

**9<sup>TH</sup> GRADE - ESSENTIALS OF WORLD HISTORY**

**FIRST QUARTER**

<p><b>Topics</b></p>	<p><b>Geography is a fundamental component of the human condition.</b></p> <p><b>The human experience involves a struggle between diversity and conformity.</b></p>
<p><b>European</b></p> <ul style="list-style-type: none"> <li>◆ Physical Geographic Overview</li> <li>◆ Foundations (Rome &amp; Greece)</li> <li>◆ Church control and political impact</li> <li>◆ Feudal system</li> <li>◆ Renaissance</li> <li>◆ Reformation (1300-1600)</li> <li>◆ Discovery</li> <li>◆ Scientific Revolution</li> <li>◆ Enlightenment</li> <li>◆ Absolution</li> <li>◆ Revolution</li> <li>◆ English Civil War</li> <li>◆ French Revolution</li> </ul>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>◆ (CS 1.1 ) Students will be able to analyze the <b>physical geographic features of Europe</b> and locate and identify problems inherent to the locations, human environments/interactions, and movements of the regions.</li> <li>◆ (CS 2.3) Students will be able to identify representative political leaders and philosophies from the various times and regions who were involved in the human struggle between diversity and conformity.</li> <li>◆ (CS 3.1) Students will be able to interpret, use and synthesize information found on maps, globes, etc regarding the European regions.</li> <li>◆ (CS 4.2) Students will be able to interpret how selected European cultures, historical events, periods, and patterns of change influence each other.</li> <li>◆ (CS 4.4a) Students will be able to analyze the significance of important people, events, and intellectual and technological developments in Europe.</li> <li>◆ (CS 4.4b) Students will be able to analyze the struggle between diversity and conformity in Europe using historical evidence to form and support a reasoned position.</li> <li>◆ (CS 6.2) Students will be able to analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific European culture.</li> </ul>

**9<sup>TH</sup> GRADE - ESSENTIALS OF WORLD HISTORY****SECOND QUARTER**

<b>Topics</b>	<p><b>Geography is a fundamental component of the human condition.</b></p> <p><b>The human experience involves a struggle between diversity and conformity.</b></p>
<p><b>European</b></p> <ul style="list-style-type: none"> <li>◆ Emergence of political</li> <li>Stability</li> <li>◆ Industrialism</li> <li>◆ Nationalism</li> <li>◆ Imperialism</li> <li>◆ World Conflict</li> <li>◆ Cold War</li> <li>◆ Economic Regionalism</li> </ul>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>◆ <b>(CS 1.1)</b> Students will be able to analyze the <b>physical geographic features of Europe</b> and locate and identify problems inherent to the locations, human environments/interactions, and movements of the regions.</li> <li>◆ <b>(CS 2.6)</b> Students will be able to analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among the groups and nations of the European countries.</li> <li>◆ <b>(CS 3.4)</b> Students will be able to analyze how human settlement patterns create cooperation and conflict which influence the division and control of Europe (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</li> <li>◆ <b>(CS 4.2)</b> Students will be able to interpret how selected European cultures, historical events, periods, and patterns of change influence each other.</li> <li>◆ <b>(CS 4.4a)</b> Students will be able to analyze the significance of important people, events, and intellectual and technological development in Europe to form and support a reasoned position.</li> <li>◆ <b>(CS 4.4b)</b> Students will be able to analyze the struggle between diversity and conformity in Europe using historical evidence to form and support a reasoned position.</li> <li>◆ <b>(CS 5.1)</b> Students will be able to analyze how supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various European systems.</li> <li>◆ <b>(CS 5.4)</b> Students will be able to compare and contrast how values and beliefs influence economic decisions in different European systems.</li> <li>◆ <b>(CS 6.5)</b> Students will be able to analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Europe.</li> <li>◆ <b>(CS 6.6)</b> Students will be able to analyze the interactions of individuals, groups and institutions in European society (e.g., social mobility, class conflict, globalization).</li> </ul>

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**THIRD QUARTER**

<p><b>Topics</b></p>	<p><b>Geography is a fundamental component of the human condition.</b></p> <p><b>The forces of change are constantly challenging the strengths of tradition.</b></p>
<p><b>Asian</b></p> <ul style="list-style-type: none"> <li>◆ Physical Geographic Overview</li> <li>-Sub continent</li> <li>-China</li> <li>-Japan</li> <li>-Middle East</li> <li>◆ Religious comparisons &amp; contrasts</li> <li>◆ Political and economic comparisons &amp; contrasts</li> <li>◆ European influences which impact these countries.</li> <li>◆ Cultural issues for each area.</li> <li>◆ Asia’s role in the 21<sup>st</sup> Century</li> </ul>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>◆ <b>(CS 1.1)</b> Students will be able to analyze the <b>physical geographic features of Asia</b> and locate and identify problems inherent to the locations, human environments/ interactions, and movements of the regions.</li> <li>◆ <b>(CS 2.6)</b> Students will be able to analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among various Asian countries and regions.</li> <li>◆ <b>(CS 3.4)</b> Students will be able to analyze how human settlement patterns create cooperation and conflict which influence the division and control of various Asian countries and regions (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</li> <li>◆ <b>(CS 4.2)</b> Students will be able to interpret how Asian cultures, historical events, periods, and patterns influence each other.</li> <li>◆ <b>(CS 4.4a)</b> Students will be able to analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in Asia.</li> <li>◆ <b>(CS 4.4b)</b> Students will be able to analyze challenges to traditions in Asian countries and regions using historical evidence to form and support a reasoned position.</li> <li>◆ <b>(CS 4.6)</b> Students will be able to investigate, interpret and analyze the impact of multiple historical and contemporary viewpoints concerning events within Asian countries.</li> <li>◆ <b>(CS 5.1)</b> Students will be able to analyze how supply and demand, scarcity, prices, incentives, competition, and profits influence Asia’s relations to the world.</li> <li>◆ <b>(CS 6.2)</b> Students will be able to analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.</li> <li>◆ <b>(CS 6.5)</b> Students will be able to analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Asian nations.</li> <li>◆ <b>(CS 6.6)</b> Students will be able to analyze the interactions of individuals, groups and institutions in various Asian societies (e.g., social mobility, class conflict, globalization).</li> </ul>

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## FOURTH QUARTER

Topics	<p style="text-align: center;"><b>Geography is a fundamental component of the human condition.</b></p> <p style="text-align: center;"><b>Economics is a fundamental component in human interaction.</b></p>
<p><b>African/Americas</b></p> <ul style="list-style-type: none"> <li>◆ Physical Geographic Overview</li> <li>◆ Africa</li> <li>◆ Latin America</li> <li>◆ South America</li> <li>◆ Canada</li> <li>◆ Cultural Heritage</li> <li>◆ Changing relationships to the rest of the world</li> <li>◆ Role in 21<sup>st</sup> Century</li> <li>◆ Ancient American cultures</li> </ul>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>◆ <b>(CS 1.1)</b> Students will be able to analyze the <b>physical geographic features of African and America</b> n nations and locate and identify problems inherent to the locations, human environments/ interactions, and movements of the regions.</li> <li>◆ <b>(CS 2.6)</b> Students will be able to analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among various African and American countries and regions.</li> <li>◆ <b>(CS 3.4)</b> Students will be able to analyze how human settlement patterns create cooperation and conflict which influence the division and control of various African and Latin/South American countries and regions (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</li> <li>◆ <b>(CS 4.6)</b> Students will be able to investigate, interpret and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions and political systems of the African and American countries.</li> <li>◆ <b>(CS5.4)</b> Students will be able to compare and contrast how values and beliefs influence economic decisions in selected African and American countries.</li> <li>◆ <b>(CS 6.2)</b> Students will be able to analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture (Option for 3<sup>rd</sup> or 4<sup>th</sup> quarter).</li> <li>◆ <b>(CS 6.6)</b> Students will be able to analyze the interactions of individuals, groups and institutions in various African and American nations (e.g., social mobility, class conflict, globalization) to determine both geographic and economic impacts.</li> </ul>