New York Social Studies

Grade 9: Social Studies Practices & Global History and Geography I

Adopted 2017

Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses. A.9-12.1
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). A.9-12.2
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience. A.9-12.3
4. Describe, analyze, and evaluate arguments of others. A.9-12.4
5. Make inferences and draw conclusions from evidence. A.9-12.5
6. Deconstruct and construct plausible and persuasive arguments, using evidence. A.9-12.6
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present. A.9-12.7

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. B.9-12.1
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels. B.9-12.2
3. Identify, analyze, and evaluate the relationship between multiple causes and effects B.9-12.3
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change). B.9-12.4

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5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time. B.9-12.5
6. Recognize that choice of specific periodization favors or advantages one narrative, region, or group over another narrative, region, or group. B.9-12.6
7. Relate patterns of continuity and change to larger historical processes and themes. B.9-12.7
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events. B.9-12.8

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes. C.9-12.1
2. Identify, compare, and evaluate multiple perspectives on a given historical experience. C.9-12.2
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts. C.9-12.3
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). C.9-12.4
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place. C.9-12.5
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate). C.9-12.6

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people. D.9-12.1
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context. D.9-12.2
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes. D.9-12.3
4. Recognize and interpret (at different scales) the relationships between patterns and processes. D.9-12.4
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations. D.9-12.5

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6. Characterize and analyze changing connections between places and regions. D.9-12.6

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. E.9-12.1
2. Analyze the ways in which incentives influence what is produced and distributed in a market system. E.9-12.2
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets. E.9-12.3
4. Describe concepts of property rights and rule of law as they apply to a market economy. E.9-12.4
5. Use economic indicators to analyze the current and future state of the economy. E.9-12.5
6. Analyze government economic policies and the effects on the national and global economy. E.9-12.6

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument. F.9-12.1
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem. F.9-12.2
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies. F.9-12.3
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies. F.9-12.4
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences. F.9-12.5
6. Identify situations in which social actions are required and determine an appropriate course of action. F.9-12.6
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights. F.9-12.7
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process. F.9-12.8

Global History and Geography I

Key Idea **Development Of Civilization: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.** 9.1

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Conceptual Understanding The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles. 9.1.A

i. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women. 9.1.A.I

Conceptual Understanding Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. 9.1.B

i. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter. 9.1.B.I

Conceptual Understanding Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. 9.1.C

i. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions. 9.1.C.I

Key Idea **Belief Systems: Rise And Impact: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.** 9.2

Conceptual Understanding Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. 9.2.A

i. Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism. 9.2.A.I

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Conceptual Understanding Belief systems were often used to unify groups of people, and affected social order and gender roles. 9.2.B

i. Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles. 9.2.B.I

Key Idea **Classical Civilizations: Expansion, Achievement, Decline: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.** 9.3

Conceptual Understanding Geographic factors encouraged and hindered a state's/empire's expansion and interactions. 9.3.A

i. Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. 9.3.A.I

ii. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations. 9.3.A.II

Conceptual Understanding Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. 9.3.B

i. Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power. 9.3.B.I

Conceptual Understanding A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. 9.3.C

i. Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age. 9.3.C.I

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Conceptual Understanding Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires. 9.3.D

i. Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire. 9.3.D.I

Key Idea **Rise Of Transregional Trade Networks: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.** 9.4

Conceptual Understanding Afro-Eurasian transregional trade networks grew across land and bodies of water. 9.4.A

i. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. 9.4.A.I

Conceptual Understanding New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. 9.4.B

i. Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange. 9.4.B.I

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Conceptual Understanding Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. 9.4.C

i. Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. 9.4.C.I

ii. Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. 9.4.C.II

iii. Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. 9.4.C.III

iv. Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys. 9.4.C.IV

Conceptual Understanding Control of transregional trade and economic growth contributed to the emergence and expansion of political states. 9.4.D

i. Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali). 9.4.D.I

Key Idea **Political Powers And Achievements: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.** 9.5

Conceptual Understanding Following the fall of the Roman Empire, divergent societies emerged in Europe. 9.5.A

i. Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. 9.5.A.I

ii. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200. 9.5.A.II

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Conceptual Understanding Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. 9.5.B

i. Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. 9.5.B.I

ii. Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions. 9.5.B.II

Conceptual Understanding Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. 9.5.C

i. Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. 9.5.C.I

ii. Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). 9.5.C.II

iii. Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society. 9.5.C.III

Key Idea **Social And Cultural Growth And Conflict: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.** 9.6

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Conceptual Understanding Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. 9.6.A

i. Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. 9.6.A.I

ii. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. 9.6.A.II

iii. Students will examine the development of Sikhism in South Asia during this time period. 9.6.A.III

Conceptual Understanding Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development. 9.6.B

i. Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. 9.6.B.I

ii. Students will evaluate the effects of the Black Death on these regions. 9.6.B.II

Key Idea **The Ottoman Empire And The Ming Dynasty Pre-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.** 9.7

Conceptual Understanding Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere. 9.7.A

i. Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. 9.7.A.I

ii. Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power. 9.7.A.II

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Conceptual Understanding The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations. 9.7.B

i. Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations. 9.7.B.I

Conceptual Understanding The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. 9.7.C

i. Students will examine Ming interactions with European traders and Christian missionaries. 9.7.C.I

ii. Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent. 9.7.C.II

Key Idea **Africa And The Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.** 9.8

Conceptual Understanding Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. 9.8.A

i. Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas. 9.8.A.I

ii. Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade. 9.8.A.II

iii. Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states. 9.8.A.III

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Conceptual Understanding Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. 9.8.B

i. Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period. 9.8.B.I

ii. Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires. 9.8.B.II

Conceptual Understanding Complex societies and civilizations made unique cultural achievements and contributions. 9.8.C

i. Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires. 9.8.C.I

Key Idea **Transformation Of Western Europe And Russia: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.** 9.9

Conceptual Understanding The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. 9.9.A

i. Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. 9.9.A.I

ii. Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. 9.9.A.II

iii. Students will examine political ideas developed during the Renaissance, including those of Machiavelli. 9.9.A.III

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Conceptual Understanding The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society. 9.9.B

i. Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe. 9.9.B.I

ii. Students will trace the discrimination against and persecution of Jews. 9.9.B.II

Conceptual Understanding Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. 9.9.C

i. Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society. 9.9.C.I

ii. Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great. 9.9.C.II

Conceptual Understanding The development of the Scientific Revolution challenged traditional authorities and beliefs. 9.9.D

i. Students will examine the Scientific Revolution, including the influence of Galileo and Newton. 9.9.D.I

Conceptual Understanding The Enlightenment challenged views of political authority and how power and authority were conceptualized. 9.9.E

i. Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. 9.9.E.I

ii. Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution. 9.9.E.II

Key Idea **Interactions And Disruptions: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.** 9.10

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Conceptual Understanding Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. 9.10.A

i. Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. 9.10.A.I

ii. Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand. 9.10.A.II

Conceptual Understanding Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. 9.10.B

i. Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. 9.10.B.I

ii. Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations. 9.10.B.II

iii. Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange. 9.10.B.III

Conceptual Understanding The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth. 9.10.C

i. Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples. 9.10.C.I

ii. Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas. 9.10.C.II

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Conceptual Understanding European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems. 9.10.D

i. Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies. 9.10.D.I

ii. Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas. 9.10.D.II

iii. Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey. 9.10.D.III

Conceptual Understanding The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires. 9.10.E

i. Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere. 9.10.E.I

ii. Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire. 9.10.E.II

iii. Students will examine the development of European maritime empires and mercantilism. 9.10.E.III