

Social Studies Curriculum

Grade 9 Global History and Geography I

Social Studies Practices Grades 9-12

A Gathering, Using, and Interpreting Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.

4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E Economics and Economic Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.

5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
 6. Identify situations in which social actions are required and determine an appropriate course of action.
 7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
 8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.
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9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.

(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

How did the Neolithic Revolution lead to ...

- Mesopotamia, the Nile, China, Indus river valleys
- What made these groups civilized, and what did they accomplish?
- How did they manipulate their environments in order to meet their needs?

Social Studies Practices: A (1.2.5.6) B (1.4) D (1.2)

CCLS: RI (1.2.3.4.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2d. 4. 5. 8. 9. 10) SL (2. 3. 4. 6)

9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)

- where were they, what did they contribute to the world
- How did they live and function with others?
- What does a Golden Age look like?
- Ancient Greece, Ancient Rome, Han and Qin in China, Gupta and Maurya in India

Social Studies Practices: B (2) C (1.2) D (5)

CCLS: RI (1.2.3.4.5.6.8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 7. 8. 9. 10) SL (1a. 1c. 1d. 1e. 2. 3. 4. 6)

9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards: 2, 3; Themes: ID, SOC)

- What are these belief systems?

- Where do they originate in the world?
- What are the major beliefs of ... Animism, Shintoism, Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, Taoism?

Social Studies Practices: *B (1) C (1.3.6) D (1)*

CCLS: RI (1.2.3.4.5.6.8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 8. 9. 10) SL (1a. 1c. 1d. 1e. 2. 3. 4. 6)

9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)

- Exploration of how people will make connections around the world
- Indian Ocean, Mediterranean Sea, Silk Road, Trans-Saharan trade routes
- meet Marco Polo, Ibn Battuta, and Zheng He
- Identify products, religions, ideas, and cultures that are exchanged through these interactions.

Social Studies Practices: *A (1.2.5.7) C (1.3.4) D (1.2.6) E (2.3)*

CCLS: RI (1.2.3.4.5.6.7. 8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)

- A deeper look at the world empires that emerge while Western Europe is in the Dark Ages.
- the division of Rome and its effects on European development
- Mongol Empire, Tang and Song Dynasties
- Islamic rise and spread, Byzantine Empire rise and fall
- explore the spread of technology from Asia to the Mediterranean trade networks

Social Studies Practices: *A (1.2.3.4.5.6.7) B (2.4.5.7) C (4) D (1)*

CCLS: RI (1.2.3.4.5.6.7. 8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development. (Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)

- How has trade, travel, and increased interaction changed the world we live in?
- religious conflict — Sunni-Shia Split in the Islamic Faith, Schism in the Christian Church, the Crusades, and the development of Sikhism
- disease — explore the path taken by the plague from Asia to Europe and its effects on the areas hardest hit

Social Studies Practices: A (1.2.3.4.5.6.7) C (4.5.6) D (1.2.4.5)

CCLS: RI (1.2.3.4.5.6.7. 8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)

- How were these two areas shaped and developed?
- how they interacted and who they interacted with
- examine the size of the major empires at the time; Muslim, China, and Christendom

Social Studies Practices: A (1.2.3.4.5.6.7) C (2.6) D (1.2)

CCLS: RI (1.2.3.4.5.6.7. 8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

- What did these civilizations accomplish prior to European arrival in the Americas?
 - African City-States of Ghana, Mali, Songhai
 - Mesoamerican Cultures of Aztec, Inca, and Mayans
- How did they adapt their diverse geographies and landscapes to survive and thrive?

Social Studies Practices: A (1.2.4.7) C (5.6) D (1.3.4.5.6)

CCLS: RI (1.2.3.4.5.6.7. 8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world. (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)

- What are the economic, social, and political changes associated with the Renaissance, the Reformation, the Scientific Revolution and the Enlightenment?
- How will monarchs consolidate power to build empires?
- Investigate the changes that come to Western Europe in art, technology, math, medicine, science, and the function of government.

Social Studies Practices: A (2.3) B (1.4.6.8) C (2)

CCLS: RI (1.2.3.4.5.6.7.8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)

- What is the resulting worldwide cultural shift after the discovery of the New World?
- the major technological advancements that allow the voyages to take place, the Encounter and colonization of the Americas, and the Columbian Exchange
- What part did gunpowder play and what effect will it have for both sides?
- the general destruction of indigenous cultures post Columbus
- the development of new economic systems; mercantilism and encomienda

Social Studies Practices: A (1.2.3.5.7) C (5.6) D (1.2.6) E (3)

CCLS: RI (1.2.3.4.5.6.7.8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 6)