments 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 *Assessments located within unit	Language Arts 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. 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. <u>McGraw-Hill Text Literacy Resources</u> Reading Essentials	- McGraw Hill World History & Geography- Modern Times (Chapter 10-11) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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	<u>McGraw-Hill</u> <u>Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	• Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network		
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<i>Topics & Standards</i> <i>Quarter 2</i>	Unit 2: Imperialism: 1800-1914 Imperialism 10. Imperial expansion had political, economic and social roots 11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. 12. The consequences of imperialism were viewed differently by the colonizers and the colonized. Unit 3: Achievements and Crisis: 1900-1945 (3 weeks) World War I 13. Advances in technology, communication and transportation improved lives, but also had negative consequences. 14. The causes of World War I included militarism, imperialism, nationalism and alliances. Unit 4: Achievements and Crisis: 1900-1945 (continued 6 weeks into 3rd Quarter) Rise of Dictators 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 Genocide 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.
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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>
Imperialism Unit 2.5 Weeks	UBD Framework Unit: Imperialism  Formative/Summative Assessments • 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	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. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	- McGraw Hill World History & Geography-Modern Times (Chapter 12) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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<i>Achievements and Crisis: WW I Unit</i> <i>2.5 Weeks</i>	UBD Framework Unit: World War I Formative/Summative Assessments • 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts 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. 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. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	McGraw Hill World History & Geography- Modern Times (Chapter 13-14) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
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<i>Achievements and Crisis: Rise of Dictators And Genocide Unit</i> <i>3 Weeks</i>	UBD Framework Unit: _____ Formative/Summative Assessments • 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts 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. 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. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	McGraw Hill World History & Geography- Modern Times (Chapter 14-16) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
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Topics & Standards <u>Quarter 3</u>	Unit 4: Achievements and Crisis: 1900-1945 (continued from 2nd Quarter) World War II 17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age
	Unit 5: The Cold War: 1945-1991 Cold War Superpowers 18. The United States and the Soviet Union became superpowers and competed for global influence. 19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
	Decolonization and Conflict 20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East 21. Postwar global politics led to 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.

<i>Time Frame Quarter 3</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
<i>Achievement and Crisis: WW II Unit</i> <i>2 Week</i>	UBD Framework Unit: World War II  Formative/Summative Assessments • 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	Language Arts CCSS.ELA-LITERACY.RH.9-10.4 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 science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	McGraw Hill World History & Geography- Modern Times (Chapter 17) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

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	*Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	<u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network		www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”
<i>Cold War Unit</i> <i>6 Weeks</i>	UBD Framework Unit: Cold War  Formative/Summative Assessments • 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review	Language Arts 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. 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. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials	McGraw Hill World History & Geography- Modern Times (Chapter 18-20) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources

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	• Chapter Assessment • Self-Check Quiz Summative/Quarterly Assessments	• Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network		under Lesson Planning “Differentiation and Remediate.”
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Topics & Standards Quarter 4	Unit 6: Globalization: 1991-Present Contemporary Conflicts 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. Global Interdependence 26. Emerging economic powers and improvements in technology have created a more interdependent global economy Sustainability 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>
Globalization: 1991-Present Unit Culminating GRASP and DEBATE 8 Weeks	UBD Framework Unit: Globalization  Formative/Summative Assessments • 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 *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts 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. 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. 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. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills	McGraw Hill World History & Geography- Modern Times (Chapter 21-22) Defined Stem Discovery Education Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) www.icivics.com (Interactive tools and activities about civics) Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”

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		• Content/Academic Vocabulary • Ohio Public Library Information Network		
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