



## 9<sup>th</sup> Grade World History I Scope and Sequence

Unit	Block Days	Trad. Days	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.9-10.1, 9-10.2, 9-10.10 WHST.9-10.4, 9-10.5, 9-10.9 and 9-10.10 apply to each unit.	DC Content Supporting Standards
<a href="#"><u>Unit 1 The Americas</u></a>	11 days	22 days	Students examine the culture and society of indigenous peoples living in the Americas and explore how the timing of technological developments in Europe impacted these peoples. 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.	<b>9.6.3:</b> Aztecs and Incans <b>9.6.4:</b> Mesoamerica <b>9.10.4:</b> Trade <b>9.16.3:</b> Slavery	<b>D1.4:</b> Emerging questions <b>D4.2:</b> Construct explanations  <u>Apply to each unit:</u> <b>D3.1:</b> Sources <b>D4.3:</b> Present information <b>D4.6:</b> Analyze problems	<b>RH.9-10.4:</b> Vocabulary  <b>WHST.9-10.2:</b> Explanatory writing  <u>Apply to each unit:</u> <b>RH.9-10.1:</b> Cite evidence <b>RH.9-10.2:</b> Central idea <b>RH.9-10.10:</b> Comprehension  <b>WHST.9-10.4:</b> Appropriate writing <b>WHST.9-10.5:</b> Writing process <b>WHST.9-10.9:</b> Using evidence <b>WHST.9-10.10:</b> Write routinely	9.6.1, 9.6.2, 9.6.6, 9.10.1-9.10.3, 9.16.2
<a href="#"><u>Unit 2 The Spread of Islam</u></a>	9 days	18 days	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 and secondary sources and summarizing based on evidence. Students refine research and pre-writing strategies to make sense of diverse sources.	<b>9.1.2:</b> Muslim civilization <b>9.1.3:</b> Origins of Islam	<b>D1.4:</b> Emerging questions <b>D4.2:</b> Construct explanations	<b>RH.9-10.4:</b> Vocabulary  <b>WHST.9-10.2:</b> Explanatory writing	9.1.1, 9.1.4, 9.1.6, 9.1.8
<a href="#"><u>Unit 3 West African Empires</u></a>	8 days	16 days (End of 1 <sup>st</sup> Advisory 10/31)	Students analyze the impact of trans-Saharan trade on the growth and development of the Ghana, Mali, and Songhai empires in West Africa. They will learn about the unique cultural characteristics of these societies and how the intersection with Islam shifted this culture through close reading of complex texts, analysis of multiple perspectives, and the critique of explanations.	<b>9.4.1b:</b> Growth of Ghana, Mali, Songhai <b>9.4.2:</b> Trans-Saharan trade	<b>D1.2/1.3:</b> Compelling/Supporting questions <b>D3.2:</b> Source credibility <b>D4.2/4.5:</b> Construct/Critique explanations	<b>RH.9-10.9:</b> Primary and secondary sources  <b>WHST.9-10.2:</b> Explanatory writing	9.4.1a, 9.4.3-9.4.7
<a href="#"><u>Unit 4 The Ottoman and Mughal Empires</u></a>	12 days	24 days	Students examine the positive and negative consequences of Europe's interactions with Asia and how these interactions occurred during phases of Asian isolation and retreat. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	<b>9.7.3:</b> Ottomans <b>9.12.1:</b> Mughals	<b>D1.2/1.3:</b> Compelling/Supporting questions <b>D4.1:</b> Construct arguments	<b>RH.9-10.5:</b> Structure <b>RH.9-10.8:</b> Argument  <b>WHST.9-10.2:</b> Explanatory writing	9.7.1, 9.7.2, 9.12.2-9.12.4

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<a href="#"><u>Unit 5</u></a> <a href="#"><u>East Asian Empires in the Middle Ages</u></a>	9 days (End of 1 <sup>st</sup> Advisory 10/31 End of 3 <sup>rd</sup> Advisory 4/3)	18 days (End of 2 <sup>nd</sup> Advisory 1/23)	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: Reunification 9.2.5: Technology 9.3.4: Aristocracy 9.3.5: Japanese Disunity	D1.2/1.3: Compelling/Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	RH.9-10.3: Cause/effect RH.9-10.6: Point of view  WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	9.2.1, 9.2.3, 9.2.6, 9.3.1, 9.3.2, 9.11.1-9.11.4
<a href="#"><u>Unit 6</u></a> <a href="#"><u>Europe in Middle Ages</u></a>	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: Feudalism 9.5.4: Constitutional influences 9.5.7: Catholicism	D1.2/1.3: Compelling/Supporting questions D4.1/4.4: Construct/Critique arguments	RH.9-10.5: Structure RH.9-10.8: Argument  WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	9.5.1, 9.5.3, 9.5.6, 9.5.8, 9.5.9
<a href="#"><u>Unit 7</u></a> <a href="#"><u>Renaissance and Reformation</u></a>	11 days	22 days (End of 3 <sup>rd</sup> Advisory 4/3)	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: Causes of the Renaissance 9.8.7: Advancement during the Renaissance 9.9.5: The Reformation	D1.5: Kinds of sources D3.3/3.4: Identify evidence/Refine claims D4.1/4.7/4.8: Construct arguments/Assess options for action/Take action	RH.9-10.7: Integrate different info (visuals, text)  WHST.9-10.1: Argumentative writing WHST.9-10.7: Research WHST.9-10.8: Sources	9.8.2-6, 9.9.2, 9.9.4, 9.9.7
<a href="#"><u>Unit 8</u></a> <a href="#"><u>The Enlightenment and Revolution</u></a>	10 days (End of 2 <sup>nd</sup> Advisory 1/23 End of 4 <sup>th</sup> Advisory 6/17)	20 days (End of 4 <sup>th</sup> Advisory 6/17)	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: Scientific Revolution 9.15.1: Enlightenment thinkers 9.15.2: Important documents 9.15.7: Nationalism	D1.1: Enduring issues D3.2: Source credibility and valuation D4.1/4.8: Construct arguments/Take action	RH.9-10.8: Argument  WHST.9-10.1: Argumentative writing WHST.9-10.6: Technology WHST.9-10.7: Research WHST.9-10.8: Sources	9.13.1, 9.14.1, 9.14.3, 9.15.5, 9.15.6

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<p><b><u>Unit 1</u></b> <b><u>The Americas</u></b></p> <p><i>Block: 11 days</i> <i>Traditional: 22 days</i></p> <p>Students examine the culture and society of indigenous peoples living in the Americas and explore how the timing of technological developments in Europe impacted these peoples. 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><b>9.6.3:</b> 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><b>9.6.4:</b> Explain the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p><b>9.10.4:</b> 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><b>9.16.3:</b> 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><b>D1.4:</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p><b>RH.9-10.4:</b> 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><b>WHST.9-10.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> 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> <p><b>(d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(f)</b> 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><b>9.6.1:</b> 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><b>9.6.2:</b> 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><b>9.6.6:</b> 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><b>9.10.1:</b> 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><b>9.10.2:</b> Describe the goals and extent of Dutch, English, French, and Spanish settlements in the Americas.</p> <p><b>9.10.3:</b> Explain the development and effects of the Atlantic slave trade.</p> <p><b>9.16.2</b> 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>

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<p><u><a href="#">Unit 1</a></u> <u><a href="#">The Americas</a></u> (continued)</p>	<p>(see previous page)</p>	<p><u><b>Apply to each unit:</b></u></p> <p><b>D3.1:</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D4.3:</b> Present adaptations of arguments and explanations that feature evocative ideas and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><b>D4.6:</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p><u><b>Apply to each unit:</b></u></p> <p><b>RH.9-10.1:</b> 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><b>RH.9-10.2:</b> 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><b>RH.9-10.10:</b> 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><b>WHST.9-10.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>(see previous page)</p>

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<p><b><u>Unit 2</u></b> <b><u>The Spread of Islam</u></b></p> <p><i>Block: 9 days</i> <i>Traditional: 18 days</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 and secondary sources and summarizing based on evidence. Students refine research and pre-writing strategies to make sense of diverse sources.</p>	<p><b>9.1.2:</b> 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><b>9.1.3:</b> 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><b>D1.4:</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p><b>RH.9-10.4:</b> 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><b>WHST.9-10.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> 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> <p><b>(d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(f)</b> 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><b>9.1.1:</b> 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><b>9.1.4:</b> 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><b>9.1.6:</b> 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><b>9.1.8:</b> 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>

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<p><b><u>Unit 3</u></b> <b><u>West African Empires</u></b></p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p><i>(End of 1<sup>st</sup> Advisory 10/31)</i></p> <p>Students analyze the impact of trans-Saharan trade on the growth and development of the Ghana, Mali, and Songhai empires in West Africa. They will learn about the unique cultural characteristics of these societies and how the intersection with Islam shifted this culture through close reading of complex texts, analysis of multiple perspectives, and the critique of explanations.</p>	<p><b>9.4.1b:</b> Illustrate the growth of the Ghana, Mali, and 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><b>9.4.2:</b> 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><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.5:</b> Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p><b>RH.9-10.9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>WHST.9-10.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> 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> <p><b>(d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(f)</b> 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><b>9.4.1a:</b> 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.</p> <p><b>9.4.3:</b> Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p><b>9.4.4:</b> Describe the importance of written and oral traditions in the transmission of African history and culture.</p> <p><b>9.4.5:</b> Trace the rise to prominence of Sundiata Keita, the legendary founder of the empire of Mali.</p> <p><b>9.4.6:</b> Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p><b>9.4.7:</b> Explain the importance of Mansa Musa and his pilgrimage to Mecca in 1324.</p>

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<p><b><u>Unit 4</u></b> <b><u>The Ottoman and Mughal Empires</u></b></p> <p><i>Block: 12 days</i> <i>Traditional: 24 days</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><b>9.7.3:</b> 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><b>9.12.1:</b> Trace the influence of the following great Mughal rulers on the subcontinent: Babur, Akbar, and Arangzeb.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p><b>RH.9-10.5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>RH.9-10.8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p><b>WHST.9-10.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.  <b>(a)</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>(b)</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  <b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  <b>(d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  <b>(e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(f)</b> 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><b>9.7.1:</b> Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent.</p> <p><b>9.7.2:</b> Recognize the importance of the capture of Constantinople, the capital of the Byzantine Empire, in 1453.</p> <p><b>9.12.2:</b> Characterize the development of the Sikh religion.</p> <p><b>9.12.3:</b> Describe the art and architecture (e.g., the Taj Mahal) during the Mughal period.</p> <p><b>9.12.4:</b> Trace the growing economic and political power of the British East India Company in key cities on the subcontinent.</p>



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<p><b><u>Unit 5</u></b> <b><u>East Asian Empires in the Middle Ages</u></b></p> <p><i>Block: 9 days</i> <i>(End of 1<sup>st</sup> Advisory 10/31</i> <i>End of 3<sup>rd</sup> Advisory 4/3)</i> <i>Traditional: 18 days</i> <i>(End of 2<sup>nd</sup> Advisory 1/23)</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 read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.</p>	<p><b>9.2.2:</b> Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p><b>9.2.5:</b> 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><b>9.3.4:</b> 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><b>9.3.5:</b> Describe the Kamakura and Ashikaga Shogunates, the rise of warrior governments, and Japanese political disunity.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.5:</b> Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p><b>RH.9-10.3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>RH.9-10.6:</b> 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><b>WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i>. <b>(a)</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. <b>(b)</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. <b>(c)</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>(e)</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.7:</b> Conduct short as well as more sustained research projects to answer a</p>	<p><b>9.2.1:</b> Locate and identify the physical location and major geographical features of China.</p> <p><b>9.2.3:</b> Analyze the development of a Confucian based examination system and imperial bureaucracy and its stabilizing political influence.</p> <p><b>9.2.6:</b> Describe the Mongol conquest of China.</p> <p><b>9.3.1:</b> Explain the major features of Shinto, Japan's indigenous religion.</p> <p><b>9.3.2:</b> Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted.</p> <p><b>9.11.1:</b> Describe Chinese power and technology through Zheng He's voyages (the Ming Dynasty).</p> <p><b>9.11.2:</b> Explain the effects of European contacts on China and Japan.</p> <p><b>9.11.3:</b> Describe Japan's unification after years of civil war and the establishment of centralized feudalism under the Tokugawa shoguns.</p> <p><b>9.11.4:</b> Explain the influence of a rigid class system, the Samurai elites, and Tokugawa isolationist policies on Japanese government and society.</p>



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<p><u><b>Unit 5</b></u>  <u><b>East Asian Empires in the Middle Ages</b></u>                      (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>(see previous page)</p>

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<p><b><u>Unit 6</u></b> <b><u>Europe in the Middle Ages</u></b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>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.</p>	<p><b>9.5.2:</b> 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><b>9.5.4:</b> 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><b>9.5.7:</b> 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><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.4:</b> Critique the use of claims and evidence in arguments for credibility.</p>	<p><b>RH.9-10.5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>RH.9-10.8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p><b>WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i>.  <b>(a)</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  <b>(b)</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  <b>(c)</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  <b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(e)</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p><b>9.5.1:</b> 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><b>9.5.3:</b> 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><b>9.5.6:</b> 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><b>9.5.8:</b> 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><b>9.5.9:</b> Explain the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class.</p>

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<p><u><a href="#">Unit 6</a></u>  <u><a href="#">Europe in the Middle Ages</a></u>                      (continued)</p>	(see previous page)	(see previous page)	<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	(see previous page)

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<p><b><u>Unit 7</u></b> <b><u>Renaissance and Reformation</u></b></p> <p><i>Block: 11 days</i> <i>Traditional: 22 days</i> <i>(End of 3<sup>rd</sup> Advisory 4/3)</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><b>9.8.1:</b> Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.</p> <p><b>9.8.7:</b> 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><b>9.9.5:</b> 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><b>D1.5:</b> 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.</p> <p><b>D3.3:</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D3.4:</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.7:</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.9-10.7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i>.  <b>(a)</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  <b>(b)</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  <b>(c)</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  <b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(e)</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>9.8.2:</b> 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><b>9.8.3:</b> 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><b>9.8.4:</b> Compare and contrast the similarities and differences between the Northern and Southern Renaissance.</p> <p><b>9.8.5:</b> 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><b>9.8.6:</b> 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><b>9.9.2:</b> 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><b>9.9.4:</b> 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><b>9.9.7:</b> 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>

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<p><b><u>Unit 8</u></b> <b><u>The Enlightenment and Revolution</u></b></p> <p><i>Block: 10 days (End of 2<sup>nd</sup> Advisory 1/23 End of 4<sup>th</sup> Advisory 6/17) Traditional: 20 days (End of 4<sup>th</sup> Advisory 6/17)</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><b>9.13.2:</b> 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><b>9.15.1:</b> 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><b>9.15.2:</b> 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><b>9.15.7:</b> 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><b>D1.1:</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.9-10.8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p><b>WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i>.  <b>(a)</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  <b>(b)</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  <b>(c)</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  <b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(e)</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>WHST.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8:</b> Gather relevant information from multiple authoritative print and digital sources,</p>	<p><b>9.13.1:</b> 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><b>9.14.1:</b> 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><b>9.14.3:</b> 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><b>9.15.5:</b> 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><b>9.15.6:</b> 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>

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<p><u><b>Unit 8</b></u>  <u><b>The Enlightenment and Revolution</b></u>                      (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>(see previous page)</p>