



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 1 - Toward Civilization: Five Themes of Geography; basic map skills, Aspects of Culture; social, economic, and political characteristics of society.</p> <p><u>Essential Question(s):</u></p> <p>How does geography affect the choices of man?</p> <p>What methods does man use to explain what he does not understand?</p> <p>What are the essential necessities of life?</p> <p>How does man affect the environment?</p> <p>What is culture?</p>	5-8	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Lascaux Cave Paintings • Skara Brae <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Cause/Effect • Map locating specific items and labeling them <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>“Basics of Geography”</p> <p>Video:</p> <ul style="list-style-type: none"> • Clan of the Cave Bear • Walking with Cavemen <p>Additional Resources:</p> <ul style="list-style-type: none"> • Word Map, Key 	<p>Timeline</p> <p>Multiple Choice Questions</p> <p>Map</p> <p>Thematic Essay:</p> <p>“Compare and contrast the Paleolithic Age with the Neolithic Age.”</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

			<ul style="list-style-type: none"> • Projections • Latitude/Longitude 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			
SS2.C.1E	<ul style="list-style-type: none"> • Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 			
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>			
SS2.C.2B	<ul style="list-style-type: none"> • Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. 			
SS2.C.2C	<ul style="list-style-type: none"> • Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. 			
SS2.C.2E	<ul style="list-style-type: none"> • Students investigate key events and developments and major turning points in world history to identify the factors that brought 			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	about change and the long-term effects of these changes.
SS2.3	Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.4	Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.2	<p>Key Idea: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>
SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS4.C.2B	<ul style="list-style-type: none"> Students use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems. 			
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>			
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 2 – First Civilizations: Africa and Asia</p> <p>Essential Question(s):</p> <p>How does geography influence the way of life of a given people?</p> <p>What do trade and warfare have in common?</p> <p>How do religious beliefs shape the lives of men?</p> <p>How is man affected by what happened in the</p>	5-6	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Great Sphinx at Giza Code of Hammurabi Cuneiform <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Vocabulary Notebook Ancient River Civilizations sim/dif <p>Web Resources: www.regentsprep.org</p>	<p>Timeline</p> <p>Multiple Choice Questions</p> <p>Map</p> <p>Project: Geography-Visiting the World through the 5 Themes of Geography</p> <p>DBQ Essay: “Describe the similarities and differences of the religions and</p>



Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

	<p>past?</p> <p>How does the organization of a society affect the general population?</p>		<p>www.regentsreviewlive.net www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Mesopotamia: the development of written language” • “Egypt: the Gift of the Nile” <p>Video:</p> <ul style="list-style-type: none"> • Tomb Builders in Egypt • Pyramids of Giza <p>Map:</p> <ul style="list-style-type: none"> • Ancient Civilizations Africa and Asia 	<p>rulers of the first civilizations.” (Egyptians, Sumerians, Persians)</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.
SS5.I.3B	<ul style="list-style-type: none"> Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities.



Grade 9 Social Studies

Global History and Geography

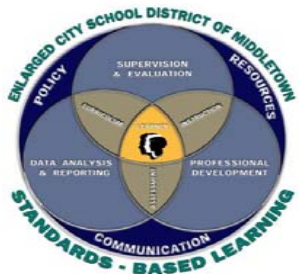
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 3 – Early Civilizations in India and China</p> <p><u>Essential Question(s):</u></p> <p>How do geographic forces help shape early civilizations?</p> <p>How do traditions and culture form the basis of civilization?</p> <p>How do archeologists help reveal life in ancient civilizations?</p> <p>How do achievements reflect the culture of a civilization?</p>	3-4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Ideograph • Pictograph • Bronze Work Zhou Dynasty <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Dynastic Cycle • Mandate of Heaven • Divine Right • Indus Valley/Aryan <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>“China: from past to present: geography, traditional religion, and beliefs”</p> <p>www.regentsreviewlive.net</p>	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>Thematic Essay:</p> <p>“Describe the rise and fall of an Ancient Chinese Empire using the Mandate of Heaven.”</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

			Video: <ul style="list-style-type: none"> • Shang, Zhou Dynasty • Qin Dynasty 	
SS2.1	Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			
SS2.C.2E	<ul style="list-style-type: none"> • Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. 			
SS2.3	Key Idea Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.			
SS2.C.3A	<ul style="list-style-type: none"> • Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. 			
SS2.C.3B	<ul style="list-style-type: none"> • Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. Over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. 			



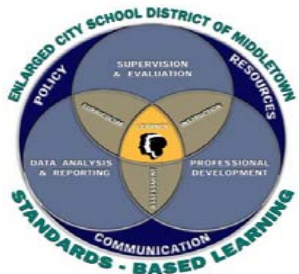
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> • Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical setting (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> • Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> • Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> • Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> • Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1F	<ul style="list-style-type: none"> • Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> • Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> • Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.2	<p>Key Idea: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>
SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
SS4.C.2B	<ul style="list-style-type: none"> Students use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.



Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 4 – Empires of India and China</p> <p><u>Essential Question(s):</u></p> <p>How do religious and moral ideas help shape a society?</p> <p>What factors encourage or limit contact between people?</p> <p>What characteristics are essential for a Golden Age?</p> <p>How and why does religion spread?</p> <p>What is the difference between a belief system and a religion?</p>	7-8	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Scripts from the Analects • Bhagavad-Gita • Mahabharata • Ramayana <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Three School of Thought in China • Map of India and China • Asian Belief Systems <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.marcopolo.com</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Buddhism” • “Religions of the World: Hinduism” • “Destiny Determined: Power 	<p>Timeline</p> <p>Multiple Choice Questions</p> <p>Map</p> <p>DBQ Essay:</p> <p>“Compare and contrast the spread of Buddhism and Hinduism”</p> <p>“Using the Gupta and Han Empires, explain how both experienced Golden Ages.”</p> <p>First Quarterly Exam prior to end of MP 1</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

			and Ritual in Asia”	
			Video: <ul style="list-style-type: none"> Siddhartha Gautama 	
SS2.1	Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.			
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 			
SS2.2	Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.			
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. 			
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons 			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> • Students understand how to develop and use maps and other geographic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> • Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> • Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> • Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1F	<ul style="list-style-type: none"> • Students explain how technological change affects people, places, and regions.
	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> • Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> • Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS3.C.2D	<ul style="list-style-type: none"> • Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.
SS4.2	<ul style="list-style-type: none"> • Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 5 – Greece</p> <p><u>Essential Question(s):</u></p> <p>What role does politics play in a civilization?</p> <p>How does geography influence the interaction between people?</p> <p>What is the role of government in a society?</p> <p>What is a philosophy?</p> <p>What is wisdom?</p> <p>What are the characteristics of a democracy?</p>	7-10	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Ancient Greece; Alexander and Hellenistic Age <p>Primary Sources:</p> <ul style="list-style-type: none"> Bronze work of Sparta Greek Vase Phoenician Alphabet Iliad and Odyssey The Histories by Herodotus Republic Pericles Funeral Oration Picture of Parthenon <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Vocabulary Notebook Direct/Indirect Democracies Compare city-states of Sparta and Athens 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay: What are the contributions to Western Civilizations from the Ancient Greeks?</p> <p>Project: Greece – PowerPoint Pre./Travel Brochure</p>

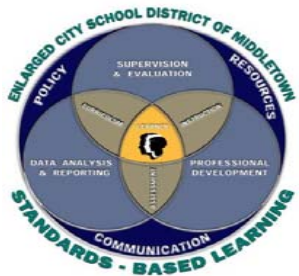


Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

		<ul style="list-style-type: none"> • Map of Empire of Alexander the Great <p>Web Resources: www.regentsprep.org www.regentsreviewlive.net www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Discovering Ancient Greece” • “Ancient Civilizations: Safekeeping” • “Alexander the Great” <p>Video:</p> <ul style="list-style-type: none"> • The Odyssey • Clash of the Titans Alexander • Troy • History Channel: 300 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>		
SS3.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 		
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 		



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS3.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, and raise new questions or issues for further investigation.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other geographic representations to display geographic issues, problems, and questions.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other geographic representations to present geographic information.
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.2E	<ul style="list-style-type: none"> Students develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.2	<ul style="list-style-type: none"> Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.
SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.
SS5.4	<p>Key Idea: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>
SS5.C.4G	<ul style="list-style-type: none"> Students explain how democratic principles have been used in resolving an issue or problem.



Grade 9 Social Studies

Global History and Geography

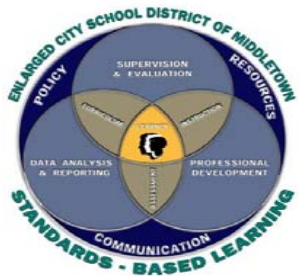
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 6 – Ancient Rome and the Rise of Christianity</p> <p><u>Essential Question(s):</u></p> <p>How does conquest promote cultural diffusion?</p> <p>How do literature and art reflect traditions of a society?</p> <p>What factors lead to the rise and/or fall of an Empire?</p> <p>What constitutes good leadership?</p> <p>How does geography help/hinder the development of a civilization?</p> <p>How did Christianity become a central institution of western civilization?</p>	7-10	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> • Ancient Rome Empire • Mediterranean World • Spread of Christianity <p>Primary Sources:</p> <ul style="list-style-type: none"> • Metamorphosis • Twelve Tables • Annelid • Dinner with Attila <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Government Structure • Decline of Rome • Map showing growth of Roman Empire <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.regentsreviewlive.net</p>	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay:</p> <p>“What factors caused the fall of the Roman Empire?” (Internal/External)</p> <p>“Why did Christianity spread in spite of widespread prosecution?”</p>



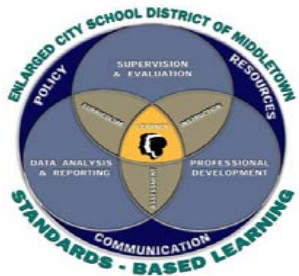
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

			<p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Ancient Rome: Rise to Power” • “Ancient Rome: Expansion and Conquest” • “Ancient Rome: Prosperity & Decline” • “Ancient Rome: Fall of an Empire” <p>Video:</p> <ul style="list-style-type: none"> • Movie: Gladiator • History Channel: The Huns 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history,</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, and raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> Students plan and organize historical research projects related to regional or global interdependence.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.3D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
SS4.2	<p>Key Idea: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>
SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.
SS5.4	<p>Key Idea: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	participatory skills.			
SS5.C.4G	<ul style="list-style-type: none"> Students explain how democratic principles have been used in resolving an issue or problem. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 7 – Civilizations of the Americas</p> <p><u>Essential Question(s):</u></p> <p>What role does religion play in early society?</p> <p>How did people in different parts of the Americas create distinct civilizations?</p> <p>What methods do rulers use to organize their large empires?</p> <p>How do religious beliefs reflect the knowledge of society?</p>	3-4	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> North & South America <p>Primary Sources:</p> <ul style="list-style-type: none"> Golden Incan Llama Images of Tenochtitlan, Guatemala Aztec Temples <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Common Culture of Mesoamerica Chart of Chinampas Chart of Native American Culture Groups of North America <p>Web Resources: www.regentsprep.org</p>	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay: “How advanced were the Mayan, Aztec & Incan civilizations? What were their major accomplishments?”</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

			www.regentsreviewlive.net www.unitedstreaming.com <ul style="list-style-type: none"> • “Ancient Americans: Mayans & Aztecs” • “Exploring the World: The Conquistadors and the Aztecs” <p>Video:</p> <ul style="list-style-type: none"> • Apocolypto 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			
SS2.C.1E	<ul style="list-style-type: none"> • Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 			
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on</p>			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	important turning points in world history help organize the study of world cultures and civilizations.
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>			
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 8/9 – Middle Ages</p> <p><u>Essential Question(s):</u></p> <p>What factors enable one area to develop more rapidly than another?</p> <p>How did feudalism shape medieval society?</p> <p>Do good leaders prefer to be feared or loved?</p> <p>What do people accept social divisions in society?</p> <p>How do the religious problems between the</p>	7-10	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Western Europe <p>Primary Sources:</p> <ul style="list-style-type: none"> Magna Carta Doomsday Book Canterbury Tales Bayeux Tapestry <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Vocabulary Notebook Chart of Feudal Society Commercial Revolution 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay: “Which labels for the Middle Ages best describe the era between 500 and 1400 in Europe: the Dark Ages, the Age of Feudalism, the Age of Faith, or the Golden Age of Europe?”</p> <p>Project:</p>



Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

	<p>Moslems and Christians that started with the Crusades continue to affect us today?</p> <p>What were the results of the Crusades?</p> <p>What role does religion play in the daily lives of the people?</p>		<ul style="list-style-type: none"> • Christianity in Europe <p>Web Resources:</p> <p>www.marcopolo.net</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Civilizations: Leadership” • “Medieval Times: Life in the Middle Ages (1000-1450 A.D.)” • “The Feudal System: Castles at War” • “Moments in Time: The Crusades” <p>Video:</p> <ul style="list-style-type: none"> • Movie: Excalibur • King Arthur • Robin Hood • Brave Heart • Kingdom of Heaven 	<p>Term Paper (500 words)</p>
<p>SS2.1</p>	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
<p>SS2.C.1A</p>	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions 			



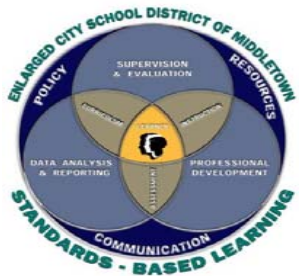
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	and spiritual beliefs; and socialization or educational practices.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, and raise new questions or issues for further investigation.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> Students plan and organize historical research projects related to regional or global interdependence.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.



Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
SS4.2	<p>Key Idea: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>
SS4.C.2A	<ul style="list-style-type: none"> Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 10 – Byzantine Empire and Russia</p> <p><u>Essential Question(s)</u></p> <p>How does one society build upon the achievements of another?</p> <p>What characteristics allow a leader to expand his empire?</p> <p>What are the advantages of having a uniform code of law?</p> <p>What elements of classical civilizations continue to be preserved?</p> <p>How did Eastern Europe become home to many ethnic groups?</p> <p>What causes a religion to change?</p>	3-5	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> • Eastern Europe and Russia <p>Primary Source:</p> <ul style="list-style-type: none"> • Justinian’s Code • Picture of Mosaic of Justinian and Theodora • Hagias Sophia • Icons <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Map City of Constantinople • Compare Roman Catholic/Eastern Orthodox • Historyteacher.net • PowerPoint • Byzantine Empire • Anna Comnena (biography) 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>Thematic Essay: “What elements of classical civilizations are preserved by the Byzantine Empire?”</p> <p>Second Quarterly Exam prior to end of MP 2</p>

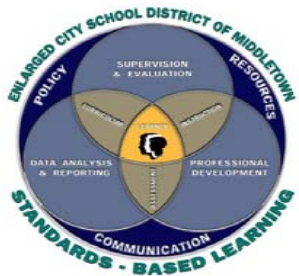


Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

			Web Resources: www.marcopolo.net www.regentsprep.org www.unitedstreaming.com <ul style="list-style-type: none"> • “Byzantium”
SS2.1	Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.		
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 		
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 		
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 		
SS2.C.1E	<ul style="list-style-type: none"> • Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 		
SS2.2	Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.		
SS2.C.2B	<ul style="list-style-type: none"> • Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. 		
SS2.C.2C	<ul style="list-style-type: none"> • Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. 		



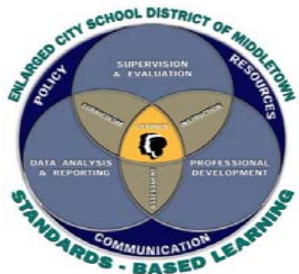
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. 			
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface. 			
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>			
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources. 			
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 11 – The Muslim World</p> <p><u>Essential Question(s):</u></p> <p>What factors lead people to violence in the name of religion?</p>	7-10	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Middle East <p>Primary Sources:</p> <ul style="list-style-type: none"> Sharia 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay:</p>



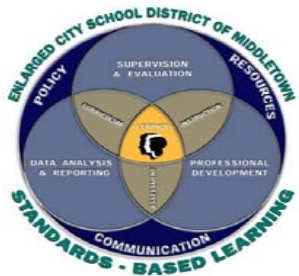
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	<p>What factors led to the Golden Age of Muslim Civilization?</p> <p>How do rulers deal with diversity within the people they rule?</p> <p>How did Middle Eastern trade routes connect Europe and Asia?</p>	<ul style="list-style-type: none"> • Book of Kings • Thousand and One Nights <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • World Religions • Map of Ottoman and Safavid Empire • Spread of Islam <p>Web Resources:</p> <p>www.marcopolo.com</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Civilizations in Conflict: Byzantium, Islam & the Crusades” • “Religions of the World: Islam” • “Math & Culture: The Arabs” <p>Video:</p> <ul style="list-style-type: none"> • Movies: Malcolm X 	<p>“How did Islamic civilization spread to encompass such an extensive empire?”</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>		
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components 		



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history,</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS4.1	Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS5.1	Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.			
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 12 – Kingdoms and Trading States of Africa</p> <p><u>Essential Question(s):</u></p> <p>What geographic features affect the life of people in a given area?</p> <p>Identify how trade routes link one area to another.</p> <p>What characteristics make a city a center of</p>	4-5	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Africa <p>Primary Sources:</p> <ul style="list-style-type: none"> Letter from Bouba Epic of Sundiata Book of Kings – Al Firdawski Rubiat 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay: “Evaluate the achievements of the African Empires, kingdoms, and cities before the arrival of the Europeans.”</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	<p>cultural diffusion?</p> <p>What factors enable rulers to build powerful kingdoms?</p> <p>How do people adapt to different geographic features and environments?</p> <p>How do you define “undeveloped”?</p>	<p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Early African Kingdoms • Map of Bantu Migrations, Swahili <p>Web Resources:</p> <p>www.marcopolo.net</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Regions of the World: Africa” • “Empires of Early Africa” <p>Video:</p> <ul style="list-style-type: none"> • Aladdin • Sinbad • Jihad in America 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>		
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 		
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 		



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs



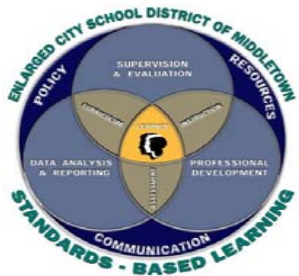
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	and wants by utilizing scarce resources.			
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>			
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 13 – The Spread of Civilizations in East Asia</p> <p><u>Essential Question(s):</u></p> <p>What traditions help preserve civilization despite the rise and fall of dynasties?</p> <p>What motivates conquered people to accept change?</p> <p>How does the status of women change from one civilization to another?</p> <p>How do technological achievements reflect a society’s culture?</p>	5-7	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Asia <p>Primary Sources:</p> <ul style="list-style-type: none"> Travels of Marco Polo The Pillow Book Picture of Samurai Armor Tale of Heike Tale of Genji <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Vocabulary Notebook Feudal Society of Japan Chinese Influence on its 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>Thematic Essay: “Compare and contrast feudal society of the Middle Ages with Feudal Japan.”</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	<p>What determines your place in society?</p>		<p>Neighbors</p> <ul style="list-style-type: none"> • Chart of Science and Technology of Tang and Song China • Compare/Contrast – China, Korea, and Japan • Map Voyages of Zheng He • Map of Mongol Domination <p>Web Resources: www.marcopolo.net www.regentsprep.org www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Journals Through History: Ancient China: Contributions to the World” • “China: From Past to Present: The Silk Road, The Great Wall, Changes in Government” <p>Video:</p> <ul style="list-style-type: none"> • Last Samurai 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>			
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 14 – Renaissance and Reformation</p> <p><u>Essential Question(s):</u></p> <p>What is art?</p> <p>How is art a reflection of society?</p> <p>How did the Scientific Revolution transform the way people viewed the physical world?</p> <p>How does geographic location influence the spread of ideas?</p>	10-12	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Western Europe <p>Primary Sources:</p> <ul style="list-style-type: none"> Mona Lisa David Sistine Chapel Romeo and Juliet 95 Thesis On the Revolutions of the Heavenly Spheres Machiavelli, the Prince Mathematical Principles of 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>Thematic Essay: “Select two leaders of the Scientific Revolution and explain a short and long term effect of their work.”</p> <p>Third Quarterly Exam prior to end of MP 3</p>



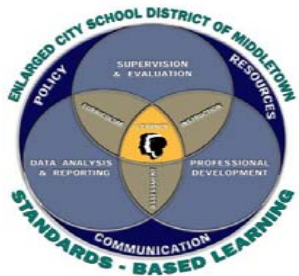
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	<p>How did the invention of the printing press enhance communication?</p> <p>What is “humanism” an essential component of the Renaissance?</p> <p>What is “perspective”?</p>		<p>Natural Philosophy</p> <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Chart comparing Luther and Calvin • Scientific Method • Theory of Gravity • Map spread of Renaissance <p>Web Resources:</p> <p>www.marcopolo.net</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “Exploring the Renaissance” • “The High Renaissance” • “The Age of Reason: Europe After the Renaissance (1642-1800)” <p>Video:</p> <ul style="list-style-type: none"> • Romeo and Juliet • Othello • Macbeth 	
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas,</p>			



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	and contributions of individuals and groups.
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface. 			
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions. 			
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>			
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources. 			
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 15/16 – The First Global Age: Europe, Asia, Africa, and the Americas</p> <p><u>Essential Question(s):</u></p> <p>How did technology lead to the age of exploration?</p>	5-6	<p>Textbook</p> <p>Map:</p> <ul style="list-style-type: none"> Europe and Asia <p>Primary Sources:</p> <ul style="list-style-type: none"> Letter to King John III of Portugal (King Affonso I) 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>Thematic Essay: “Discuss the various factors that</p>



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	<p>What motivates people – politically, socially, or economically – to explore other lands?</p> <p>What role does technology play in conquest?</p> <p>How does cultural diffusion affect what people eat?</p>	<ul style="list-style-type: none"> • Image of Temple at Angkor Wat • African Ivory Carvings <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Vocabulary Notebook • Chart – Technology of Ocean Navigation • Early Voyages of Exploration Map • Map of European Trade in the East (18th C.) <p>Web Resources:</p> <ul style="list-style-type: none"> www.marcopolo.net www.regentsprep.org www.unitedstreaming.com • “Slave Ship” <p>Video:</p> <ul style="list-style-type: none"> • Amistad 	<p>motivated overseas exploration.”</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>		
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components 		



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>



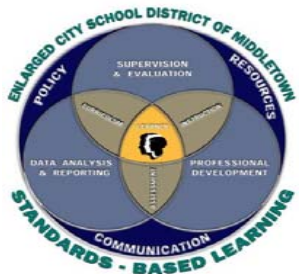
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> Students plan and organize historical research projects related to regional or global interdependence.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.



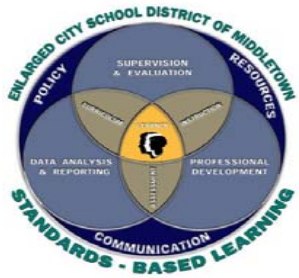
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 17 – Age of Absolutism</p> <p><u>Essential Question(s):</u></p> <p>How did monarchs centralize their power?</p> <p>Do rulers prefer to be feared or loved?</p> <p>How does mercantilism violate people’s rights?</p> <p>How do rulers justify the theory of Divine Right?</p> <p>Why is it beneficial to the balance of power?</p> <p>When do people have the right to overthrow their government?</p>	5-7	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Don Quixote • Palace of Versailles • Portrait of King James <p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Map of Expansion of Russia and Europe • Chart on Political Systems • Reign of Louis XIV, 1643-1715 • England Divided, Parliament vs. Monarchs <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>www.unitedstreaming.com</p> <p>www.regentsreviewlive.net</p> <p>www.pbs.org</p> <p>Video:</p> <ul style="list-style-type: none"> • Louis XIV 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>DBQ Essay: “What form of government was most effective – democracy or absolutism – for the 17th and 18th Centuries?”</p> <p>Fourth Quarterly embedded in final exam</p>



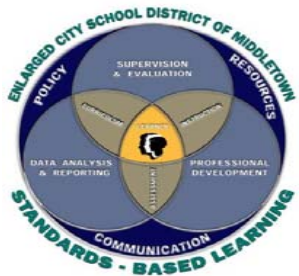
Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different



Grade 9 Social Studies Global History and Geography Marking Periods 1-4

	regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2B	<ul style="list-style-type: none"> Students locate and gather geographic information from a variety of primary and secondary sources.
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems.
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.



Grade 9 Social Studies

Global History and Geography

Marking Periods 1-4

SS5.C.1B	<ul style="list-style-type: none"> Students consider the nature and evolution of constitutional democracies throughout the world.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.