

9 th Grade World History Curriculum		TEKS																								
UNIT 3	DAYS TO TEACH 6-8																									
Latin America	Textbook Chapter(s) 9-13	<p>1(A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today</p> <p>1(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang</p> <p>2(A) describe the human and physical characteristics of the same place at different periods of history</p> <p>2(B) assess how people's changing perceptions of geographic features have led to changes in human societies</p> <p>3(B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes</p> <p>3(B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing,</p> <p>5(A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics</p> <p>5(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nation</p> <p>6(A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information</p> <p>7(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trend</p> <p>7(B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration</p> <p>7(C) describe trends in past world population growth and distribution</p> <p>8(B) compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts</p> <p>8(C) describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes</p> <p>9(A) identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion</p> <p>10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries</p> <p>11(A) map the locations of different types of economic activities</p> <p>11(B) identify factors affecting the location of different types of economic activities</p> <p>12(B) analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people</p> <p>13(A) prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries\</p> <p>13(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power</p> <p>14(B) explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones</p> <p>15(C) compare different points of view on geographic issues</p> <p>16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion</p> <p>16(B) give examples of ways various groups of people view cultures, places, and regions differently</p> <p>16(C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes</p>																								
<p style="text-align: center;">Unit Outline</p> <p>I. Introduction</p> <p>II. Mexico</p> <p style="padding-left: 20px;">a. Geography of Mexico</p> <p style="padding-left: 20px;">b. A place of 3 Cultures</p> <p>III. Central American and the Caribbean</p> <p style="padding-left: 20px;">a. Central America</p> <p style="padding-left: 20px;">b. Caribbean Islands</p> <p>IV. Brazil</p> <p style="padding-left: 20px;">a. The Land and its Regions</p> <p style="padding-left: 20px;">b. Brazil's Quest for Economic Growth</p> <p>V. Countries of South America</p> <p style="padding-left: 20px;">a. Northern Tropics</p> <p style="padding-left: 20px;">b. Andean Countries</p> <p style="padding-left: 20px;">c. Southern Grassland Countries</p>																										
<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How would you explain the distribution of economic activities in Latin America? What are the main physical characteristics that affect the daily life of Mexico's heartland? What peoples and cultures are found in Central America? Describe the main characteristics of the Amazon Basin ecosystem. What are the problems of a one-crop agricultural system? 		<p style="text-align: center;"><u>ESSENTIAL TERMS</u></p> <table border="0"> <tr> <td>Mestizos</td> <td>Mulattoes</td> </tr> <tr> <td>Market Economy</td> <td>Llanos</td> </tr> <tr> <td>Command Economy</td> <td>Pampas</td> </tr> <tr> <td>Traditional Economy</td> <td>Estuary</td> </tr> <tr> <td>Cash Crops</td> <td></td> </tr> <tr> <td>Isthmus</td> <td></td> </tr> <tr> <td>Guerrilla</td> <td></td> </tr> <tr> <td>Archipelago</td> <td></td> </tr> <tr> <td>Windward</td> <td></td> </tr> <tr> <td>Leeward</td> <td></td> </tr> <tr> <td>Escarpment</td> <td></td> </tr> <tr> <td>Deforestation</td> <td></td> </tr> </table>	Mestizos	Mulattoes	Market Economy	Llanos	Command Economy	Pampas	Traditional Economy	Estuary	Cash Crops		Isthmus		Guerrilla		Archipelago		Windward		Leeward		Escarpment		Deforestation	
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9 th Grade World History Curriculum		TEKS
UNIT 4	DAYS TO TEACH ?	
Western Europe	Textbook Chapter(s) 14-17	
<p style="text-align: center;">Unit Outline</p> <p>I. Introduction</p> <p style="margin-left: 20px;">a. Climates and Ecology</p> <p style="margin-left: 20px;">b. Population and Culture</p> <p style="margin-left: 20px;">c. Economic Activity & Land Use</p> <p>II. British Isles & Nordic Nations</p> <p style="margin-left: 20px;">a. England</p> <p style="margin-left: 20px;">b. Scotland & Wales</p> <p style="margin-left: 20px;">c. Irelands</p> <p style="margin-left: 20px;">d. Nordic Nations</p> <p>III. Central & Western Europe</p> <p style="margin-left: 20px;">a. France</p> <p style="margin-left: 20px;">b. Germany</p> <p style="margin-left: 20px;">c. Benelux Countries</p> <p style="margin-left: 20px;">d. Switzerland and Austria</p> <p>IV. Mediterranean</p> <p style="margin-left: 20px;">a. Spain and Portugal</p> <p style="margin-left: 20px;">b. Italy</p> <p style="margin-left: 20px;">c. 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ESSENTIAL QUESTIONS		

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UNIT 5	DAYS TO TEACH 4-6																							
Central Europe & Northern Eurasia	Textbook Chapter(s) 18-20																							
<p style="text-align: center;">Unit Outline</p> <p>I. Introduction</p> <p>II. Central and Eastern Europe</p> <p style="margin-left: 20px;">A. Poland</p> <p style="margin-left: 20px;">B. Czech/Slovak Republics and Hungary</p> <p style="margin-left: 20px;">C. The Balkan Peninsula</p> <p style="margin-left: 20px;">D. Baltic States and Border Nations</p> <p>III. Russia</p> <p style="margin-left: 20px;">A. Regions of Russia</p> <p style="margin-left: 20px;">B. Emergence of Russia</p> <p style="margin-left: 20px;">C. Geographic Issues in Russia</p>		<p>1(A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today</p> <p>1(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang</p> <p>2(A) describe the human and physical characteristics of the same place at different periods of history</p> <p>2(B) assess how people's changing perceptions of geographic features have led to changes in human societies</p> <p>3(B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes</p> <p>3(B) describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing,</p> <p>5(A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics</p> <p>5(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nation</p> <p>6(A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information</p> <p>7(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trend</p> <p>7(B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration</p> <p>7(C) describe trends in past world population growth and distribution</p> <p>8(B) compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts</p> <p>8(C) describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes</p> <p>9(A) identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion</p> <p>10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries</p> <p>11(A) map the locations of different types of economic activities</p> <p>11(B) identify factors affecting the location of different types of economic activities</p> <p>12(B) analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people</p> <p>13(A) prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries</p> <p>13(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power</p> <p>14(B) explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones</p> <p>15(C) compare different points of view on geographic issues</p> <p>16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion</p> <p>16(B) give examples of ways various groups of people view cultures, places, and regions differently</p> <p>16(C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes</p>																						
<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How did the Polish people maintain their national identity & achieve economic prosperity after communism? 2. How have political & economic conditions in the Czech/Slovak Republics, Hungary & Balkans changed since the end of Communist rule? 3. How do location & climate (including physical characteristics) affect ecosystems in Russia? 4. How did the czars affect the geography of Russia? 5. How did the end of communist rule lead to changes in Russia? 		<p style="text-align: center;"><u>ESSENTIAL TERMS</u></p> <table border="0"> <tr> <td>National identify</td> <td>tundra</td> </tr> <tr> <td>Ghetto</td> <td>chernozem</td> </tr> <tr> <td>Holocaust</td> <td>permafrost</td> </tr> <tr> <td>Velvet revolution</td> <td>czar</td> </tr> <tr> <td>Collective farm</td> <td>abdicate</td> </tr> <tr> <td>Privatization</td> <td>soviet</td> </tr> <tr> <td>Entrepreneur</td> <td>command economy</td> </tr> <tr> <td>Multiplier effect</td> <td>glasnost</td> </tr> <tr> <td>Annex</td> <td>perestroika</td> </tr> <tr> <td>Diversify</td> <td>black market</td> </tr> <tr> <td></td> <td>Ruble</td> </tr> </table>	National identify	tundra	Ghetto	chernozem	Holocaust	permafrost	Velvet revolution	czar	Collective farm	abdicate	Privatization	soviet	Entrepreneur	command economy	Multiplier effect	glasnost	Annex	perestroika	Diversify	black market		Ruble
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