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| <b>Course #: SS-21</b><br><b>Course Name: World History/Geography</b><br><b>Prerequisites: None</b>   | <b>Grade Level: 9</b><br><b>Level of Difficulty: Medium</b><br><b># of Credits: 1/2</b> |
| <p><b>1SS-P1.</b> Apply chronological and spatial thinking to understand the meaning, implications, and important historical and current events.</p> <p><b>1SS-P2.</b> Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.</p> <p><b>1SS-P3.</b> Develop historical interpretations in terms of the complexity of cause and effect and in context in which ideas and past events unfolded.</p> <p><b>1SS-P4</b> (1SS-E12) Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations.</p> <p><b>1SS-P4</b> (1SS-E13) Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations.</p> <p><b>1SS-P4</b> (1SS-E14) Describe how the Renaissance and Reformation influences education, art, religion, and government in Europe.</p> <p><b>1SS-P4.</b> Describe the democratic and scientific revolutions as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions.</p> <p><b>3SS-P1.</b> Acquire, process, and analyze geographic information about people, places and environments by construction, interpreting, and using geographic tools.</p> <p><b>3SS-P2.</b> Analyze natural and human characteristics of places in the world studies to define regions, their relationships, and their pattern of change.</p> <p><b>3SS-P3.</b> Analyze how economic, political, cultural, and social processes interact to shape patterns and characteristics of human populations, interdependence, and cooperation and conflict.</p> <p><b>3SS-P4.</b> Analyze the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution, and importance of natural resources.</p> <p><b>3SS-P5.</b> Apply geographic knowledge of people, places, and environments to understand the past and present and plan for the future.</p> |   |

**Students should know and be able to...**

| State Standards | Course Objectives   | Mastery Elements  | Notes/Resources |
|-----------------|---|---|-----------------|
| 1SS-P1.         | <b>Apply chronological and spatial thinking to understand the meaning, implications, and important historical and current events.</b> |   |                 |
|                 | PO 1. Compare the present with the past.  | <ul style="list-style-type: none"> <li>Evaluate the consequences of past events and decisions.</li> <li>Determine the lessons learned from these events</li> </ul>                        |                 |
|                 | PO 2. Analyze how change occurs   | <ul style="list-style-type: none"> <li>Using art show how change occurs</li> </ul>  |                 |
|                 | PO 3. Interpret human movement and the diffusion of ideas, technological innovations, and goods.                                      | <ul style="list-style-type: none"> <li>Identify on maps the concept of movement.</li> <li>Recognize in documents the diffusion of ideas, technological innovations, and goods.</li> </ul> |                 |

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|--------------------------|--|--|----------------------|----------------|--------------------------|----------------|--|
| 1SS-P2.                  | <p><b>Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.</b></p> |  |                      |                |                          |                |  |
|                          | <p>PO 1. Identify community resources that preserve historical information.</p>  | <ul style="list-style-type: none"> <li>• Identify and explain how to access knowledge in the following areas:<br/>Libraries, museums, historical societies, a courthouse, the world wide web, or family records.</li> </ul>  |                      |                |                          |                |  |
|                          | <p>PO 2. Identify an author's argument, viewpoint, or perspective in an historical account.</p>  | <ul style="list-style-type: none"> <li>• Using editorials identify:               <ol style="list-style-type: none"> <li>a. argument</li> <li>b. viewpoint</li> <li>c. perspective</li> </ol> </li> </ul>  |                      |                |                          |                |  |
|                          | <p>PO 3. Distinguish "facts" from "opinions" about a subject.</p>  | <ul style="list-style-type: none"> <li>• Compare and contrast fact and opinion.</li> </ul>   |                      |                |                          |                |  |
|                          | <p>PO 4. Compare and contrast different accounts of the same event.</p>  | <ul style="list-style-type: none"> <li>• Hypothesize reasons for:               <ol style="list-style-type: none"> <li>a. different accounts of the same event.</li> <li>b. author's use of evidence</li> </ol> </li> </ul>  |                      |                |                          |                |  |
| 1SS-P3.                  | <p><b>Develop historical interpretations in terms of the complexity of cause and effect and in context in which ideas and past events unfolded.</b></p>  |  |                      |                |                          |                |  |
|                          | <p>PO 1. Show connections between particular events and larger social, economic, and political trends.</p>   | <ul style="list-style-type: none"> <li>• Compare the invention of the printing press to modern communication.</li> </ul>   |                      |                |                          |                |  |
|                          | <p>PO 2. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.</p>   | <ul style="list-style-type: none"> <li>• Analyze the change in the attitude toward slavery from an economic to a social issue.</li> </ul>  |                      |                |                          |                |  |
|                          | <p>PO 3. Hypothesize how events could have taken different directions.</p>   | <ul style="list-style-type: none"> <li>• Deduce how the world would be different if one of the following hadn't taken place.               <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. French revolution</td> <td style="width: 50%;">c. Reformation</td> </tr> <tr> <td>b. Industrial revolution</td> <td>d. World War I</td> </tr> </table> </li> </ul> | a. French revolution | c. Reformation | b. Industrial revolution | d. World War I |  |
| a. French revolution     | c. Reformation   |  |                      |                |                          |                |  |
| b. Industrial revolution | d. World War I   |  |                      |                |                          |                |  |

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| 3SS-P1.         | <b>Acquire, process, and analyze geographic information about people, places and environments by construction, interpreting, and using geographic tools.</b>                  |   |                 |
|                 | DPO. Identify the five themes of geography.   | <ul style="list-style-type: none"> <li>List and define the five themes of geography. Place, Location, Region, Movement, and Human Environment Interaction.</li> </ul>                         |                 |
|                 | PO 1. Construct and interpret maps to infer geographic relationships, distributions, and features. (Assessed in the classroom.)   | <ul style="list-style-type: none"> <li>Interpret thematic maps of world population growth and United States.</li> <li>Interpret thematic maps of international time zones.</li> </ul>         |                 |
|                 | PO 2. Select appropriate maps and other graphic representations to analyze geographic problems and changes. (Assessed in the classroom.)                                      | <ul style="list-style-type: none"> <li>Analyze changes in land use such as urban growth utilizing aerial photography.</li> </ul>  |                 |
| 3SS-P2.         | <b>Analyze natural and human characteristics of places in the world studied to define regions, their relationships, and their pattern of change.</b>                          |   |                 |
|                 | PO 1. Describe the interrelationships among natural and human processes that shape the geographic characteristics of regions.   | <ul style="list-style-type: none"> <li>Describe connections among economic development, urbanization, population growth, and environmental change in the Phoenix area. (place/HEI)</li> </ul> |                 |
|                 | PO 2. Apply the concept of region to organize the study of a geographic issue using multiple criteria   | <ul style="list-style-type: none"> <li>Detect overpopulation patterns in underdeveloped regions of the world. (Region)</li> </ul>   |                 |
|                 | PO 3. Identify how ways, places, and regions studied reflect economic, physical, and cultural changes and how their relationships, roles and patterns may change as a result. | <ul style="list-style-type: none"> <li>Explain that religion being spread around the world is an example of movement. (Movement)</li> </ul>   |                 |

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| 3SS-P2.<br>continued | PO 4. Identify how the character and meaning of a place is related to its economic, social, and cultural characteristics and why different groups in society view places and regions differently.   | <ul style="list-style-type: none"> <li>List the social and cultural characteristics that make Jerusalem unique. (Place)</li> </ul>  |                 |
| 3SS-P3.              | <b>Analyze how economic, political, cultural, and social processes interact to shape patterns and characteristics of human populations, interdependence, and cooperation and conflict.</b>          |   |                 |
|                      | PO 1. Interpret charts and graphics of population growth and demographics.  | <ul style="list-style-type: none"> <li>Interpret charts and graphs showing birth and death rates, population growth rates, doubling time and life expectancy (HEI)</li> </ul>               |                 |
|                      | PO 2. Identify the factors that contribute to human migration and the affect of migration on the character of places of origin and destination.   | <ul style="list-style-type: none"> <li>Identify factors that affect migration along the U.S.-Mexico border. (Movement)</li> </ul>   |                 |
|                      | PO 4. Identify how differing points of view and self-interests play a role in conflict over territory and resources, including the impact of culture, politics, strategic locations, and resources. | <ul style="list-style-type: none"> <li>Explain how conflict can be used to gain what is needed for a region including financial gain, strategic positioning, and power. (Region)</li> </ul> |                 |
|                      | PO 5. Describe the spread of cultural traits that lead to cultural convergence and divergence, including the widespread use of English and the role of the global media.                            | <ul style="list-style-type: none"> <li>Explain the significance of England dominating world culture after the sinking of the Spanish Armada. (Movement)</li> </ul>                          |                 |
|                      | PO 6. Describe function and change in the size, structure, and arrangement of urban and suburban areas, including the growth of Arizona cities  | <ul style="list-style-type: none"> <li>Identify various phases of growth in the valley, which led to urban sprawl. (HEI)</li> </ul>   |                 |
|                      | PO 7. Identify interrelationships among settlement, migration, population-distribution patterns, landforms, climates, and patterns of vegetation  | <ul style="list-style-type: none"> <li>Explain why 80% of the world's population lives in the northern mid-latitudes. (Region)</li> </ul>   |                 |

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| 3SS-P4.         | <b>Analyze the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution, and importance of natural resources.</b> |  |                 |
|                 | PO 1. Describe how the Earth's natural systems affect humans, including how climatic and seasonal changes impact different regions of the globe.   | <ul style="list-style-type: none"> <li>Describe the impact that air conditioners had on Arizona's population after World War II. (HEI)</li> </ul>                |                 |
|                 | PO 2. Explain how humans perceive, react to, and prepare for natural hazards.  | <ul style="list-style-type: none"> <li>Explain how people in Phoenix dealt with the flooding of the Salt River. (HEI)</li> </ul>                                 |                 |
|                 | PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activity.  | <ul style="list-style-type: none"> <li>Explain how overgrazing and over farming can cause desertification including Sub-Saharan Africa. (HEI)</li> </ul>         |                 |
|                 | PO 4. Identify ways technology has affected the definition and use of, as well as access to, resources and expanded human capacity to modify the natural environment                           | <ul style="list-style-type: none"> <li>Explain how people in Phoenix used dams on the Salt River for electricity and flood control. (HEI)</li> </ul>             |                 |
|                 | PO 5. Describe the diversity and productivity of ecosystems. (Assessed in the classroom)   | <ul style="list-style-type: none"> <li>Compare and contrast a world ecosystem map and a world population map.</li> </ul>   |                 |
|                 | PO 6. Identify policies and programs for resource use and management, including the trade-off between environmental quality and economic growth in the twentieth century.                      | <ul style="list-style-type: none"> <li>Explain how burning the Rain Forest to gain farmland has affected the environment and economy of Brazil. (HEI)</li> </ul> |                 |
| 3SS-P5.         | <b>Apply geographic knowledge of people, places, and environments to understand the past and present and plan for the future.</b>  |  |                 |
|                 | PO 1. Use geographic knowledge, skills, and perspectives to solve contemporary problems in the community and Arizona.  | <ul style="list-style-type: none"> <li>Using the theme of movement, list the problems and solutions for transportation in the valley. (Movement)</li> </ul>      |                 |

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| 3SS-P5.<br>continued | PO 2. Describe how different viewpoints about place influence the development of policies designed to use and manage resources at local, national, and international scales.   | <ul style="list-style-type: none"> <li>Identify the differing views of land use on Indian Reservations. (Place)</li> </ul>  |                 |
|                      | PO 3. Describe how changing perceptions of places and environments affect the choices of people and institutions, including where individuals choose to live and work.         | <ul style="list-style-type: none"> <li>Identify the push-pull factors the effect migration into Arizona. (Movement)</li> </ul>  |                 |
| 1SS-P4<br>(1SS-E12)  | <b>Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations.</b> |   |                 |
|                      | PO 1. Explain the influence of the geography of the Mediterranean on the development and expansion of the civilizations.   | <ul style="list-style-type: none"> <li>Explain how the mountains and seas divided the Greeks into city-states. (Sparta and Athens)</li> <li>Explain how the Roman's central location in the Mediterranean helped them dominate the area.</li> </ul>   |                 |
|                      | PO 2. Trace the development of concepts of government and citizenship.   | <ul style="list-style-type: none"> <li>Identify citizenship, democracy, republics, and codification of law.</li> </ul>  |                 |
|                      | PO 3. Describe scientific and cultural advancements.   | <ul style="list-style-type: none"> <li>Identify Greece as the birthplace of western philosophy, theatre, art, and the Olympics.</li> <li>Describe the importance of roads and aqueducts to the expansion of the Roman Empire.</li> </ul>  |                 |
|                      | PO 4. Identify the contributions and roles of key figures from Greece and Rome.  | <ul style="list-style-type: none"> <li>Identify Socrates as the father of Greek philosophy.</li> <li>Identify Julius Caesar as the leader who ended the Republic in Rome.</li> <li>Identify Augustus as the emperor who established the Pax Romana.</li> <li>Identify Justinian as the emperor who codified Roman law.</li> </ul> |                 |

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| 1SS-P4<br>(1SS-E13) | <b>Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations.</b> |   |                 |
|                     | PO 1. Explain the creation and the expansion of the Byzantine empire.  | <ul style="list-style-type: none"> <li>• Identify Greek as the predominant culture.</li> <li>• Identify Constantinople.</li> <li>• Show the geographic advantage of the empire.</li> <li>• Recognize the strong military force.</li> <li>• Summarize the reasons for the fall of Rome.</li> </ul>                                       |                 |
|                     | PO 2. Explain new forms of government.   | <ul style="list-style-type: none"> <li>• Define feudalism, lord, vassal, and serf.</li> <li>• Identify the Magna Carta</li> </ul>   |                 |
|                     | PO 3. Explain the role of the Roman Catholic church and its monasteries.   | <ul style="list-style-type: none"> <li>• Define all Christians as Roman Catholics.</li> <li>• Recognize the Pope as the leader.</li> <li>• Identify monasteries as the centers of education.</li> </ul>   |                 |
|                     | PO 4. Explain the consequences of the Crusades.  | <ul style="list-style-type: none"> <li>• Explain how military expeditions were sent to recapture the holy lands.</li> <li>• Identify the consequences of the crusades.                             <ul style="list-style-type: none"> <li>a. Holy lands stayed Muslim.</li> <li>b. Growth of trade and business.</li> </ul> </li> </ul> |                 |
|                     | PO 5. Explain how the black-plague aided in ending feudalism.  | <ul style="list-style-type: none"> <li>• Recognize how workers became more in demand.</li> <li>• Identify how old labor force had new options.</li> <li>• Recognize how animosity was created among classes.</li> </ul>   |                 |
|                     | PO 6. Explain the contributions and roles of key figures in history.   | <ul style="list-style-type: none"> <li>• Identify Charlemange, Joan of Arc (100 Years War), and Marco Polo.</li> </ul>  |                 |
| 1SS-P4<br>(1SS-E14) | <b>Describe how the Renaissance and Reformation influences education, art, religion, and government in Europe.</b>   |   |                 |
|                     | PO 1. Identify the revival of classical learning and humanism.   | <ul style="list-style-type: none"> <li>• Explain the differences between the Medieval “Dark Age” art and literature and the classical Greek and Roman.</li> <li>• Explain the role of humanists in the increase of Classical Learning during the Renaissance.</li> </ul>  |                 |
|                     | PO 2. Describe the commerce developed by the Italian city-states.  | <ul style="list-style-type: none"> <li>• Explain the importance of the Medici family to Renaissance commerce.</li> <li>• Explain the importance of textiles and banking.</li> </ul>   |                 |

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| 1SS-P4<br>(1SS-E14)<br>continued | PO 3. Describe the development of Renaissance artistic and literary traditions.                                | <ul style="list-style-type: none"> <li>• Identify Michelangelo, da Vinci, Shakespeare, Dante, Raphael, and Machiavelli.</li> <li>• Identify Northern Renaissance artist: van Eyck.</li> </ul>   |                 |
|                                  | PO 4. Summarize the impact of Gutenberg's invention of the printing press.                                     | <ul style="list-style-type: none"> <li>• Explain the similarities of the impact of the printing press in the Renaissance to the television and computers today.</li> </ul>  |                 |
|                                  | PO 5. Explain the development of Protestantism through the ideas and actions of Martin Luther and John Calvin. | <ul style="list-style-type: none"> <li>• Identify Martin Luther and John Calvin.</li> <li>• Summarize the ideas of Martin Luther and John Calvin.</li> <li>• Explain the reasons for Protestantism and the Reformation.</li> <li>• Explain the effects of the Reformation.</li> </ul> |                 |
|                                  | PO 6. Summarize religious conflicts and persecutions.  | <ul style="list-style-type: none"> <li>• Identify Henry VIII, Anglican Church, John Knox, Huguenots, and the Inquisition.</li> <li>• Explain the Catholic Counter-Revolution.</li> </ul>  |                 |