

Crosswalk of 9th Grade Social Studies Courses

Feature	World History & Geography to 1500	World History & Geography to 1500 Honors	AP Human Geography
SOL Requirement Met	Yes	Yes	Yes
How Verified Credit is Earned	<ul style="list-style-type: none"> - Students will complete 3 state-mandated performance based assessments (PBAs) in the form of 5-paragraph essays. - Students must complete and pass all essays to receive the verified credit. 	<ul style="list-style-type: none"> - Students will complete 3 state-mandated performance based assessments (PBAs) in the form of 5-paragraph essays. - Students must complete and pass all essays to receive the verified credit. 	Students must earn a 2 or higher on the national AP exam to receive the verified credit.
Focus	The historical development of people, places, and patterns of life from ancient times until 1500	The historical development of people, places, and patterns of life from ancient times until 1500	Human-environment interactions using historical and current events as examples
Content Areas	<ul style="list-style-type: none"> - Geographical influences on historical events - Development of civilizations - Major empires & kingdoms - Cultural & religious traditions 	<ul style="list-style-type: none"> - Geographical influences on historical events - Development of civilizations - Major empires & kingdoms - Cultural & religious traditions 	<ul style="list-style-type: none"> - Geographical influences on historical and current events - Population patterns & trends - Cultural landscapes - Political geography - Urbanization - Industrialization - Environmental issues
Skills Developed	<ul style="list-style-type: none"> - Synthesize evidence from artifacts and primary and secondary sources to obtain information about events in world history. - Use geographic information to determine patterns and trends to understand world history. - Interpret charts, graphs, and pictures to determine characteristics of people, places, or events in world history. - Evaluate sources for accuracy, credibility, bias, and propaganda. - Compare and contrast historical, cultural, economic, and political perspectives in 	<ul style="list-style-type: none"> - Synthesize evidence from artifacts and primary and secondary sources to obtain information about events in world history. - Use geographic information to determine patterns and trends to understand world history. - Interpret charts, graphs, and pictures to determine characteristics of people, places, or events in world history. - Evaluate sources for accuracy, credibility, bias, and propaganda. - Compare and contrast historical, cultural, economic, and political perspectives in 	<p>Concepts and Processes:</p> <ul style="list-style-type: none"> ● Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts. <p>Spacial Relationships:</p> <ul style="list-style-type: none"> ● Analyze geographic patterns, relationships, and outcomes in applied contexts. <p>Data Analysis:</p> <ul style="list-style-type: none"> ● Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics. <p>Source Analysis:</p> <ul style="list-style-type: none"> ● Analyze and interpret qualitative geographic

	<p>world history.</p> <ul style="list-style-type: none"> - Explain how indirect cause-and-effect relationships impacted people, places, and events in world history. - Analyze multiple connections across time and place. - Use a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. - Identify the rights and responsibilities of citizens and ethical use of materials and intellectual property. - Investigate and research to develop products orally and in writing. 	<p>world history.</p> <ul style="list-style-type: none"> - Explain how indirect cause-and-effect relationships impacted people, places, and events in world history. - Analyze multiple connections across time and place. - Use a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. - Identify the rights and responsibilities of citizens and ethical use of materials and intellectual property. - Investigate and research to develop products orally and in writing. 	<p>information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.</p> <p>Scale Analysis:</p> <ul style="list-style-type: none"> • Analyze geographic theories, approaches, concepts, processes, and mode
<p>Course work expectations</p>	<ul style="list-style-type: none"> - Students will be expected to be focused and complete tasks in class. -Teacher-directed notes -Limited work outside of class, primarily preparation for summative assessments -Writing and analytical skills with teacher support 	<ul style="list-style-type: none"> -Students will be expected to be focused and complete tasks in class. -Students take notes independently using teacher created slideshows -Out of class work includes homework, projects, and preparation for summative assessments -Emphasis on building and honing independence in writing, analytical skills, and work completion -Passing students will receive a .5 pt GPA increase 	<ul style="list-style-type: none"> -Students will be expected to be focused and complete tasks in class. -Additionally, students will be required to complete readings, some small assignments, and larger summative assessments out of class. -College level course -Students should be interested in course content -Students take notes independently inside and outside of class. Expectations will be increased as students become more familiar with the coursework -Textbook reading, study time, and projects outside of class. There will be some work outside of class each night before class -Strong analytical skills will be expected -Students will learn to write in the specific style of that AP class so a foundation of strong writing skills is important -Passing students will receive a 1 pt GPA increase