



Grade: 9th Grade

Content Area Social Studies

Timeline	Big Idea	Next Generation CSO	Student I Can Statement(s) / Learning Target(s)	Academic Vocabulary	Strategies/ Activities/ Resources	Assessments	Notes / Self - Reflection
First Quarter	Where did early human beings originate and what were some of their technologies and artistic achievements?	SS.9.C.1 SS.9.C.2 SS.9.E.1 SS.9.E.3 SS.9.E.4 SS.9.G.4 SS.9.G.5 SS.9.G.6 SS.9.H.CL1.1 SS.9.H.CL1.2	-describe the roles of citizens and their responsibilities in prehistoric societies. -analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. -define scarcity and demonstrate the role of opportunity costs in decision making. -analyze the importance of family, labor specialization, and regional commerce in the development of global trade systems. -identify types of exchange systems (e.g., barter , money) and the role forms of currency play in acquiring goods and services. -explain how migration	artifact culture technology Paleolithic Age Neolithic Age Neolithic Revolution domestication Civilization Specialization institution	Covers Chapter 1 of World History: Patterns of Interaction -hominid comparison chart -"Ice Man" primary source -Hunter/gatherer comparison to settled community -5 traits of civilization chart	-Test -Teacher observation	

			<p>of people and movement of goods and ideas can enrich cultures, but also create tensions.</p> <p>-explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.</p> <p>-use maps, charts, and graphs to analyze the world to account for consequences of human/environment interaction, and to depict the geographic implications of world events.</p> <p>-analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.)</p> <p>-detail and predict the causes and effects of the Agricultural Revolution.</p>				
First Quarter	How did early peoples organize their societies and build advanced civilizations?	SS.9.H.CL2.1 SS.9.H.CL2.2 SS.9.G.1 SS.9.G.2 SS.9.G.3 SS.9.G.4 SS.9.G.5 SS.9.G.6 SS.9.E.2 SS.9.E.3 SS.9.E.4 SS.9.C.1 SS.9.C.2	<p>-compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations.</p> <p>-investigate the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious</p>	Fertile Crescent Dynasty Cultural diffusion Polytheism Empire Hammurabi Theocracy Hieroglyphics Cuneiform Mandate of Heaven	Covers Chapter 2 (possibly 4) of World History: Patterns of Interaction -“Code of Hammurabi” primary source activity/ comparison with modern documents (e.g. Bill of Rights)	-Test -research project -quizzes -essays	

		SS.9.C.4	<p>beliefs and philosophies in ancient river civilizations.</p> <p>-use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.</p> <p>-explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.</p> <p>-apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.</p> <p>-explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.</p> <p>-explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.</p> <p>-use maps, charts, and graphs to analyze the world to account for consequences of human/environment interaction, and to depict the geographic implications of world events.</p> <p>-examine and illustrate the trade patterns (e.g.,</p>	<p>Feudalism</p> <p>Satrap</p> <p>Zoroaster</p> <p>Filial piety</p> <p>Daoism</p> <p>Legalism</p> <p>Confucianism</p> <p>Autocracy</p>	<p>-Maps</p> <p>-Comparison of Ur and Babylon</p> <p>-timelines</p> <p>-View "Engineering an Empire"</p> <p>-brochure</p>		
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			<p>resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.</p> <p>-analyze the importance of family, labor specialization, and regional commerce in the development of global trade systems.</p> <p>-identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.</p> <p>-describe the roles of citizens and their responsibilities in river civilizations.</p> <p>-analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.</p> <p>-analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code).</p>				
First Quarter	How did migration and trade help spread goods and cultural ideas	SS.9.C.1 SS.9.C.2 SS.9.E.2 SS.9.E.3 SS.9.E.4 SS.9.G.4	<p>-describe the roles of citizens and their responsibilities.</p> <p>-analyze and connect the status, roles, and responsibilities of free</p>	Migration Caste Reincarnation Covenant Karma Enlightenment	Covers Chapter 3 of World History: Patterns of Interaction -migration	-Quiz/ Test	

throughout the ancient world?	SS.9.G.5 SS.9.G.6	<p>men, women, children, slaves and foreigners across time in various civilizations.</p> <p>-examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.</p> <p>-analyze the importance of family, labor specialization, and regional commerce in the development of global trade systems.</p> <p>-identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.</p> <p>-explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.</p> <p>-explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.</p> <p>-use maps, charts, and graphs to analyze the world to account for consequences of human/environment interaction, and to</p>	<p>Monotheism</p> <p>Phonetic</p> <p>Tribute</p> <p>Torah</p> <p>Nirvana</p>	<p>simulation</p> <p>-comparison of caste to modern occupations</p> <p>-comparison of pictographs with phonetic alphabet</p> <p>-maps</p> <p>-comparative religions chart</p> <p>-Flood story</p> <p>primary source activity</p>		
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			depict the geographic implications of world events.				
First Quarter	What impact has ancient Greece had on the modern world?	SS.9-10.L.1 SS.9-10.L.2 SS.9-10.L.3 SS.9-10.L.4 SS.9-10.L.5 SS.9-10.L.10 SS.9-10.L.15 SS.9.C.1 SS.9.C.2 SS.9.C.4 SS.9.C.5 SS.9.C.6 SS.9.G.1 SS.9.G.3 SS.9.G.4 SS.9.G.6 SS.9.H.CL3.1 SS.9.H.CL3.2	-describe the roles of citizens & responsibilities. - analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. - analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time. - examine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts. - compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900. - use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions. - apply geography skills to help investigate issues and justify possible resolutions	Epic Myth Polis Monarchy Aristocracy Oligarchy Tyrant Democracy Direct democracy Classical art Philosopher Hellenistic	Covers Chapter 5 of World History: Patterns of Interaction -Maps -Myths project/activity -compare/contrast governments - video clips -Primary source activities -writing activities	-Quiz/Test -Teacher observation	

			<p>involving people, places and environments.</p> <ul style="list-style-type: none">- explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.- use maps, charts, and graphs to analyze the world to account for consequences of human/environment interaction, and to depict the geographic implications of world events.- analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.)- detail and predict the causes and effects of the Agricultural Revolution.				
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