

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Sciences Curriculum Guide

Course: History 9

Course Description

This course will integrate the study of world and United States history from 1400 to 1800. The trends within American and world history will be examined with particular emphasis on the connections in history. Areas of investigation include reasoning, artistic expression, systems of government, literary movements, and other academic disciplines. Students will be able to handle abstract concepts and analyze and synthesize information. This course places a special focus on historical thinking and literacy skills such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as an introduction to the research process. History 9 will be the first year of a three year required history program.

Content Standards

World History Standards

- Early European exploration and conquest
- Philosophy, the arts, science and technology c. 1400 to 1800
- Global exploration, conquest, colonization, c. 1492-1800
- Philosophies of government and society
- Absolute power, political revolutions, and the growth of nation states, c. 1700-1900

US History Standards

- The Pilgrims, the Plymouth Colony, and Native Communities
- The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans
- Early colonization and growth of colonies
- Reasons for revolution, the Revolutionary War, and the formation of government
- Principles of United States Government
- The growth of the Republic
- Origins of the Revolution and the Constitution
- Democratization and expansion

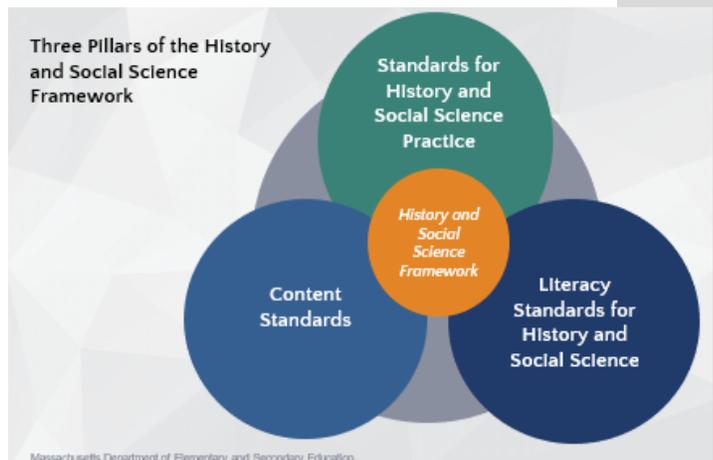
Practice Standards*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

Literacy Standards*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 9.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

*Not intended as an exhaustive list . Incorporation of Literacy and Practice Standards is fluid and ongoing.



Units	Essential Questions	Key Activities <u>may</u> include...
1). Renaissance and Reformation and Scientific Revolution	<p>How did increasing global connectedness in the world lead to the developments in philosophy, arts and sciences in the early modern world?</p> <p>What impact did the Renaissance, the Reformation, and the Scientific Revolution have on the development of the modern world?</p>	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events • Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading • Variety of writing assignments • Class debates and seminar style discussions • Tests & quizzes • Conduct short as well as more sustained research projects • Engage with and create a variety of media such as political cartoons, photographs, documentary films, song lyrics
2). Age of Exploration in America and the Atlantic World to 1600	<p>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of the American Colonies?</p> <p>What was the effect of European conquests on the political and social structures of other regions of the world?</p>	
3). European Colonization of the Americas, 1492-1752	<p>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of the American Colonies?</p> <p>What was the effect of European conquests on the political and social structures of other regions of the world?</p>	
4). Age of Absolutism	<p>How did historical philosophies of government shape European nations?</p> <p>What impact did the Age of Absolutism have on the development of the modern world?</p>	
5). Growth of the American Colonies, 1689-1754	<p>How did the English Colonies grow and prosper with little direct interference from the English government from the mid 1600s-to the mid 1700s?</p>	
6). Research	<p>How does a historian research and utilize a variety of sources to create a compelling argument/narrative about history?</p>	
7). Enlightenment	<p>How did Enlightenment ideas affect European and American societies?</p>	
8). Road to Independence, 1753-1783	<p>What were the causes, events, and results of the American Revolution?</p>	
9). Constitution of the United States 1776-1800	<p>How did events of the Revolutionary period inform the ideas in the Constitution?</p>	
10). The French Revolution and Napoleon	<p>How did the French Revolution influence or reshape social and political institutions?</p>	
11). The Origins of American Politics, 1789-1820	<p>What were the roots of the ideas that influenced the development of the United States political system?</p>	



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.