



9th Grade World History I Scope and Sequence

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 1 The New World	13 days	26 days	Students explore how the timing of technological developments in Europe impacted American Indian societies. Students also analyze the economic importance of trade between the Americas and Europe in the 15 th and 16 th centuries. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.	9.6.3, 9.6.4, 9.10.4, 9.16.3 Aztecs and Incans, Mesoamerica, Trade, Slavery	9.6.1, 9.6.2, 9.6.5-9.6.7, 9.10.1-9.10.3, 9.16.1, 9.16.2, 9.16.4	HCI.7, GS.6, GS.1 Meanings and implications, Changes in territorial sovereignty, Physical and human geography	RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.10 Cite evidence, Summarize, Vocab, Complex texts	WHST.9-10.8a, WHST.9-10.8c, WHST.9-10.5a Use print and digital sources, Determine value of a source, Brainstorming, Outlining
Unit 2 Religion and Trade in the Middle East and Africa	12 days	24 days (End of 1 st Advisory 11/2)	Students examine the extent to which religion leads to collaboration or conflict. They study the spread of goods and ideas through trade, using the growth and spread of Islam as a case study. Students deepen their analyses of sources, using research and pre-writing skills to write narrative essays with effective introductions, conclusions, and transitions.	9.1.2, 9.1.3, 9.1.8 Muslim civilization, Origins of Islam, Trade routes	9.1.1, 9.1.4-9.1.7, 9.4.1-9.4.7	HCI.2, HCI.4, GS.2 Change, Cause and effect, Maps	RH.9-10.1, RH.9-10.2, RH.9-10.9, RH.9-10.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.9-10.2ai, WHST.9-10.2f, WHST.9-10.2ci Write intro, Write conclusion, Use transitions
Unit 3 Politics in China and Japan	9 days	18 days	Students explore the willingness of people to surrender freedoms in exchange for greater security as well as the influence of technology on the strength and unity of societies. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	9.2.2, 9.2.5, 9.3.4, 9.3.5 Reunification, Technology, Aristocracy, Japanese Disunity	9.2.1, 9.2.3, 9.2.4, 9.2.6, 9.3.1-9.3.3	GS.1, GS.4, HCI.3, HCI.4 Physical and human geography, Technology, Connections, Complexities	RH.9-10.1, RH.9-10.3, RH.9-10.6, RH.9-10.10 Cite evidence, Cause/effect, Point of view, Complex texts	WHST.9-10.1ai, WHST.9-10.1cii, WHST.9-10.1bi, WHST.9-10.1bii Write thesis, Write sub-theses, Use/evaluate evidence

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Unit 4 Empires in the East	12 days (End of 1 st Advisory 11/2 End of 3 rd Advisory 3/29)	24 days (End of 2 nd Advisory 1/25)	Students examine the positive and negative consequences of Europe's interactions with Asia and how these interactions occurred during phases of Asia isolation and retreat. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	9.7.3, 9.11.2, 9.11.3, 9.12.1, 9.12.4 Ottomans, Imperialism, Unification, Mughals, British Empire	9.7.1, 9.7.2, 9.7.4, 9.7.5, 9.11.1, 9.11.4, 9.11.5, 9.12.2, 9.12.3	HCI.2, HCI.6, HCI.7, GS.6 Change, Past events, Hypothesize	RH.9-10.1, RH.9-10.5, RH.9-10.8, RH.9-10.10 Cite evidence, Structure, Argument, Complex texts	WHST.9-10.1ai, WHST.9-10.1cii, WHST.9-10.1bi, WHST.9-10.1bii Write thesis, Write sub-theses, Use/evaluate evidence
Unit 5 The Middle Ages	10 days	20 days	Students explore Medieval feudalism in Europe, specifically the impact of geography and social stratification. They analyze the influence of religious institutions on political structures. Students read accounts from political and religious leaders using evidence to support claims in a thesis-based essay.	9.5.2, 9.5.4, 9.5.7 Feudalism, Constitutional influences, Catholicism	9.5.1, 9.5.3, 9.5.5, 9.5.6, 9.5.8-9.5.10	HCI.2, HCI.7, HCI.5, HCI.6 Change, Meanings and implications, Consequences, Past events	RH.9-10.1, RH.9-10.5, RH.9-10.8, RH.9-10.10 Cite evidence, Structure, Argument, Complex texts	WHST.9-10.8b, WHST.9-10.8e, WHST.9-10.2bii, WHST.9-10.8f, WHST.9-10.5c, WHST.9-10.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
Unit 6 Renaissance and Reformation	13 days	26 days (End of 3 rd Advisory 3/29)	Students consider the use of art, science, and technology to enhance, challenge, and understand the natural world. They analyze the Reformation, recognizing that religion can be a force that unites or divides people. Students learn to edit one another's writing and use feedback to make revisions.	9.8.1, 9.8.7, 9.9.5 Causes of the Renaissance, Advancement during the Renaissance, the Reformation	9.8.1, 9.8.2-6, 9.9.1-9.9.4, 9.9.6-9.9.9	HCI.1, HCI.3, HCI.4 Present and past, Connections, Causes	RH.9-10.1, RH.9-10.7, RH.9-10.10 Cite evidence, Integrate different info (visuals, text), Complex texts	
Unit 7 The Enlightenment and Revolution	11 days (End of 2 nd Advisory 1/25 End of 4 th Advisory 6/20)	22 days (End of 4 th Advisory 6/20)	Students analyze the balance between science and religion and logic and faith in the advancements of society. Students determine the characteristics that lead to revolution and influence its chances for success, citing examples from text. Students publish their research papers using an online medium.	9.13.2, 9.15.1, 9.15.2, 9.15.7 Scientific Revolution, Enlightenment thinkers, Important documents, Nationalism	9.13.1, 9.14.1-9.14.3, 9.15.3-9.15.6	HCI.1, HCI.2, HCI.3, HCI.4 Past, Change, Connections, Complexities	RH.9-10.1, RH.9-10.8, RH.9-10.10 Cite evidence, Argument, Complex text	WHST.9-10.6a, WHST.9-10.6b, WHST.9-10.6c Use technology to publish, Embed links in writing, Display writing flexibly, dynamically

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<p>Unit 1 The New World</p> <p><i>Block: 13 days</i> <i>Traditional: 26 days</i></p> <p>Students explore how the timing of technological developments in Europe impacted indigenous American societies. Students also analyze the economic importance of trade between the Americas and Europe in the 15th and 16th centuries. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.</p>	<p>9.6.3: Explain how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century).</p> <p>9.6.4: Explain the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>9.10.4: Describe the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.</p> <p>9.16.3: Explain the importance of slave labor to trans-Atlantic agriculture and commerce supporting the booming capitalist economy of the 17th and 18th centuries, with the greatest demand coming from Brazil and the sugar plantations of the Caribbean.</p>	<p>9.6.1: Locate and explain the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>9.6.2: Describe the highly structured social and political system of the Maya civilization, ruled by nobles and kings and consisting of many independent politically sovereign states.</p> <p>9.6.5: Describe the artistic and oral traditions and architecture in the three civilizations.</p> <p>9.6.6: Describe the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems.</p> <p>9.6.7: Compare the development of these societies to that of other indigenous societies in North America, the Caribbean, or others in Mesoamerica or the Andes.</p> <p>9.10.1: Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>9.10.2: Describe the goals and extent of Dutch, English, French, and Spanish settlements in the Americas.</p>	<p>HCI.7: Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>GS.6: Students note significant changes in the territorial sovereignty that took place in the history units being studied.</p> <p>GS.1: Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.</p>	<p>RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.8a: Gather relevant information from multiple authoritative print and digital sources.</p> <p>WHST.9-10.8c: Assess the usefulness of each source in answering the research question.</p> <p>WHST.9-10.5a: Develop and strengthen writing as needed by planning.</p>

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Unit 1 The New World (continued)	(see previous page)	<p>9.10.3: Explain the development and effects of the Atlantic slave trade.</p> <p>9.16.1: Recognize that millions of Africans were forcibly removed from seven regions in northwestern, central and southwestern, and southeastern Africa as captives and forced to endure the harsh conditions of the Middle Passage.</p> <p>9.16.2 Explain the relationship between the slave trade and the political and economic expansion and/or disruptions of various African coastal and inland state (and other governance) formations (e.g., Yoruba, Akan, and Malian large-scale kingdoms, Ibo and Ki-Kongo small village systems).</p> <p>9.16.4: Trace the rise of resistance from Africans, such as Queen Nzingha of Angola and King Maremba of the Congo, the rise of antislavery sentiment and economic circumstances in Britain that led to abolition in 1833, and the rise of legitimate commerce after the abolition of the trans-Atlantic slave trade.</p>	(see previous page)	(see previous page)	(see previous page)

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<p>Unit 2 Religion and Trade in the Middle East and Africa</p> <p><i>Block: 12 days</i> <i>Traditional: 24 days</i> <i>(End of 1st Advisory 11/2)</i></p> <p>Students examine the extent to which religion leads to collaboration or conflict. They study the spread of goods and ideas through trade, using the growth and spread of Islam as a case study. Students continue reading complex primary sources and summarizing based on evidence. Students refine research and pre-writing strategies to make sense of diverse sources.</p>	<p>9.1.2: Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization (Phoenician and Persian) and the spread and acceptance of Islam and the Arabic language.</p> <p>9.1.3: Trace the origins of Islam and the life and teachings of the Prophet Muhammad, including Islamic teachings on its connection with Judaism and Christianity.</p> <p>9.1.8: Describe the establishment of trade routes among Asia, Africa, and Europe; the role of the Mongols in increasing Euro-Asian trade; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, and new crops); and the role of merchants in Arab society.</p>	<p>9.1.1: Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>9.1.4: Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.</p> <p>9.1.5: Trace the origins and impact of different sects within Islam, including the sources of disagreement between Sunnis and Shi'ites.</p> <p>9.1.6: Explain the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations during the Islamic Golden Age in the areas of science, alchemy, geography, mathematics (algebra), philosophy, art, and literature.</p> <p>9.1.7: Describe the growth of thriving cities as centers of Islamic art and learning, such as Cordoba and Baghdad.</p> <p>9.4.1: Locate and identify the site of these civilizations, the importance of the Niger River, and the relationship between vegetation zones of forest, savannah, and desert to the trade in gold, salt, food, and slaves. Illustrate the growth of the Ghana, Mali, and</p>	<p>HCI.2: Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>HCI.4: Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>GS.2: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups,</p>	<p>RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10. 2a.i: Introduce a topic.</p> <p>WHST.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.2c.i: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>

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Unit 2 Religion and Trade in the Middle East and Africa (continued)	(see previous page)	<p>Songhai kingdoms/empires (e.g., trading centers such as Timbuktu and Jenne, which would later develop into important centers of culture and learning).</p> <p>9.4.2: Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p> <p>9.4.3: Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p>9.4.4: Describe the importance of written and oral traditions in the transmission of African history and culture.</p> <p>9.4.5: Trace the rise to prominence of Sundiata Keita, the legendary founder of the empire of Mali.</p> <p>9.4.6: Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>9.4.7: Explain the importance of Mansa Musa and his pilgrimage to Mecca in 1324.</p>	and the diffusion of ideas, technological innovations, and goods. Identify major patterns of human migration, both in the past and present.	(see previous page)	(see previous page)

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<p>Unit 3 Politics in China and Japan</p> <p><i>Block: 9 days</i> <i>Traditional: 18 days</i></p> <p>Students explore the willingness of people to surrender freedoms in exchange for greater security as well as the influence of technology on the strength and unity of societies. Students deepen their analyses of sources, using research and pre-writing skills to write narrative essays with effective introductions, conclusions, and transitions.</p>	<p>9.2.2: Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>9.2.5: Trace the spread of Chinese technology — such as papermaking, wood-block printing, the compass, and gunpowder — to other parts of Asia, the Islamic world, and Europe.</p> <p>9.3.4: Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as The Tale of Genji, one of the world’s first novels.</p> <p>9.3.5: Describe the Kamakura and Ashikaga Shogunates, the rise of warrior governments, and Japanese political disunity.</p>	<p>9.2.1: Locate and identify the physical location and major geographical features of China.</p> <p>9.2.3: Analyze the development of a Confucian based examination system and imperial bureaucracy and its stabilizing political influence.</p> <p>9.2.4: Describe rapid agricultural, commercial, and technological development during the Song dynasties.</p> <p>9.2.6: Describe the Mongol conquest of China.</p> <p>9.3.1: Explain the major features of Shinto, Japan’s indigenous religion.</p> <p>9.3.2: Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted.</p> <p>9.3.3: Trace the emergence of the Japanese nation during the Nara (710–794) and Heian periods (794–1180).</p>	<p>GS.1: Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.</p> <p>GS. 4: Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.</p> <p>HCI.3: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>HCI.4: Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<p>RH.9-10. 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.10: By end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.1ai: Introduce precise claim(s).</p> <p>WHST.9-10.1cii: Clarify the relationships between claim(s) and reasons.</p> <p>WHST.9-10.1bi: Develop claim(s) and counterclaims fairly, supplying data and evidence for each.</p> <p>WHST.9-10.1bii: Point out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form.</p>

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<p>Unit 4 Empires in the East</p> <p><i>Block: 12 days</i> <i>(End of 1st Advisory 11/2</i> <i>End of 3rd Advisory. 3/29)</i> <i>Traditional: 24 days</i> <i>(End of 2nd Advisory 1/25)</i></p> <p>Students examine the positive and negative consequences of Europe's interactions with Asia and how these interactions occurred during phases of Asia isolation and retreat. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.</p>	<p>9.7.3: Describe the expansion of the Ottoman Empire into North Africa, Eastern Europe, and throughout the Middle East, and describe the importance of the Battle of Lepanto in the 16th century limiting Ottoman ambitions in the Mediterranean.</p> <p>9.11.2: Explain the effects of European contacts on China and Japan.</p> <p>9.11.3: Describe Japan's unification after years of civil war and the establishment of centralized feudalism under the Tokugawa shoguns.</p> <p>9.12.1: Trace the influence of the following great Mughal rulers on the subcontinent: Babur, Akbar, and Arangzeb.</p> <p>9.12.4: Trace the growing economic and political power of the British East India Company in key cities on the subcontinent.</p>	<p>9.7.1: Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent.</p> <p>9.7.2: Recognize the importance of the capture of Constantinople, the capital of the Byzantine Empire, in 1453.</p> <p>9.7.4: Summarize the rise of the Safavid Empire.</p> <p>9.7.5: Describe Shah Abbas and how his policies of cultural blending led to the Golden Age of the Safavid Empire.</p> <p>9.11.1: Describe Chinese power and technology through Zheng He's voyages (the Ming Dynasty).</p> <p>9.11.4: Explain the influence of a rigid class system, the Samurai elites, and Tokugawa isolationist policies on Japanese government and society.</p> <p>9.11.5: Trace the rise of the early Ching Dynasty in China and the growing European demand for Chinese goods, such as tea and silk.</p> <p>9.12.2: Characterize the development of the Sikh religion.</p> <p>9.12.3: Describe the art and architecture (e.g., the Taj Mahal) during the Mughal period.</p>	<p>HCI.2: Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>HCI.6: Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.</p> <p>HCI.7: Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>GS.6: Students note significant changes in the territorial sovereignty that took place in the history units being studied.</p>	<p>RH.9-10. 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.10: By end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.1ai: Introduce precise claim(s).</p> <p>WHST.9-10.1cii: Clarify the relationships between claim(s) and reasons.</p> <p>WHST.9-10.1bi: Develop claim(s) and counterclaims fairly, supplying data and evidence for each.</p> <p>WHST.9-10.1bii: Point out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form.</p>

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<p>Unit 5 The Middle Ages</p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students explore Medieval feudalism, specifically the impacts of geography and social stratification. They analyze the influence of religious institutions on political structures. Students read accounts from political and religious leaders using evidence to support claims in a thesis-based essay.</p>	<p>9.5.2: Describe the development of feudalism and manorialism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order and private property ownership.</p> <p>9.5.4: Explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England).</p> <p>9.5.7: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").</p>	<p>9.5.1: Explain the geography of Europe and the Eurasian landmass, including their location, topography, waterways, vegetation, and climate, and their relationship to ways of life in medieval Europe.</p> <p>9.5.3: Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV), the disputes over papal authority, and the Great Schism.</p> <p>9.5.5: Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.</p> <p>9.5.6: Describe the causes, course, and consequences of the European Crusades against Islam and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>9.5.8: Describe the economic and social effects of the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe, and its impact on global population.</p> <p>9.5.9: Explain the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class.</p> <p>9.5.10: Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.</p>	<p>HCI.2: Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>HCI.7: Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>HCI.5: Students distinguish intended from unintended consequences.</p> <p>HCI.6: Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.</p>	<p>RH.9-10. 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.10: By end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.8b: Use advanced searches effectively.</p> <p>WHST.9-10.8e: Avoid plagiarism.</p> <p>WHST.9-10.2bii: Use quotations effectively.</p> <p>WHST.9-10.8f: Follow a standard format for citation.</p> <p>WHST.9-10.5c: Develop and strengthen writing as needed by editing.</p> <p>WHST.9-10. 5b: Develop and strengthen writing as needed by revising.</p>

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<p>Unit 6 Renaissance and Reformation</p> <p><i>Block: 13 days</i> <i>Traditional: 26 days</i> <i>(End of 3rd Advisory 3/29)</i></p> <p>Students consider the use of art, science, and technology to enhance, challenge, and understand the natural world. They analyze the Reformation, recognizing that religion can be a force that unites or divides people. Students learn to edit one another's writing and use feedback to make revisions.</p>	<p>9.8.1: Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.</p> <p>9.8.7: Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Lodovico Buonarroti Simoni, Johann Gutenberg, and William Shakespeare).</p> <p>9.9.5: Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith) and John Calvin (predestination) and their attempts to reconcile God's word with Church action.</p>	<p>9.8.2: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) and their importance in the spread of Renaissance ideas.</p> <p>9.8.3: Explain the effects of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.</p> <p>9.8.4: Compare and contrast the similarities and differences between the Northern and Southern Renaissance.</p> <p>9.8.5: Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</p> <p>9.8.6: Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into vernacular, and printing).</p> <p>9.9.1: Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.</p> <p>9.9.2: Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.</p> <p>9.9.3: Explain the supremacy of the</p>	<p>HCI.1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>HCI.3: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>HCI.4: Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<p>RH.9-10. 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.10: By end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.8b: Use advanced searches effectively.</p> <p>WHST.9-10.8e: Avoid plagiarism.</p> <p>WHST.9-10.2bii: Use quotations effectively.</p> <p>WHST.9-10.8f: Follow a standard format for citation.</p> <p>WHST.9-10.5c: Develop and strengthen writing as needed by editing,</p> <p>WHST.9-10. 5b: Develop and strengthen writing as needed by revising.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
Unit 6 Renaissance and Reformation (continued)	(see previous page)	<p>Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.</p> <p>9.9.4: List and explain the causes for the internal turmoil within and eventual weakening of the Catholic Church (e.g., tax policies, selling of indulgences, England's break with the Catholic Church).</p> <p>9.9.6: Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</p> <p>9.9.7: Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).</p> <p>9.9.8: Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science.</p> <p>9.9.9: Explain how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain).</p>	(see previous page)	(see previous page)	(see previous page)

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<p>Unit 7 The Enlightenment and Revolution</p> <p><i>Block: 11 days (End of 2nd Advisory 1/25 End of 4th Advisory 6/20) Traditional: 22 days (End of 4th Advisory 6/20)</i></p> <p>Students analyze the balance between science and religion and logic and faith in the advancements of society. Students determine the characteristics that lead to revolution and influence its chances for success, citing examples from text. Students publish their research papers using an online medium.</p>	<p>9.13.2: Explain the significance of new scientific theories, the accomplishments of leading figures (e.g., Bacon, Copernicus, Descartes, Galileo, Kepler, Linnaeus, Newton), and new inventions (e.g., the telescope, microscope, thermometer, and barometer).</p> <p>9.15.1: Identify and explain the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussainte L'Ouverture, Thomas Jefferson, and James Madison).</p> <p>9.15.2: List and explain the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> <p>9.15.7: Describe how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>	<p>9.13.1: Describe the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; and new knowledge from global exploration).</p> <p>9.14.1: Explain how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity.</p> <p>9.14.2: Describe the accomplishments of major Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu).</p> <p>9.14.3: Explain the origins of modern capitalism; the influence of mercantilism and the cottage industry; the elements and importance of a market economy in 17th-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers.</p> <p>9.15.3: Explain the significance of the Haitian Revolution (1791–1804).</p> <p>9.15.4: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p> <p>9.15.5: Explain how the ideology of the French Revolution led France to evolve from a constitutional monarchy to democratic despotism to the Napoleonic Empire.</p> <p>9.15.6: Describe the initial uprisings against the mother country in Spanish America; describe their takeover by the largely indigenous masses; and explain the outcomes of these movements.</p>	<p>HCI.1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>HCI.2: Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>HCI.3: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>HCI.4: Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<p>RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.10: By end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>WHST.9-10.6a: Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>WHST.9-10.6b: Take advantage of technology's capacity to link to other information.</p> <p>WHST.9-10.6c: Display information flexibly and dynamically.</p>