

CPPS High School Curriculum Map: 9 Grade World History at a Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Resources/Materials
Unit 1: Thinking Historian CCSS.ELA-LITERACY.RH.9-10.1 Washington EARL Geography Standard 4.1 CCSS.ELA-LITERACY.RH.9-10.2	Week 2-3	Identify Primary and Secondary Sources	Why do we study history? What documents do we use to study history?	Essential Question: How does knowledge of the past influence us and help us to understand the present and the future? SKILL – Identify Primary and Secondary Sources, Cite sources using the correct format	Primary/Secondary Source Documents from Stanford History Education Group Link: http://sheg.stanford.edu/rh
Unit 2: Early Civilizations The Neolithic Revolution (3100 BC – 500 BC) Washington EARL Geography Standard 3.1 Washington GLE Geography Standard 3.1.2	Week 4-6	Identify the origins of the Major Religions and recognize the lasting effects of the Neolithic Revolution	What changed in man's pursuit of understanding as a result of the Neolithic Revolution and migration?	Essential Question: Why is "where" important? How does religion shape a culture? SKILL – Label major countries in the Middle East, Understands lines of latitude and longitude, Analyze and Compare the 5 major religions	Textbook Ch. 1 Sec.2 and 3, Ch. 2 Sec. 1, 3, and 4, Ch. 3 Sec. 2 and 4 Film: Mankind The Story of us All Maps of Asia
Unit 3: Classical Civilizations in the West (500 BC – 600 AD) CCSS.ELA-LITERACY.RH.9-10.4	Week 7-11	Create a functioning civilization based on the 7 forms of governments in Greece and 12 laws used in Rome	Identify the different forms of government that emerged in the Classical Civilizations.	Essential Questions: Is history told by the "winners"? Is history inevitably biased? How has the meaning of citizenship evolved? How do legacies from the past influence societies of today?	Textbook Ch. 5 Sec. 1-5 Ch. 6 Sec. 1-5 Ch.7 Sec. 1 and 3 Primary/Secondary Source Documents from Pericles, Film: Mankind The Story of us All

				SKILL – Determine the legacy of an empire, Compare and Contrast Classical Empires with modern day empires (inferences)	Maps of Greece and Rome Film: Julius Caesar
Unit 5: Middle Ages: Medieval Europe and Japan (600 – 1450) <i>Washington EARL Geography Standard 4.2</i>	Week 9-11	DBQ DBQ	Understand social hierarchy	Essential Question: What cycles and patterns seem to reoccur throughout history? Is ending food shortages possible? SKILL – Explain the lasting effects of the Feudal System SKILL – Examine the period known as the dark ages and determine if they really were “dark”, Identify and explain the reasons why historians believe feudalism contributed to stabilizing Europe, evaluate the reasons behind the Crusades	Textbook Ch. 12 Sec. 4 Ch. 13 Sec. 1-4 Ch. 14 Sec. 1-4 Film: Mankind The Story of us All Maps of Europe Review Questions Film: The Dark Ages (History Channel)
REVIEW	Week 12				
FINALS	Week 13				
Unit 6: Renaissance and Exploration (1450 – 1750) <i>Washington EARL</i>	Week 14-16	Geography Exam	Identify Important Cultural Changes in Society and the Arts	Essential Question: What were the political, cultural and economic effects of European exploration? How does a shift in values cause change in society?	Textbook Ch.9 Sec. 1-3 Ch. 16 Sec. 1-4 Ch. 17 Sec. 1-4 Ch. 19 Sec. 1 Film: Mankind The Story of

<p><i>Geography Standard 4.3</i> <i>Washington GLE</i> <i>History Standard 4.1.2</i></p>			<p>through Group Research</p>	<p>SKILL – Identify the changes in culture throughout the world as the result of major advancements in science and exploration.</p>	<p>us All Maps of Americas</p>
<p>Unit 7: Revolutions and Enlightenment (1750 – 1914)</p>	<p>Week 17-26</p>	<p>Essay</p>	<p>Individual Research Anatomy of a Revolution: Economics, Contributing Groups and Lasting Impacts</p>	<p>ESSENTIAL QUESTION: Why are conflicting values inherent in diverse groups and how do societies deal with resulting challenges? What, if anything, justifies armed conflict? When, if ever, is it acceptable to challenge authority?</p> <p>SKILL – Research and write a formative essay based on American, French and Latin American Revolution.</p>	<p>Textbook Ch. 21 Sec. 2-5 Ch. 22 1-4 Ch. 23 Sec. 1-5 Primary/Secondary Source Documents from French Revolution Film: Mankind The Story of us All Documentary: The French Revolution</p>
<p>Unit 8: Industrialization, Imperialism and Nationalism (1850 -1920)</p>	<p>Week 26-29</p>	<p>DBQ</p>	<p>Determine Interdependence and Origins of Globalization</p>	<p>Essential Question: Does technology always benefit everyone? SKILL – Examine the negative and positive effects of primary and secondary sources through Document Based Questions</p>	<p>Textbook Ch. 25 Sec. 1-4 Primary/Secondary Source Documents Film: Mankind The Story of us All</p>
<p>Unit 9: World Wars and Foreign Relations</p>	<p>Week 29-33</p>	<p>Oral History Presentation</p>	<p>Presentation skills and interacting</p>	<p>Essential Question: How do you define justice and, given this definition, is</p>	<p>Textbook Primary/Secondary Source Documents</p>

Washington GLE History Standard 4.1.2 Washington EARL Geography Standard 1.2			with local retirement homes	ours a just society? SKILL – Examine and explain the formation of alliances and nationalism that came about in the late 19 th and early 20 th centuries. Present Oral History projects on Senior Citizens and their country of origins.	Film: Mankind The Story of us All Maps Smithsonian Oral History Project
REVIEW	Week 34				
FINALS	Week 35				