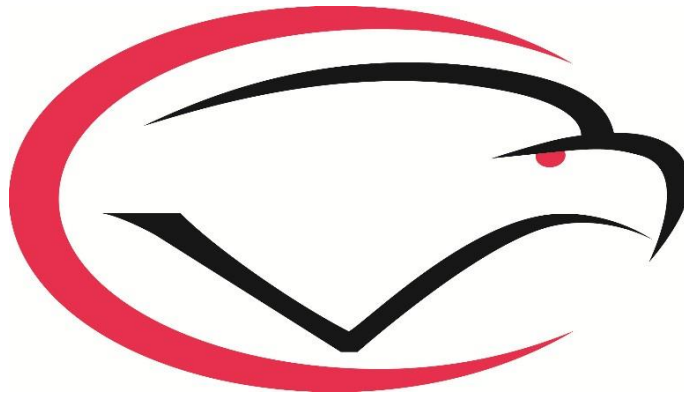


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

World History

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
5.2.W.B. Analyze strategies used to resolve conflicts in society and government.	
Taught in Unit(s)	
Age of Revolutions (1750-1914), The Turbulent Decades (1914-1945)	
Explanation/Example of Standard	
Conflicts in society and governing necessitate cooperation and compromise amongst groups. Failure to do so can result in widespread violence. The reasons different solutions to conflict emerge throughout history is due to the political, social, and cultural context of that particular time and place.	
Common Misconceptions	
Students often believe that society only progresses through an event such as war or revolution. However, students also need to understand the role of competing ideas and the synthesis emerging from them that can bring about the resolution of conflicts in a peaceful manner.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Conflict resolution can be influenced by ideas and values, their interactions with one another, and their resulting synthesis. ● Short-sighted conflict resolution can further aggravate an underlying problem, creating new, future conflicts. 	<ul style="list-style-type: none"> ● What are the consequences of tensions and cooperation among individuals, groups, and institutions? ● How do individuals, groups, and institutions deal with economic and political/governmental failures? ● What is the role of technology in decision-making?
Assessments	
Post-Wars Comparison	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical context ● Strategic interest and its impact on the behavior of individuals, groups, and institutions ● Cause and effect relationships - understanding differences between short term and long term effects ● The role of ideology in conflict resolution ● Shared values help to foster cooperation 	<ul style="list-style-type: none"> ● Explain different strategies used to resolve conflict ● Draw conclusions about the economic, political, and social effects of instances of conflict resolution ● Consider the influence of individuals in conflict resolution

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
5.3.W.J. Compare and contrast various systems of government	
Taught in Unit(s)	
Post-Classical Era Overview (to 1450), Global Interaction and Transformation (1450 to 1750), Unresolved Issues (1945-present)	
Explanation/Example of Standard	
Government systems throughout world history have numerous similarities and differences.	
Common Misconceptions	
Students often apply their own beliefs and values when learning about government systems throughout history rather than understanding them on their own terms.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Government is a means of providing order and organization for society ● Governments differ based on their historical context ● Throughout history, governments tend to form along similar lines dictated by economic, social, and political circumstances 	<ul style="list-style-type: none"> ● How have governments worked to meet individual needs, promote the common good, and address persistent social issues throughout history? ● What are the influences of governments on people and events in historical settings throughout history? ● What are the roles of government in furthering both societal continuity and change over time? ● What are the norms, principles, purposes, and functions of governments?
Assessments	
Gingerbread Figures (Absolute Ruler Comparison)	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical context ● Government systems such as totalitarianism, fascism, absolutism, feudalism, socialism, communism, representative democracy ● Concepts such as sovereignty, legitimacy, and mandate 	<ul style="list-style-type: none"> ● Identify various systems of government ● Compare various systems of government ● Contrast various systems of government ● Draw conclusions about how effective these various systems of government were in their historical context

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
6.2.W.G. Compare and contrast various economic systems.	
Taught in Unit(s)	
Unresolved Issues (1945-present)	
Explanation/Example of Standard	
Economic systems throughout world history have numerous similarities and differences	
Common Misconceptions	
Students often assume that economics have always been based around the decisions made by individuals, not recognizing decisions were / are often made by governments and institutions.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Economic systems determine how wealth is accumulated and by whom ● Economic systems differ based on the values and beliefs of those who shape policy ● Conflicts after World War II emerged on the basis of proving what economic system was best suited for humankind. 	<ul style="list-style-type: none"> ● How have economic systems worked to meet individual needs, promote the common good, and address persistent social issues throughout history? ● What are the influences of economic systems on people and events in historical settings throughout history? ● What are the roles of economic systems in furthering both societal continuity and change over time?
Assessments	
Rock, paper, scissors culminating assessment	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical context ● Economic systems such as mercantilism, capitalism, socialism/communism ● Concepts such as supply, demand, capital, productivity, incentive, private ownership, public ownership, nationalization, and inflation 	<ul style="list-style-type: none"> ● Identify various economic systems ● Compare various economic systems ● Contrast various economic systems ● Draw conclusions about how effective these various economic systems were in their historical context

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships	
Taught in Unit(s)	
Introduction, Post-Classical Era Overview (to 1450), Global Interaction and Transformation (1450 to 1750)	
Explanation/Example of Standard	
Compare different viewpoints and the reactions or responses to various historical events. Draw conclusions about the validity and utility of these sources to historical research and analysis.	
Common Misconceptions	
Students often think that primary and secondary sources are absolute truths. Popular narratives are often assumed to be true because of their ubiquity.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Maps are a tool that can be used for helping us recognize spatial relations that are otherwise intangible ● Historians interpret, rather than retell, the past through having primary source documents “speak” to one another through corroboration and contradiction ● Bias is present in all sources, whether conscious or unconscious ● Primary sources are a product of the author’s particular place and time and need to be considered on those terms, not our own 	<ul style="list-style-type: none"> ● What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? ● How do historians use sources to support their reconstructions and interpretations of past events? ● How do we use knowledge of the past to evaluate the possible consequences of specific courses of action and make more informed decisions?
Assessments	
Mapping Skills and Primary Source Analysis Assessment	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Differences between primary and secondary sources ● Locations on a world map of central importance to world history ● The difference between fact and opinion in writing 	<ul style="list-style-type: none"> ● Apply concepts relating to map interpretation skills ● Cite evidence to substantiate a historical argument ● Draw conclusions regarding cause and effect relationships throughout history ● Draw conclusions regarding the utility of primary and secondary sources ● Develop arguments through the use of primary and secondary sources

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
Taught in Unit(s)	
Post-Classical Era Overview (to 1450), Global Interaction and Transformation (1450 to 1750), Age of Revolutions (1750-1914)	
Explanation/Example of Standard	
Groups and individuals determine their own set of priorities when establishing social, political, cultural, and economic norms in their society. These priorities are determined by that society's own unique historical experience.	
Common Misconceptions	
Students often think that all groups base their priorities for establishing social, political, cultural, and economic norms off of the same set of values and experiences. Students often apply their own understanding of the world to other societies rather than understanding them on their own terms.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Individuals and groups have a role to play in shaping the course of events ● A multicultural perspective is necessary to understand the social, political, cultural, and economic development throughout world history ● Organizations embody the core social values of the individuals and groups who comprise them ● It is important to understand how institutions are formed, maintained, and changed, and how they influence individuals, groups, and other institutions 	<ul style="list-style-type: none"> ● How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues? ● What are the influence of groups and institutions on people and events in historical and contemporary settings? ● What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? ● What are the consequences of tensions and cooperation among individuals, groups, and institutions?
Assessments	
Primary Source Analysis (The First Crusade OR the Middle Passage)	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical context ● The distinction and interaction between social, political, cultural, and economic dynamics ● Concepts such as mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender 	<ul style="list-style-type: none"> ● Establish the historical context of a primary source ● Predict the impact that historical context will have on groups and individuals ● Compare different perspectives of a historical event ● Understand relationships that exist between groups and individuals

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
8.4.9.C. Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization	
Taught in Unit(s)	
Post-Classical Era Overview (to 1450), Global Interaction and Transformation (1450 to 1750), Age of Revolutions (1750-1914), Unresolved Issues (1945-present)	
Explanation/Example of Standard	
The accumulation of wealth has been a consistent motivating force driving historical development since the foundations of civilization. This driving factor has influenced changes in historical developments beyond economics, impacting belief systems, technological development, political organization, and humankind's impact on the environment.	
Common Misconceptions	
Western (European/American) Civilization has not developed in isolation; rather, it is the product of centuries of cultural, economic, and intellectual exchanges with other civilizations throughout the world.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● The desire to accumulate wealth has driven historical developments over time and its impact has reached far beyond economic systems. ● An imbalance of power is present in economic interactions and has influenced behaviors in nations, groups, and individuals ● Aspects of society interconnect and a change in one impacts / influences others. 	<ul style="list-style-type: none"> ● What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? ● To what extent has economic development and human migration affected the environment over time? ● How has technology shaped economic development and globalization over time? ● How have local, regional, and global economic systems and exchange networks influenced and impacted each other over time? ● How have social and political practices been maintained or changed over time?
Assessments	
Industrial Revolution Inquiry Based Lesson http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_10_Industrialization.pdf	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Identify and explain the difference between historical continuity and change ● The different ways wealth has been defined throughout history ● The similarities and differences between various economic systems ● Economic systems influence human behavior in all aspects of life. 	<ul style="list-style-type: none"> ● List or identify key groups or individuals that have driven economic developments over time. ● Analyze motives driving economic activities throughout history, noting key changes and continuities. ● Draw conclusions about the impact these motives had on processes beyond economic development. ● Understand relationships between current beliefs and the processes that have shaped them.

CVSD World History Curriculum Map ~ 9th Grade

CV Priority Standard/PA Academic Standard	
8.4.9.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	
Taught in Unit(s)	
Global Interaction and Transformation (1450 to 1750), Age of Revolutions (1750-1914), The Turbulent Decades (1914-1945)	
Explanation/Example of Standard	
When different groups and organizations interact, their differences ultimately shape patterns of conflict and cooperation. The consequences of these interactions are far-reaching and help dictate the course of events that follow.	
Common Misconceptions	
Students often think that only conflict brings about progress or that progress is the result of an individual nation's effort as opposed to coming about as a result of interactions across national borders.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Progress is the result of a convergence of various factors ● Progress is achieved as a result of shared products, ideas, and values, their interactions with one another, and the synthesis of these shared ideas. ● Conflict can result in changes in government, a reorganization in global alliances, the promotion of shared values across humanity, and innovations in science and technology. ● The treatment of the defeated powers in conflict can influence their behavior in future events. 	<ul style="list-style-type: none"> ● What are the consequences of tensions and cooperation among individuals, groups, and institutions? ● How has conflict and cooperation influenced ethnicity and race, military conflict, social structure, and economic stability? ● How conflict and cooperation among has groups and organizations impacted the environment?
Assessments	
Congress of Vienna Simulation / Activity OR World War II Unit Test	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Historical context ● Cause and effect relationships - understanding differences between short term and long term effects ● The role of ideology in conflict ● Shared values help to foster cooperation 	<ul style="list-style-type: none"> ● Identify and draw conclusions about the economic, political, and social effects of instances of conflict and cooperation ● Make predictions of immediate, long-term, and contemporary effects of instances of conflict and cooperation ● Consider the influence of individuals in historical developments

Grade: 9				World History	
Unit	Timeline	Topics	Lesson Ideas	Priority Standards	Supporting Standards
Introduction	2 weeks	World Maps		8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	7.1.W.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.
		Historical Thinking	https://sheg.stanford.edu/intro-materials	8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
Post-Classical Era Overview (to 1450)	4 weeks	Population & Migration	Black Death, the Mongols	5.3.W.J. Compare and contrast various systems of government.	
		States & Empires	feudalism in England, Song and Tang China	6.2.W.G. Compare and contrast various economic systems.	6.2.W.A. Evaluate the flow of goods and services in an international economy.
		Trade	Indian Ocean trade, cultural achievements (Asia & Africa)	8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
		Spread of Religion	Islam, cultural achievements (Asia & Africa), role of Christianity in Europe, the Crusades	8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
		Scientific & Intellectual Exchanges	Cultural achievements (Asia & Africa)	8.4.9.C. Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization	
		Transfer of Crops & Agriculture	the Mongols		
Global Interaction and Transformation (1450 to 1750)	8 weeks	Europeans in the Indian Ocean	The Portuguese and Dutch	8.4.9.C. Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization	
		The Columbian Exchange		8.4.9.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	6.2.W.A. Evaluate the flow of goods and services in an international economy.
		The Great Dying and the Slave Trade		8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	6.1.W.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world.
		Transformation of Western Europe	Renaissance, Reformation	8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
		Strengthening of Sovereign Rule	England, France, Russia, Ottomans, Safavids, Mughals, Ming, and Tokugawa	5.3.W.J. Compare and contrast various systems of government.	8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
Age of Revolutions (1750-1914)	11 weeks	The Intellectual Revolution	The Enlightenment & Scientific Revolution	5.2.W.B. Analyze strategies used to resolve conflicts in society and government.	
		Political Revolutions	The Atlantic Revolutions	8.4.9.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)
		The Industrial Revolution		8.4.9.C. Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization	

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