

HISTORY GRADE 9

BASELINE ASSESSMENT

ACTIVITY 1

QUESTION 1: REASON WHY THE WORLD WAR I BROKE OUT.

Study the source and answer the questions that follow.

SOURCE A

World War I, also known as the Great War, began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. His murder catapulted into a war across Europe that lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers). Thanks to new military technologies and the horrors of trench warfare, World War I saw unprecedented levels of carnage and destruction. By the time the war was over and the Allied Powers claimed victory, more than 16 million people—soldiers and civilians alike—were dead.

<https://www.history.com > topics > world-war-i-history>

- | | |
|--|-----|
| 1.1 In which year did the WWI broke out? | [1] |
| 1.2 In which year did it end? | [1] |
| 1.3 Name the five (5) main causes of the war. | [5] |
| 1.4 Mention the three countries that were competing with each other. | [3] |
| 1.5 In Africa, South African soldiers fought against the German troops.
Name the two African Countries in which these battles took place. | [2] |

TOTAL: 12

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**Smithsonian Institution, National
Academy of Engineering, National
Science Resources Center of the
National Academy of
Sciences, Institute of Medicine**

Guided Activity Answers In History Grade 9:

The Practice of University History Teaching Alan Booth, Paul Hyland, 2000 This work provides a guide to good practice and its development in the teaching and learning of history in universities and colleges It examines recent thinking on the teaching of the subject surveys practices and provides advice to teachers **Standards-Based Comprehension**

Strategies and Skills Guide Christine Dugan, 2006-06-16 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests **Jacaranda History**

Alive 8 Victorian Curriculum, 3e learnON and Print Robert Darlington, 2025-11-24 **Single-Case Research Methods**

in Sport and Exercise Psychology Jamie Barker, Paul McCarthy, Marc Jones, Aidan Moran, 2011-04-14 What is single case research How can single case methods be used within sport and exercise Single case research is a powerful method for examining change in outcome variables such as behaviour performance and psychological constructs and for assessing the efficacy of interventions It has innumerable uses within the context of sport and exercise science such as in the development of more effective performance techniques for athletes and sportspeople and in helping us to better understand exercise behaviours in clinical populations However the fundamental principles and techniques of single case research have not always been clearly understood by students and researchers working in these fields Single Case Research Methods in Sport and Exercise Psychology is the first book to fully explain single case research in the context of sport and exercise Starting with first principles the book offers a comprehensive introduction to the single case research process from study design to data analysis and presentation Including case studies and examples from across sport and exercise psychology the book provides practical guidance for students and researchers and demonstrates the advantages and common pitfalls of single case research for anybody working in applied or behavioural science in a sport or exercise setting **Keys to the**

Secondary Classroom Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 The suggestions and tips give teachers a solid start to their year and help their students achieve This book has a unique focus on secondary teachers Janet Crews Secondary Instructional Coordinator Clayton School District MO A blueprint for successful teaching an entire year of teaching methods in one volume This book is jam packed with practical useful forms to guarantee a meaningful year for both the students and especially the teacher Ronald W Poplau Social Studies Teacher Shawnee Mission Northwest High School KS An easy to use source for all the strategies you need to thrive in the secondary classroom Preparing adolescent students for today's increasing demands requires commitment organization subject matter knowledge and passion But with the right strategies and tools first year secondary school teachers can approach this challenge with greater confidence and ease Leveraging a wealth of information and research from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step tips for organizing

standards based curriculum across the content areas supported by extensive reproducible forms and go to references including lesson plans from exemplary math and language arts teachers The authors provide specific strategies for Reaching struggling readers Working with English learners and their families Designing lessons with assessment in mind Sustaining a passion for teaching Covering everything needed for your first year and beyond this guide provides invaluable insights on succeeding with adolescent students Jacaranda History Alive 8 Australian Curriculum 3e learnON and Print Robert Darlington, 2023-12-26 Jacaranda History Alive 8 Australian Curriculum Third Edition includes Jacaranda's vastly improved eBook on the new learnON platform an immersive digital learning environment that enables real time learning through peer to peer connections complete visibility and immediate feedback The new digital learning platform includes additional teacher resources such as formal assessments and curriculum grids *Resources for Teaching Middle School Science* Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them *Resources for Teaching Middle School Science* developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of *Resources for Teaching Elementary School Science* the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance

Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents Hands-on History: American History Activities Sundem, Garth, 2017-03-01 Making learning fun and interactive builds excitement for your social studies students This book includes game formatted activities for the study of important events in American history such as Colonial America The American Revolution American Indian Experience The Civil War the Oregon Trail Immigration and the Civil Rights Movement These hands on activities are aligned to state and national standards and supports college and career readiness skills The hands on lessons foster engagement teamwork creativity and critical thinking In addition to history based lessons this resource includes grading rubrics and ideas for assessment The games in Hands on History Activities will help you take an active approach to teaching while inspiring your students to make their own explorations of history **Hands-On Social Studies for Ontario, Grade 6** Jennifer E. Lawson, 2021-06-30 Filled with a year's worth of classroom tested activities this resource conveniently includes everything both teachers and students need The grade 6 book is divided into two units Communities in Canada Past and Present Canada's Interactions with the Global Community STAND OUT FEATURES focuses on the goals of the Ontario Social Studies curriculum adheres to the Growing Success document for assessment evaluating and reporting in Ontario schools builds understanding of Indigenous knowledge and perspectives TIME SAVING COST EFFECTIVE FEATURES includes the five components of the inquiry model opportunities for self reflection and activating prior knowledge authentic assessment for as and of learning social studies thinking concepts guided inquiry questions and learning goals support for developing historical thinking skills access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book **Disciplinary Intuitions and the Design of Learning Environments** Kenneth Y. T. Lim, 2014-10-19 As children we would have spilt glasses of milk dropped things and broken things As children therefore we would have developed intuitions about how the world works but we would not necessarily have been able to explain these workings It would only have been till we entered formal schooling that we would have learned codifications of canon within each respective discipline and consequently how to articulate the canon to explain the intuition The preceding example was from the natural sciences but one could just have easily taken an example from say the environmental sciences or from the social sciences Indeed much of this book does just that as it seeks to chart the territory of a new theory of learning around Disciplinary Intuitions Many of the chapters within draw frequent and explicit linkages to curriculum design from the premise of the need to go beyond addressing the conceptions of learners to seeking to understand the substrate upon which these conceptions are founded The argument is made that this substrate comprises the particular set of lived experiences of each learner and how because these lived experiences are as tacit as they are diverse designing curriculum around misconceptions and preconceptions alone would not lead to enduring understanding from first

principles From this perspective Disciplinary Intuitions constitute an exciting field at the nexus of learning theories and curriculum design **Comprehensive World History: A Complete Reference Book for CLASS XI** Ajay Vaid, Through a focus on a number of historical themes debates and different sources the History curriculum introduces the students to a number of significant historical events and processes Students may learn about the events and procedures through a discussion of these topics but they could also experience the thrill of reading historical accounts However a useful method of determining whether the lessons learned The process of having specified outcomes can guarantee whether or not objectives have been realized These results have been listed in order for the concerned teachers and their pupils to use various constructive tactics against the learning objectives and competency based evaluation methods Students would also be able to record relate and compare developments in various contexts analyze linkages between similar processes occurring in various historical eras and learn how various historical inquiry methodologies relate to one another through the course material

Resources in Education ,2001

Official Gazette of the United States Patent and Trademark Office ,2002

Student Assessment Debra J. Dirksen,2013-11-01 When playing video games players are able to press the reset button when something goes wrong and realize they are missing an essential skill needed to win the game In education we can use formative assessment as a means for the student to press the virtual reset button Educators can ensure that students gain the skills needed to be successful learners in their classroom In this book the author provides strategies and techniques such as the use of graphic organizers quick writes and journaling to be used as formative assessments Specific information about each tool and recommendations for data analysis and implementation are provided helping teachers to implement formative assessment effectively and efficiently and allow their students to preset the reset button and master the skills they need to be successful in the classroom **Research in Education** ,1974

Proceedings of the 18th European Conference on Games

Based Learning Kristine Kilsa,Rajiv Vaid Basaiawmoit,2024

Building Vocabulary: Level 10 Kit ,2010-01-29 Building

Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 10 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **School Record** ,1896

Call to Freedom Sterling Stuckey,2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations *Nanoscience Education, Workforce Training, and K-12 Resources* Judith Light Feather,Miquel F. Aznar,2018-10-08 The nanotech revolution waits for no man woman or child To revitalize science technology engineering and mathematics STEM performance the U S educational

system requires a practical strategy to better educate students about nanoscale science and engineering research. This is particularly important in grades K-12, the effective gestation point for future ideas and information. Optimize your use of free resources from the National Science Foundation. The first book of its kind, *Nanoscience Education Workforce Training and K-12 Resources*, promotes nano awareness in both the public and private sectors, presenting an overview of the current obstacles that must be overcome within the complex U.S. educational system before any reform is possible. It's a race against time and other countries, and the fear is that U.S. students could lag behind for decades with ineffective teaching and learning methods handicapping their ability to compete globally. Focusing on the application of new knowledge, this concise and highly readable book explores the transdisciplinary nature of nanoscience and its societal impact, also addressing workforce training and risk management. Illustrating the historical perspective of the complexity of K-12 education communities, it defines nanotechnology and evaluates pertinent global and national landscapes, presenting examples of successful change within them. This book is composed of four sections: *Foundations* addresses the national educational matrix, exploring the scientific and social implications associated with the delay in adopting nanoscience education in public schools; *Teaching Nanotechnology* discusses the critical process of teaching K-12 students the skills to understand and evaluate emerging technologies they will encounter; *Nanoscience Resources and Programs* provides a wide overview of the resources offered by funded outreach programs from universities with nanoscience centers; *Framework Applied* analyzes the structure of national government programs and skill level recommendations for nanoeducation from the National Nanotechnology Initiatives. This book offers plans of action and links to sustainable, largely free development tools to help K-12 students acquire the skills to understand and evaluate emerging technologies. Promoting a holistic teaching approach that encompasses all aspects of science, the authors strive to help readers implement change so that decisions about resources and learning are no longer made from the top down by policymakers but rather from the bottom up by teachers, parents, and students at the local level. Akhlesh Lakhtakia, one of the contributors to this volume, was recently featured on CNN in a discussion on solar energy.

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when searching for the best block from an i frame that has moved in a p frame you need to restrict the searching to a finite sized windowed area from the location of this i frame block see more

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usually you use one i frame and denote this as the reference frame once you use this for each 8 x 8 block that s in your reference frame you take a look at the next frame and figure out where this 8 x 8 block best moved in this next frame you describe this displacement as a motion vector and you construct see more

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