

World History

GRADE 9

STANDARD 1

History

The student uses information drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.

To meet this standard, the student will:

Benchmark 9.1.1: Explore the collapse of European Feudalism, the global spread of the Black Death, the spread of ideas during the Renaissance and Protestant Reformation.

Indicators:

- 9.1.1.1 Describe the effects of the Black Death
- 9.1.1.2 Identify the new weapon technologies used in the 100 Years War
- 9.1.1.3 Identify 3 examples of individual achievement during the Renaissance
- 9.1.1.4 Describe the effect that the printing press had on both religious and secular thought in Europe
- 9.1.1.5 Compare and contrast Renaissance ideas about life with those of the Medieval age

Benchmark 9.1.2: Explore the Age of European Exploration with a particular emphasis on the Spanish colonization of the New World and the long-term and immediate effects of the cultural diffusion that ensued between Europe, Africa and Native America

Indicators:

- 9.1.2.1 Explain how technology helped Europeans explore the seas and build trading empires
- 9.1.2.2 Describe the development of the Inca, Mayan and Aztec civilizations

Benchmark 9.1.3: Explore the Rise of Nation-States and Absolutism Europe, the Scientific Revolution, the Enlightenment, and the political revolutions in France and Latin America

Indicators:

- 9.1.3.1 Describe the rise of nation states in Europe
- 9.1.3.2 Explain how absolute monarchs centralized their power
- 9.1.3.3 Formulate reasons why Spanish power and prosperity declined in the 16th and 17th centuries
- 9.1.3.4 Analyze how the idea of divine right supported the power of the absolute monarch
- 9.1.3.5 Describe the new scientific method that was developed in the 16th and 17th centuries and how it differed from the traditional approach to science
- 9.1.3.6 Identify how the ideas of the Enlightenment influenced the English, French and Latin American Revolutions
- 9.1.3.7 Describe how the Enlightened Despots used their power to bring about political and social change
- 9.1.3.8 Describe the causes, events and consequences of the French Revolution
- 9.1.3.9 Compare and Contrast the American and French Revolutions

Benchmark 9.1.4: Explore the Agricultural and Industrial Revolution and its effects on Europe and the rest of world and European Imperialist expansion in Africa and Asia.

Indicators:

- 9.1.4.1 Describe the causes and consequences of the agricultural revolution from 1700-1850
- 9.1.4.2 Analyze how the Industrial Revolution transformed the way people lived and worked
- 9.1.4.3 Examine why the factory system developed
- 9.1.4.4 Describe the causes and effects of European Imperialism on Africa and Asia

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 9.1.5: Students will explore the rise and end of Apartheid in South Africa, the causes and consequences of the conflict between the Israelis and Palestinians, and the emergence of the global Islamic terrorism.

Indicators:

- 9.1.5.1 Analyze the impact that oil has had on the Middle East region
- 9.1.5.2 Explain how diversity and nationalism have shaped the Middle East
- 9.1.5.3 Explain how European Imperialism caused Apartheid

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STANDARD 2

People in Societies

The student uses knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

To meet this standard, the student will:

Benchmark 9.2.1: Cultures: Analyze the influence of different cultural perspectives on the actions of groups

Indicators:

- 9.2.1.1 Interpret the effects of mercantilism and slavery on African, Native American and European society
- 9.2.1.2 Describe the causes and effects of European Imperialism on the cultures of Africa and Asia
- 9.2.1.3 Identify social and religious forces that have influenced the Middle East

Benchmark 9.2.2: Interaction: Analyze the consequences of oppression, discrimination and conflict between cultures

Indicators:

- 9.2.2.1 Examine the factors that have made it difficult to resolve the Arab-Israeli conflict
- 9.2.2.2 Explain how terrorism is defined by its goals
- 9.2.2.3 Explain how the concept of “jihad” and teachings of the Qur’an influence the actions of Islamic terrorists
- 9.2.2.4 Describe how Apartheid affected South Africans
- 9.2.2.5 List the steps that led to end of Apartheid in South Africa

Benchmark 9.2.3: Diffusion: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices

Indicators:

- 9.2.3.1 Identify the factors that led to the Spanish conquest of the Inca and Aztec civilizations.
- 9.2.3.2 Evaluate how European colonization in the New World affected the people of Africa.
- 9.2.3.3 Describe the origins and consequences of the transatlantic slave trade routes.

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STANDARD 3

Geography

The student uses knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

To meet this standard, the student will:

Benchmark 9.3.1: Places and Regions: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time

Indicators:

- 9.3.1.1 Explain how perceptions and characteristics of geographic regions of the world have changed over time including in urban, wilderness, and farmland areas as well as in centers of industry and technology.

Benchmark 9.3.2: Human Environmental Interaction: Analyze geographic changes brought about by human activity using appropriate maps and other geographic data

Indicator:

- 9.3.2.1 Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources

Benchmark 9.3.3: Movement: Analyze the patterns and processes of movement of people, products and ideas

Indicators:

- 9.3.3.1 Analyze the industrialization and post-industrialization processes that contributed to changes in global society
- 9.3.3.2 Analyze the urbanization and suburbanization processes that contributed to changes in global society
- 9.3.3.3 Analyze the immigration processes that contributed to changes in global society

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STANDARD 4

Social Studies Skills and Methods

The student collects, organizes, evaluates and synthesizes information from multiple sources to draw logical conclusions. The student communicates this information using appropriate social studies terminology in oral, written or multimedia form and applies what is learned to societal issues in simulated or real-world settings.

To meet this standard, the student will:

Benchmark 9.4.1: Thinking and Organizing: Evaluate the reliability and credibility of sources

Indicators:

- 9.4.1.1 Determine the credibility of sources by considering the qualification and reputation of the writer, agreement with other credible sources, and recognition of bias.
- 9.4.1.2 Determine the credibility of sources by considering the accuracy and consistency of sources, and the circumstances in which the author prepared the source
- 9.4.1.3 Critique evidence used to support a thesis

Benchmark 9.4.2: Communicating Information: Use data and evidence to support or refute a thesis

Indicator:

- 9.4.2.1 Analyze one or more issues and present a persuasive argument to defend a position

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STANDARD 5

The student applies a Christian perspective to historic events and social studies concepts

To meet this standard, the student will:

Benchmark 9.5.1: Understand that God directs the course of history

Indicators:

- 9.5.1.1 Identify that the Bible tells us that God is directing history towards the central event of His return to establish His Kingdom on earth
- 9.5.1.2 Identify God's purpose in war, man's failures, catastrophic events, as well as man's successes

Benchmark 9.5.2: Understand that the Bible teaches us about God's design for government and economies

Indicators:

- 9.5.2.1 Analyze current political ideologies through a Christian worldview
- 9.5.2.2 Recognize God as the designer and Creator of its political and economic systems

Benchmark 9.5.3: Understand that God preserves and controls His creation so that it continues to function as He planned

Indicators:

- 9.5.3.1 Explain how the through study of social studies that God demonstrates His sovereignty over mankind

Benchmark 9.5.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God

Indicators:

- 9.5.4.1 Identify that God created mankind to honor Him

Benchmark 9.5.5: Understand that God uses His creation to teach people eternal truth through the study of social studies

Indicators:

- 9.5.5.1 Understand that God is in control despite the man's fallen nature
- 9.5.5.2 Identify examples of patterns and order in social studies that point to God as the creator

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ADDENDUM

The following is a suggested list of terms, people, ideologies and events in US History that students should be able to identify.

Benchmark 9.1.1: Black Death/Renaissance Unit

- The 100 Years War
- Feudalism
- Joan of Arc
- Black Death
- Silk Road
- Epidemic
- Renaissance
- Leonardo da Vinci
- Niccolò Machiavelli
- *The Prince*
- Michelangelo
- Miguel Cervantes
- Sir Thomas More
- Johann Gutenberg
- William Shakespeare
- Queen Elizabeth I
- Pope Leo X
- Printing Press
- Medici Family
- Florence
- Humanism
- Martin Luther
- Protestant
- Roman Catholics
- Desiderius Erasmus
- John Calvin
- Indulgence
- The Peace of Augsburg

Benchmark 9.1.2 - The Columbian Exchange Unit

- The Columbian Exchange
- Conquistadores
- Astrolabe
- Caravel
- Christopher Columbus
- Queen Isabella I and King Ferdinand of Spain
- Ferdinand Magellan
- Vasco da Gama
- Hernan Cortes
- Francisco Pizarro
- Bartolome de Las Casas
- Balboa
- Incas
- Aztecs
- Mayas
- Triangle of Trade
- Mercantilism

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- Encomienda
- Mali, Ghana and Songhai
- Capitalism
- Cultural Diffusion

Benchmark 9.1.3: The Revolutions and Absolutism Unit

- Queen Elizabeth I
- King Philip I of Spain
- The Spanish Armada
- El Siglo de Oro
- El Escorial
- Mary Queen of Scots
- The Scientific Method
- Galileo Galieci
- Sir Isaac Newton
- William Harvey
- Andreas Vesalius
- Nicolaus Copernicus
- Francis Bacon
- Heliocentric theory
- Nationalism
- Nation-state
- Absolute Monarchy
- Divine Right Theory of Government
- 30 years war
- King Louis XIV
- Cardinal Richelieu
- The Spanish Armada
- The Enlightenment
- John Locke
- Baron de Montesquieu
- Jean Jacques Rousseau
- Voltaire
- Mary Wollstonecraft
- Thomas Hobbes
- Enlightened Despotism
- Empress Maria Theresa
- Catherine the Great
- Bastille
- Palace of Versailles
- King Louis XVI
- Queen Marie Antoinette
- Tennis Court Oath
- Maximilian Robespierre
- Reign of Terror
- Napoleon Bonaparte
- Napoleonic Code
- Waterloo
- Congress of Vienna
- Simon Bolivar
- La Gran Colombia
- Toussaint L' Ouverture

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- The Haitian Revolution
- 1848 Revolutions

Benchmark 9.1.4: European Imperialism/Industrial Revolution Unit

- Enclosure
- James Watt
- Jethro Tull
- Robert Fulton
- John Kay
- Factory system
- Urbanization
- Bessemer Process
- Utilitarianism
- Communist Manifesto
- Karl Marx
- Socialism
- Communism
- Utopia
- Imperialism
- Scramble for Africa
- Direct rule
- Indirect rule
- Berlin Conference
- David Livingstone
- Cecil Rhodes
- Boer War
- Shaka Zulu
- Sphere of Influence
- Opium Wars
- Boxer Rebellion
- East India Company
- Sepoy Rebellion

Benchmark 9.1.5: Apartheid and Middle East Conflict Unit

- Apartheid
- Afrikaners
- ANC
- Nelson Mandela
- Steve Biko
- Black Consciousness
- Donald Woods
- Townships (homelands)
- FW de Klerk
- Election of 1994
- Truth and Reconciliation Commission
- Palestine
- Israel
- Golan Heights
- Gaza Strip
- West Bank
- Jerusalem
- Western Wall
- Dome of the Rock
- Palestinian Authority

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- HAMAS
- Hezbollah
- Intifada
- Yasir Arafat
- Kadima
- OPEC
- Oil embargo
- Oil cartel
- Gulf War of 1991
- Saddam Hussein
- Jihad
- Terrorism
- Infidel
- War on Terror
- Osama bin Laden
- Al Qaida
- 9-11
- Taliban

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