

# MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

## Subject/Course: Social Studies: World History and Civilization Grade 9

Students are expected to know content and apply skills from previous grades.

### Standard 1: History

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of World History and Civilization)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b> - No objectives in World History and Civilization				
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b> - No objectives in World History and Civilization				
<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b> - No objectives in World History and Civilization				
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b> - No objectives in World History and Civilization				
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b> - No objectives in World History and Civilization				
<b>Goal 1.6: Explain the rise of human civilization.</b>	<ul style="list-style-type: none"> <li>• 6-9.WHC.1.6.1 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01a)</li> <li>• 6-9.WHC.1.6.2 Using archaeological evidence, describe the characteristics of early hunter-gatherer communities. (462.01b)</li> <li>• 6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Charts</li> <li>• Timelines</li> <li>• Graphs</li> <li>• Film guides</li> <li>• Class presentation</li> <li>• Student tutorial</li> <li>• Memory games</li> </ul>	<ul style="list-style-type: none"> <li>• CNN student news</li> <li>• VCR</li> <li>• Video projector</li> <li>• VHS tapes</li> <li>• Internet</li> <li>• Inspiration</li> <li>• Publisher</li> <li>• CD ROMs</li> <li>• Civilization</li> <li>• Overhead projector</li> <li>• Learning games</li> <li>• DVDs</li> </ul>	<ul style="list-style-type: none"> <li>• anthropology</li> <li>• anthropologist</li> <li>• archeology</li> <li>• archeologist</li> <li>• human development</li> <li>• cultural development</li> <li>• archeological evidence</li> <li>• hunter-gatherer communities</li> <li>• civilization</li> <li>• adaptation</li> <li>• technological advances</li> <li>• social classes</li> <li>• socioeconomic conditions</li> <li>• religion</li> <li>• natural world</li> <li>• western civilization</li> <li>• social behavior</li> <li>• social order</li> <li>• conflict</li> </ul>
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b>	<ul style="list-style-type: none"> <li>• 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop. (462.04a)</li> <li>• 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. (462.04b)</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Lectures</li> <li>• Discussions</li> <li>• Text</li> <li>• Outside resources</li> <li>• Maps</li> </ul>		

<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b>	<ul style="list-style-type: none"> <li>6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)</li> <li>6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.</li> <li>6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Vocabulary games</li> <li>Memory games</li> <li>Review sheets</li> <li>Learning posters</li> <li>Debate</li> </ul>		<ul style="list-style-type: none"> <li>Ancient civilization</li> <li>Greco-Roman society</li> <li>Medieval society</li> <li>Early-Modern society</li> <li>Modern European society</li> </ul>
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b>	<p>6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)</p> <p>6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization. (462.07a)</p> <p>6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order. (462.07b)</p> <p>6-9.WHC.1.9.4 Describe how different religious beliefs were sources of conflict.</p>			

## **Standard 2: Geography**

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

<b><i>Goal – The student will:</i></b>	<b><i>Objectives (to be reached by the end of World History and Civilization)</i></b>	<b><i>Samples of Applications</i></b>	<b><i>Curriculum Materials (including technological resources)</i></b>	<b><i>Key Vocabulary for Standard 2</i></b>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>	<ul style="list-style-type: none"> <li>6-9.WHC.2.1.1 Locate places on maps using latitude and longitude systems and compass directions. (463.01a)</li> <li>6-9.WHC.2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01b)</li> </ul>			<ul style="list-style-type: none"> <li>map</li> <li>globe</li> <li>river</li> <li>mountain range</li> <li>gulf</li> <li>sea</li> <li>continent</li> <li>country</li> <li>latitude</li> <li>longitude</li> <li>compass</li> </ul>
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. - No objectives in</b>				

World History and Civilization				
<p><b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</b></p>	<ul style="list-style-type: none"> <li>● 6-9.WHC.2.3.1 Identify main reasons for major migrations of people. (463.03a)</li> <li>● 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement. (463.03b)</li> <li>● 6-9.WHC.2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03c)</li> <li>● 6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03d)</li> </ul>			<p>directions</p> <ul style="list-style-type: none"> <li>● human migration</li> <li>● human settlement</li> <li>● mountain ranges</li> <li>● fertile plains</li> <li>● rivers</li> <li>● cultural region</li> <li>● transportation routes</li> <li>● technology</li> <li>● exchange</li> <li>● compare</li> <li>● contrast</li> <li>● physical features</li> <li>● waterways</li> <li>● population growth rate</li> <li>● resources</li> <li>● environment</li> <li>● economic problems</li> <li>● social problems</li> <li>● political problems</li> <li>● conservation</li> </ul>
<p><b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b></p>	<ul style="list-style-type: none"> <li>● 6-9.WHC.2.4.1 Compare and contrast physical features on the planet. (463.02a)</li> <li>● 6-9.WHC.2.4.2 Explain the impact of waterways on civilizations. (463.02b)</li> <li>● 6-9.WHC.2.4.3 Identify the characteristics of significant early civilization. (463.02c)</li> </ul>			
<p><b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b></p>	<ul style="list-style-type: none"> <li>● 6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups. (463.04a)</li> <li>● 6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources. (463.04b)</li> <li>● 6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c)</li> <li>● 6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. (463.04d)</li> </ul>			

**Standard 3: Economics**

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of World History and Civilization)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b>	<ul style="list-style-type: none"> <li>● 6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs. (465.01b)</li> <li>● 6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01c)</li> <li>● 6-9.WHC.3.1.3 Analyze the role of money as a means of exchange. (465.02a)</li> <li>● 6-9.WHC.3.1.4 Describe alternative means of exchange. (465.02b)</li> </ul>			<ul style="list-style-type: none"> <li>● economic opportunity</li> <li>● standard of living</li> <li>● means of exchange</li> <li>● money</li> <li>● basic needs</li> <li>● natural resources</li> <li>● economic growth</li> <li>● economic organizations</li> <li>● capitalism</li> <li>● socialism</li> <li>● communism</li> <li>● economic systems</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>● 6-9.WHC.3.2.1 Analyze the impact of economic growth on European society. (465.03a)</li> <li>● 6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.</li> <li>● 6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.</li> <li>● 6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.</li> </ul>			<ul style="list-style-type: none"> <li>● hunting-gathering system</li> <li>● agrarian system</li> <li>● industrial system</li> <li>● technological system</li> </ul>
<b>Goal 3.3: Analyze the different types of economic institutions. - No objectives in World History and Civilization</b>				
<b>Goal 3.4: Explain the concepts of good personal finance. - No objectives in World History and Civilization</b>				

### **Standard 4: Civics and Government**

Students in World History and Civilization build an understanding of the evolution of democracy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of World History and Civilization)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b> \No objectives in World History and Civilization				
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b> No objectives in World History and Civilization				
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b> No objectives in World History and Civilization				
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>	<ul style="list-style-type: none"> <li>6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization. (462.05d)</li> <li>6-9.WHC.4.4.2 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.</li> <li>6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. (464.02a)</li> </ul>			<ul style="list-style-type: none"> <li>liberty</li> <li>democracy</li> <li>revolution</li> <li>reformation</li> <li>despotism</li> <li>city-state</li> <li>monarchy</li> <li>republic</li> <li>nation-state</li> </ul>
<b>Goal 4.5: Build an understanding of comparative government.</b> - No objectives in World History and Civilization				

### **Standard 5: Global Perspectives**

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of World History and Civilization)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	<ul style="list-style-type: none"> <li>6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.</li> </ul>			nation-state national interest ethnicity ethnocentrism persecution international law global consequences contrasting perspectives World War I World War II The Holocaust

	<ul style="list-style-type: none"><li>• 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including the Holocaust; and the Cold War.</li></ul>			The Cold War
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