

**A Correlation of Prentice Hall World History, Grade 9, ©2014
to the
New York State Social Studies Framework, Grade 9**

| <p style="text-align: center;">New York State Social Studies Framework Grade 9: Global History and Geography I</p> | <p style="text-align: center;">Prentice Hall World History Survey Edition, ©2014</p> |
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| <p>In Grades 9 and 10 Social Studies, students will examine Global History and Geography. The two year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present.</p> | |
| <p>Grade 9: Global History and Geography I</p> | |
| <p>Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Teachers should note that some key ideas may require extra instruction time and attention. The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Some key ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.</p> | |
| <p>The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.</p> | |
| <p>9.1 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. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)</p> | |
| <p>9.1a 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.</p> | <p>SE/TE: Discoveries in Africa and Beyond, 8–9; Turning Point: The Neolithic Revolution, 11–15</p> |
| <p>➤ 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.</p> | <p>SE/TE: Discoveries in Africa and Beyond, 8–9; Turning Point: The Neolithic Revolution, 11–15</p> |
| <p>9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> | <p>SE/TE: Turning Point: The Neolithic Revolution, 11–15; Beginnings of Civilization, 17–23; City-States of Ancient Sumer, 30–34; Invaders, Traders, and Empire Builders, 36–43; Kingdom of the Nile, 44–48; Early Civilizations of India and Pakistan, 68–74; Rise of Civilizations in China, 92–100</p> |