Grade 9 World History I  
Annual Curriculum Map

**Overview:** World History I traces the development of world civilizations. This course emphasizes that geography, religion, and culture plays a great part in shaping eastern, western, and African civilizations. It includes the exploration of political, economic, and social systems in history and the cultural achievements and contributions of the civilizations. Students will identify and understand major events, ideas, and characteristics of civilizations. They will investigate current issues to discover the relevance of history to the present. Students will be provided a variety of learning experiences including lecture and note taking, group projects, research, multi-media presentations, stimulation exercises, and role-playing.

<table>
<thead>
<tr>
<th>Major Skill Category</th>
<th>September-November (Term 1)</th>
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<tr>
<td><strong>Indian History to 1800</strong></td>
<td>WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)</td>
<td>WHI.22 Describe the growth of British influence in India and the emergence of the British Raj. (H)</td>
<td>WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H)</td>
<td>WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)</td>
<td>WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800. (H)</td>
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<td><strong>History of China, Japan, and Korea to 1800</strong></td>
<td>WHI.26 Describe Japan’s cultural and economic relationship to China and Korea. (H, G)</td>
<td>WHI.27 Describe the influence and consequences of Japanese isolationism to 1800. (H, G)</td>
<td>WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan. (H, G)</td>
<td>WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)</td>
<td>WHI.30 Describe origins and effects of the Protestant Reformation. (H)</td>
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<td><strong>The Medieval Period in Europe to 1500</strong></td>
<td>WHI.36 Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)</td>
<td>WHI.37 Describe the expansion of Islam into India from the 13th through the 17th century, the role of</td>
<td>WHI.38 Describe the growth of Islamic civilization during its “Golden Age.” (H)</td>
<td>WHI.39 Describe the development of the Chinese economy to 1800, including the limited role of slavery. (H)</td>
<td>WHI.40 Describe the influence and consequences of Japanese isolationism to 1800. (H)</td>
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<td><strong>The Renaissance and the Reformation in Europe</strong></td>
<td>WHI.45 Describe the growth of Islamic civilization during its “Golden Age.” (H)</td>
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<td><strong>The Growth and Decline of Islamic Empires</strong></td>
<td>WHI.54 Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)</td>
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*Terms:* January, February, March, April, May, June, July, August, September, October, November, December.
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<td><strong>The Encounters Between Christianity and Islam to 1500</strong></td>
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<td>WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)</td>
<td>-WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)</td>
<td>-WHI.11 Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)</td>
<td>-WHI.38 Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)</td>
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<td><strong>African History to 1800</strong></td>
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<td>-WHI.15 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)</td>
<td>-WHI.16 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)</td>
<td>-WHI.17 Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)</td>
<td>-WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)</td>
<td>-WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H, G, E)</td>
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<td><strong>The Origins of European Western Expansion and the Civilizations of Central and South America</strong></td>
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<td>-WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)</td>
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# Grade 9 World History I
## Annual Curriculum Map

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| **Major Projects** | -Archaeological Project -Map Projection Project -Cause and Effect Essay -Interdisciplinary Activities:  
  - World Art and Music  
  - History and Geography  
  - People in World History | -Multimedia Presentation -Compare and Contrast -Interdisciplinary Activities:  
  - World Art and Music  
  - History and Geography  
  - People in World History | -Oral presentation -Architectural Project -Interdisciplinary Activities:  
  - World Art and Music  
  - History and Geography  
  - People in World History | -Research Project -Debate/Role Playing -Interdisciplinary Activities:  
  - World Art and Music  
  - History and Geography  
  - People in World History | -Newspaper/Magazine Project -Journal Writing -Interdisciplinary Activities:  
  - World Art and Music  
  - History and Geography  
  - People in World History |
| **Materials** | Glencoe World History -Unit 1 Chapters 1-5  
  Chapter 1: The First Humans, Prehistory–3500 B.C.  
  Chapter 2: Western Asia and Egypt, 3500–500 B.C.  
  Chapter 3: India and China, 3000 B.C.–A.D. 500  
  Chapter 4: Ancient Greece, 1900–133 B.C.  
  Chapter 5: Rome and the Rise of Christianity, 600 B.C.–A.D. 500 | Glencoe World History -Unit 2 Chapters 6-11  
  Chapter 6: The World of Islam, 600–1500  
  Chapter 7: Early African Civilizations, 2000 B.C.–A.D. 1500  
  Chapter 8: The Asian World, 400–1500  
  Chapter 9: Emerging Europe and the Byzantine Empire, 400–1300  
  Chapter 10: Europe in the Middle Ages, 1000–1500  
  Chapter 11: The Americas, 400–1500 | Glencoe World History -Unit 3 Chapters 12-16  
  Chapter 12: Renaissance and Reformation, 1350–1600  
  Chapter 13: The Age of Exploration, 1500–1800  
  Chapter 14: Crisis and Absolutism in Europe, 1550–1715  
  Chapter 15: The Muslim Empires, 1450–1800  
  Chapter 16: The East Asian World, 1400–1800 | Glencoe World History -Unit 3 Chapters 17-18  
  Chapter 17: Revolution and Enlightenment, 1550–1800  
  Chapter 18: The French Revolution and Napoleon, 1789–1815  
  **Unit 4 Chapters 19-20**  
  Chapter 19: Industrialization and Nationalism, 1800–1870  
  Chapter 20: Mass Society and Democracy, 1870–1914 | Glencoe World History -Unit 4 Chapters 21-22  
  Chapter 21: The Height of Imperialism, 1800–1914  
  Chapter 22: East Asia Under Challenge, 1800–1914 |
| **Assessment** | -Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio | -Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio | -Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio | -Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio | -Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio |
Skills and Concepts:

History and Geography
1. Apply the skills of prekindergarten through grade seven.
2. Identify multiple ways to express time relationships and dates (for example, 1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
9. Distinguish intended from unintended consequences. (H, E, C)
10. Distinguish historical fact from opinion. (H, E, C)
11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

Civics and Government
12. Define and use correctly the following words and terms: Magna Carta, parliament, habeas corpus, monarchy, and absolutism. (C)

General Economics Skills
13. Define and use correctly mercantilism, feudalism, economic growth, and entrepreneur. (E)
14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
16. Define and use correctly gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation. (E)
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
22. Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
24. Differentiate between fiscal and monetary policy. (E)

U.S. Economics Skills
25. Explain the basic economic functions of the government in the economy of the United States. (E)
26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)