

9<sup>th</sup> Grade World History  
Curriculum Mapping  
2019-2020  
Wade Gall

Unit: The Beginnings of Civilization; The First Civilizations		Time: January 2020
Standards Taught		
<ul style="list-style-type: none"><li>● K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</li><li>● 9-12.H.1.2-Identify patterns and analyze change and continuity in historical eras</li><li>● 9-12.H.2.3-Evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place</li><li>● 9-12.H.2.4-Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations</li><li>● 9-12.H.3.1Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion</li><li>● 9-12.H.4.2-Evaluate how economic conditions were shaped by the unique circumstances of the time and place</li><li>● 9-12.H.4.4- Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities</li></ul>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"><li>● Bell Ringer Exercises</li><li>● Lecture/Notes over Chapters 1, 2, &amp; 5</li><li>● Assignments which corresponded with the lesson.</li><li>● Assessments</li></ul>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Homonids. Artifacts, Culture, Nomads, Agriculture, Domestication, Hunter-Gatherers, Civilization, Irrigation, Division of Labor, artisans, cultural diffusion, Hieroglyphics, papyrus, dynasty, pharaoh, polytheism, monotheism, scribes, mummification,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics</i>

	<p><i>caravans, cuneiform, ziggurats, city-state, barter, commodities, money economy, Exodus, Torah, judeo-christian ethics, polis, acropolis, agora, myths, oracles, aristocracies, hoplite, tyrants, popular government, democracy, helots, ephors, metics, archons, direct &amp; representative democracy</i></p>	<p><i>covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p><b>Reflection:</b></p> <p><i>Students were very interested the topics of the chapters from early man and the development of the first civilizations through the Egyptian life and culture moving into the development of democracy in Athens and the militaristic life in Sparta.</i></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>How do anthropologists, historians, &amp; geographers study prehistory?</i></li> <li>• <i>What are the major achievements of Neanderthal and Cro-Magnon peoples?</i></li> <li>• <i>What is the important changes caused by the Neolithic agricultural revolution?</i></li> <li>• <i>What are the main characteristics of a civilization?</i></li> <li>• <i>What are the achievements that marked the first river valley civilizations?</i></li> <li>• <i>How did geography affect the development of ancient civilizations?</i></li> <li>• <i>How did Egyptian civilizations develop and how did they collapse?</i></li> <li>• <i>Who did Egyptians express their religious beliefs?</i></li> <li>• <i>How did geography affect the development of the Sumerian civilization?</i></li> <li>• <i>What were some of the achievements of the Sumerian people?</i></li> <li>• <i>What are some of the characteristics of the Sumerian society?</i></li> <li>• <i>What were some of the achievements of the Babylonians?</i></li> <li>• <i>How did trade affect the Phoenician culture?</i></li> <li>• <i>How was the money economy developed by the Lydians?</i></li> <li>• <i>How did religious views affect the Hebrew culture?</i></li> <li>• <i>What kind of society developed in Sparta?</i></li> <li>• <i>How did democracy develop in Athens?</i></li> <li>• <i>Why was the work of Homer important?</i></li> <li>• <i>What were the main religious beliefs and practices of the ancient Greeks?</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>How did the governments of the Greek city-states change over time?</i></li> <li>• <i>How did geography influence Greek history?</i></li> <li>• <i>How did the Minoans and Mycenaeans affect Greek civilization?</i></li> <li>• <i>How did Greek city states develop?</i></li> </ul>
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<b>Unit: The First Civilizations; Greece's Golden &amp; Hellenistic Ages</b>		<b>Time: February 2020</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</li> <li>• 9-12.H.1.2-Identify patterns and analyze change and continuity in historical eras</li> <li>• 9-12.H.2.4-Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations</li> <li>• 9-12.H.3.1Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion</li> <li>• 9-12.H.5.1-Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> <li>• <i>Lecture/Notes over Chapters 1, 2, &amp; 5</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Terracing, import, export, pedagogue, ethics, rhetoric, Persian Wars, Battle of Marathon, Battle of Thermopylae, Delian League, Pericles, Peloponnesian War, Parthenon, philosophy, aristocracy, dramas,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering</i>

	<i>tragedies, phalanx, orators, Archimedes, Zeno, Aristarchus, Eratosthenes</i>	<i>the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>  <i>Notes Quizzes/Test over the information that was covered in the Module</i>
<b>Reflection: Overall the information went over well. Some of the information had to be explained in greater detail, but the stories of Philip &amp; Alexander and their lives and accomplishments and impact of the future were very interesting to the students</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>Why are the 400s B.C.E. considered the Golden Age of Greek Art &amp; Architecture?</i></li> <li>• <i>How did Greek art reflect the Greeks' view of themselves and the world?</i></li> <li>• <i>What are the basic ideas of Socrates, Plato, &amp; Aristotle?</i></li> <li>• <i>What were the Greek achievements in math and science during the golden age?</i></li> <li>• <i>How did Philip of Macedon pave the way for cultural change?</i></li> <li>• <i>What were Alexander the Great's accomplishments?</i></li> <li>• <i>What factors contributed to the breakup of Alexander's empire?</i></li> <li>• <i>How did society change during the Hellenistic Age?</i></li> <li>• <i>Who did philosophers of the Hellenistic Age view ethics?</i></li> <li>• <i>How did Hellenistic scientists add to the existing body of knowledge?</i></li> </ul>	

<b>Unit: The Roman World; The Americas</b>		<b>Time: March 2020</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</li> <li>• 9-12.H.1.2-Identify patterns and analyze change and continuity in historical eras</li> <li>• 9-12.H.3.1Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion</li> <li>• 9-12.H.5.1-Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided</i>	<i>The classroom is set up with 10 tables with 2 to 3 students</i>	<i>To assess the students' knowledge of the information</i>

<i>notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> <li>• <i>Lecture/Notes over Chapters 7 &amp; 9</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Republic, dictator, consuls, veto, praetors, censors, tribunes, patricians, plebians, Punic Wars, Hannibal, Scipio, Spartacus, the Gracchi, Lucius Sulla, Julius Caesar, Pompey, Cleopatra, Marc Antony, Octavian, Pax Romana, Julio-Claudian Emperors, Five Good Emperors, Ptolemy, Plutarch, rabbis, martyr, bishop, patriarch, pope, Diocletian, Constantine, Goths, Vandals, Huns, Attila, Chinampas, quipu, quechua, potlatches, adobe, tepees, Beringia</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>  <i>Notes Quizzes/Test over the information that was covered in the Module</i>
<b>Reflection:</b> <i>The students were very interested and had a lot to say about the information in these two chapters. The Roman Empire has so much information that the students came up with questions all the time and had a real interest in the information. The same can be said for Chapter 9 as the students liked hearing the differences in all of the native tribes in North America and what</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What role did geography play in the development of Italy &amp; Rome?</i></li> <li>• <i>How was the Roman Republic set up?</i></li> <li>• <i>What was the Conflict of Orders and how did it change early Rome?</i></li> <li>• <i>How did Rome gain control over Carthage?</i></li> <li>• <i>How did expansion change the Roman Republic?</i></li> <li>• <i>What political events in the 1<sup>st</sup> century B.C.E. helped weaken the Roman Empire?</i></li> <li>• <i>How did the reign of Caesar serve as a transition between the Roman Republic &amp; the Roman Empire?</i></li> <li>• <i>What events and conditions marked the first two centuries of the Roman Empire?</i></li> <li>• <i>How did the Romans build a strong &amp; unified empire?</i></li> </ul>	

made them unique and similar.	<ul style="list-style-type: none"> <li>• How did citizens of the Roman Empire make a living and lead their daily lives?</li> <li>• How did the conditions Jews faced contribute to the rise of Christianity?</li> <li>• What difficulties did early Christians face while under Roman rule?</li> <li>• What changes in the Roman Empire helped establish Christianity and stabilize the church?</li> <li>• What problems did the Roman Empire face in the 200s A.D.?</li> <li>• How did Diocletian and Constantine slow the decline of the Roman Empire?</li> <li>• What factors led to the final decline of the Roman Empire in the West?</li> <li>• How did people arrive in the Americas?</li> <li>• What changes did the development of Agriculture bring to the Americas?</li> <li>• How did geography &amp; climate affect life in different parts of North America?</li> <li>• What were the main characteristics of the cultures in the Pacific Northwest, Southwest, Great Plains, and Eastern Woodlands?</li> <li>• What were the characteristics of the Olmec, Toltec, and Maya cultures?</li> <li>• How did the Aztec &amp; Inca build &amp; strengthen their empires?</li> </ul>
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<b>Unit: The Islamic World; The Rise of the Middle Ages; The Renaissance &amp; Reformation</b>		<b>Time: April 2020</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</li> <li>• 9-12.H.1.1-Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation</li> <li>• 9-12.H.1.2-Identify patterns and analyze change and continuity in historical eras</li> <li>• 9-12.H.3.1Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion</li> <li>• 9-12.H.5.1-Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided</i>	<i>The classroom is set up with 10 tables with 2 to 3 students</i>	<i>To assess the students' knowledge of the information</i>

<i>notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> <li>• <i>Lecture/Notes over Chapters</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Bedouins, hijrah, jihad, Muhammad, mosques, caliph, imams, sultan, Middle Ages, Merovingians, Charles Martel, Carolingians, Charlemagne, Vikings, feudalism, fief, vassal, primogeniture, manorialism, serfs, chivalry, sacraments, curia, cardinals, monasticism, canon law, interdict, heretics, tithe, simony, shires, common law, Otto I, Henry III and IV, Pope Gregory VII, Frederick Barbarossa, Innocent III, Humanists, perspective, Johannes Gutenberg, Thomas More, William Shakespeare, Indulgences, sects, predestination, theocracy</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>  <i>Notes Quizzes/Test over the information that was covered in the Module</i>
<b>Reflection:</b> <i>There were many questions about Islam and radical Muslims, etc. In the first chapter which was no surprise. Many students often have the wrong idea of the beliefs of most Muslims. The portion about the beginnings of the Church and why Luther broke away was very good. A lot of conversation about why</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>How did geography affect the people of the Arabian Peninsula?</i></li> <li>• <i>How did Islam begin?</i></li> <li>• <i>What are the main beliefs of Islam?</i></li> <li>• <i>Who did the Muslims expand their empire?</i></li> <li>• <i>Why did the Islamic community divide?</i></li> <li>• <i>What was Muslim society and family life like?</i></li> <li>• <i>What were some Muslim achievements in Science?</i></li> <li>• <i>How did Islam influence Arab art &amp; literature?</i></li> <li>• <i>How did Frankish rulers gain control of Europe?</i></li> <li>• <i>What caused the decline of Charlemagne's empire?</i></li> </ul>	

<p><i>the church was doing certain practices in order to gain more power and the battles between the popes and the emperors over who would have the ultimate say/power in Europe gained some attention/curiosity as well.</i></p>	<ul style="list-style-type: none"> <li>• <i>How did Feudalism shape political and social development in Europe in the Middle Ages?</i></li> <li>• <i>In what ways did the Manorial System influence economic growth in Europe in the Middle Ages?</i></li> <li>• <i>How did the church hierarchy fit into society?</i></li> <li>• <i>How did the church influence life in medieval Europe?</i></li> <li>• <i>How was the kingdom of England formed?</i></li> <li>• <i>What were the main achievements of William the Conqueror and his successors?</i></li> <li>• <i>How did Parliament &amp; common law affect political developments in England?</i></li> <li>• <i>How did the French kings gain power over their nobles?</i></li> <li>• <i>How did the Holy Roman emperors use their power?</i></li> <li>• <i>How did the power struggle between the popes and emperors develop?</i></li> <li>• <i>What factors led to the Italian Renaissance?</i></li> <li>• <i>How did Renaissance art differ from that from the Middle Ages?</i></li> <li>• <i>How did the ideas of the Renaissance spread to other parts of Europe?</i></li> <li>• <i>What were the main characteristics of northern Renaissance art?</i></li> <li>• <i>What developments led to the Reformation?</i></li> <li>• <i>How did Martin Luther protest against the Catholic Church &amp; begin a new church?</i></li> <li>• <i>What were the factors that led to the spread of Protestantism?</i></li> <li>• <i>What role did Calvinism play in the Reformation?</i></li> </ul>
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<p><b>Unit: The Renaissance &amp; Reformation; Exploration &amp; Expansion</b></p>	<p><b>Time: May 2020</b></p>
<p><b>Standards Taught</b></p>	
<ul style="list-style-type: none"> <li>• K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</li> <li>• 9-12.H.1.1-Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation</li> <li>• 9-12.H.1.2-Identify patterns and analyze change and continuity in historical eras</li> <li>• 9-12.H.3.1Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion</li> <li>• 9-12.H.5.1-Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</li> </ul>	



<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> <li>• <i>Lecture/Notes over Chapters</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Counter-Reformation, Council of Trent, Jesuits, Ignatius de Loyola, almanacs, Roger Bacon, Scientific Revolution, Copernicus, Galileo, Isaac Newton, Rene Descartes, Francis Bacon, Robert Boyle, Compass, Joint stock company, mercantilism, favorable balance of trade, tariffs, subsidies, Prince Henry, Vasco da Gama, Christopher Columbus, Treaty of Tordesillas, Amerigo Vespucci, Ferdinand Magellan, Middle Passage</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<b>Reflection:</b>	<b>Essential Questions:</b>	
<i>Students were inquisitive about the reasons for the dislike of the Catholic Church towards Martin Luther and were surprised at the level of bloodshed that occurred because of this division of Christianity. Also the vast difference between the belief in superstitions to the level of</i>	<ul style="list-style-type: none"> <li>• <i>How did the Catholic Church respond to the Reformation?</i></li> <li>• <i>What were the results of the Reformation &amp; the Counter-Reformation?</i></li> <li>• <i>Why did Europeans believe in superstitions?</i></li> <li>• <i>What were the characteristics of typical daily life in Europe during the Reformation?</i></li> <li>• <i>How did knowledge spread to European villages?</i></li> <li>• <i>What factors caused changes in the daily lives of Europeans?</i></li> </ul>	

<p><i>scientific achievement that was achieved in relatively the same time period was interesting to some of the students as well.</i></p>	<ul style="list-style-type: none"> <li>• <i>What factors contributed to the Scientific Revolution?</i></li> <li>• <i>How did Copernicus, Kepler, and Galileo challenge traditional thought?</i></li> <li>• <i>What important scientific discoveries were made during the Scientific Revolution?</i></li> <li>• <i>What technological advances were made that allowed for European exploration?</i></li> <li>• <i>What were the effects of the Commercial Revolution?</i></li> <li>• <i>What role did mercantilism play in the colonies?</i></li> <li>• <i>What did early Portuguese explorers accomplish?</i></li> <li>• <i>How did Columbus's voyages influence the world?</i></li> <li>• <i>Why did the Atlantic slave trade prosper?</i></li> </ul>
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