



## Curriculum Map- Scope and Sequence: 9<sup>th</sup> Grade- World History

### Saddlebrook Preparatory School

Purpose of Planning	Unit One Weeks 1 - 3	Unit Two Weeks 4 - 6	Unit Three Weeks 5-8	Unit Four Weeks 9 -11	Unit Five Weeks 12 - 14
<b>Unit Topic and Overview:</b>	<b>Cradle of Civilization:</b> Mesopotamia, Sumer, Akkad, Phoenicia, and Egypt, and Indus River Valley people, their cultures and expansion.	<b>Ancient Greece:</b> The dynamic civilizations of ancient Greece including: the social, political, economic, cultural, religious, and military aspects of these peoples.	<b>The Grandeur of Rome:</b> The lasting impact of the Roman Republic and Roman Empire. Exploring the cultural, social, political, military, economic, and scientific contributions of the Ancient Romans.	<b>Dynastic System of Rule:</b> The social, political, artistic, religious, and economic traits of: The Han Dynasty The Zhou Dynasty The Ming Dynasty	<b>The Middle Ages:</b> The Rise of Feudalism in Europe. The consolidation of kingdoms, and the art, literature, and social customs of Europe.
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students must possess a basic geographic understanding of Africa and Middle East regions. Students must possess a basic understanding of what factors determine a civilization.	Students must possess a basic understanding of southern European geography. Students must possess a basic understanding of various government types and structures, including an oligarchies and democracies Student must have prior knowledge of economic expansion as a means of a civilization's expansion.	Students must possess a basic understanding of ancient social classes, early governments, and cultural and political impact of governments formed by the people. Students must have a basic understanding of economic progress through trade. Student must have prior knowledge of military conquest as a means of expansion.	Students must possess basic geography skills relating to the regions of Asia and Asia Minor. Students must have previous knowledge of monarchies, theocracies, and oligarchies, and dynasties. Students must have a basic understanding and academic vocabulary relating to trade.	Students must possess a basic understanding of a kingdom. Students must understand socio-economic classes, and the relationship to contemporary social status. Students need to possess rudimentary academic vocabulary relating to monarchies and kingdoms. Student must possess cursory knowledge of diseases and outbreaks.
<b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?	<b>Essential Questions:</b> -What are the five essential elements of a civilization? -Evaluate the primary needs of early civilizations. -Analyze what factors led to the longevity of these civilizations, and their falls.	<b>Essential Questions:</b> -Evaluate the lasting contributions of Greek society on the modern world. - Analyze the expansion of trade throughout Greece, and the long-term effects of a trade empire.	<b>Essential Questions:</b> -Analyze the factors that led to the rise and fall of the Roman Empire. -Evaluate the major public works projects that benefitted the Roman and future civilizations. -Analyze the social and political classes of the Roman Republic & Empire.	<b>Essential Questions:</b> -Evaluate the factors that lead to the development of an empire. - Analyze the long-term artistic contributions of the Ming Dynasty. - Synthesize the timelines of Asian dynasties to the civilizations of Europe over the same 1000- year period.	<b>Essential Questions:</b> -Evaluate how one can become the King of a European kingdom? - Analyze the advancements in agriculture during the Medieval Period. -Compare and contrast the societies of Medieval Europe to contemporary societies.



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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> <i>Hammurabi's Code of Laws</i> <i>The Epic of Gilgamesh</i> (selected passages)</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> -Plato's <i>The Republic</i> -Selected passages from Homer's <i>Illiad</i> -<i>The Mask of Agamemnon</i> -<i>The Histories: Book VII</i> - <i>Ancient Olympic Games</i> -</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> - "<i>The Character of Hannibal</i>" - "Life in Rome in the Late Republic" -<i>Rubicon</i> - "<i>The Death of Caesar</i>" - "<i>The Second Triumvirate</i>"</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> -<i>Ancient Chinese Dynasties</i> Eleanor J.Hall -<i>Art of the Ming Dynasty</i> -<i>The Great Wall</i></p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> -Magna Carta - <i>Feudal Society</i> by Mark Bloch - Code of Chivalry - <i>Crusades</i> by Terry Jones</p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><b>Videos:</b> Mesopotamia <a href="https://www.youtube.com/watch?v=sohXPx_XZ6Y#t=33">https://www.youtube.com/watch?v=sohXPx_XZ6Y#t=33</a></p> <p><b>Interactive Games/Links:</b> Hammurabi <a href="http://www.hammurabigame.com/hammurabi-game.php">http://www.hammurabigame.com/hammurabi-game.php</a> Laws of Hammurabi(quiz): <a href="http://mesopotamia.mrdonn.org/hammurabi.html">http://mesopotamia.mrdonn.org/hammurabi.html</a> -Teacher-created Power Point</p>	<p><b>Videos:</b> - "The Human Face: - "Ancient Greek Amphitheaters: Why you Can Fear From the Back Row" - "Athens v. Sparta": <a href="https://www.youtube.com/watch?v=rcp-P9T5CcU">https://www.youtube.com/watch?v=rcp-P9T5CcU</a></p> <p>-Teacher-created Power Point</p>	<p><b>Videos:</b> -When Rome Ruled; "<i>The Real Caligula</i>" -When Rome Ruled; "<i>Secrets of the Gladiators</i>" - NG: "The Battle of Philippi" <a href="https://www.youtube.com/watch?v=12eM9E0Q00U">https://www.youtube.com/watch?v=12eM9E0Q00U</a></p> <p>-Teacher-created Power Point -Guided WebQuest: <a href="http://www.pbs.org/empire/romans/empires/romans/empire/order.html">http://www.pbs.org/empire/romans/empires/romans/empire/order.html</a></p>	<p><b>Videos:</b> Qin/Han/Ming <a href="https://www.youtube.com/watch?v=xZwk_XGL8-Y">https://www.youtube.com/watch?v=xZwk_XGL8-Y</a></p> <p><b>Map:</b> Time-Lapse- China <a href="https://www.youtube.com/watch?v=ud9QK54vNj4">https://www.youtube.com/watch?v=ud9QK54vNj4</a></p> <p><b>Links: Chinese Dynasties</b> <a href="http://www.history-of-china.com/ming-dynasty/">http://www.history-of-china.com/ming-dynasty/</a></p>	<p><b>Videos:</b> -"A Knights Tale" (scenes) -"Nova Builds a Trebuchet" - Feudalism: Social Classes <a href="https://www.youtube.com/watch?v=zO-8f3XpNMg">https://www.youtube.com/watch?v=zO-8f3XpNMg</a> -Crusades: <a href="https://www.youtube.com/watch?v=dBim4Ma0QKA">https://www.youtube.com/watch?v=dBim4Ma0QKA</a> -Battle of Tours: <a href="https://www.youtube.com/watch?v=hnFctcpZIKM">https://www.youtube.com/watch?v=hnFctcpZIKM</a></p> <p><b>Links:</b> Black Death <a href="http://www.history.com/topics/black-death/videos/coroners-report-plague">http://www.history.com/topics/black-death/videos/coroners-report-plague</a></p> <p><b>Links:</b> Medieval Social Classes <a href="http://www.medievalages.net/wp-content/uploads/2013/07/medieval_society.jpg">http://www.medievalages.net/wp-content/uploads/2013/07/medieval_society.jpg</a></p>



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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Interactive Role Play Game - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Guided Web Quest - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Imagery- Art of Dynasties - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Interactive Role Play Game - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>
<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Researched debates:</b> Students will present arguments to support or oppose the implementation of Hammurabi’s Code on contemporary society. Students will write a comparative essay. <b>Government Writing Speech Information Literacy</b></p>	<p><b>Comparative Empires:</b> Students will work collaboratively, to create presentations, on the: social, political, economic, religious, &amp; cultural lives of Athens/Sparta. Students will complete an essay detailing their reasoning for selecting one empire they would live in. <b>Technology Humanities Speech Economics</b></p>	<p><b>Research Project:</b> Students analyze the scientific developments of the Roman Empire: Aqueducts, Road systems, Coinage, and Architecture. Students create presentations or models of Roman engineering. <b>Civil Engineering Water Science Architecture Physical Science- metals Art History</b></p>	<p><b>Art History Assignment:</b> Students will plan, design, and create a drawing of a dynasty-stylized Asian landscape of a Ming vase. Students will be provided background information and observe many images from artists work from these dynasties. <b>Art History Humanities Art (Drawing)/Composition</b></p>	<p><b>Black Death Game:</b> Students will work in teams during this role-play simulation. They will pool their knowledge to survive the plague and make their way to a safe haven, journaling their progress. <b>Economics, Life Science, Horticulture, Writing, Geography, Humanities, Religious Studies, Math.</b></p>



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<b>Honors Course Differentiation(s):</b>	<b>Ancient Languages Project:</b> Students will study Phoenician, Summerian, Akkadian and Early Greek alphabets and write a story using the alphabet and set in the appropriate civilization’s time period. <b>English Humanities I</b>  *Additional HW Questions *Additional Test Questions *Additional Assessments	<b>Trebuchet Design Project:</b> Students will chart the physics, historical significance and mathematical calculations- through testing on their completed trebuchet- and demonstrating to class. <b>Mathematics, Physics, Engineering, World Literature</b>  *Additional HW Questions *Additional Test Questions *Additional Assessments	<b>Fall of Roman: Presentation</b> Honors students will select one of the six reported causes for the collapse of the Roman Empire. Students will create a power point presentation and teach their cause to the class in a 15 minute discussion-style format with visual representation.  *Additional HW Questions *Additional Test Questions *Additional Assessments	<b>Project: None This Unit</b>  *Additional HW Questions *Additional Test Questions *Additional Assessments  Honor’s Student will be required to explain, using higher order questioning/answering	<b>Family Tree Scrolls:</b> Students will research create a family tree that dates back four previous generations, including nations of origins and migration notes for the previous two generations. <b>Genealogy, Humanities Technology, Geography</b> *Additional HW Questions *Additional Test Questions *Additional Assessments
<b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6	CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.10	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.7	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.8	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7
<b>Integrated CCSS Writing Standards NGSSS (List):</b> *See Below for Links	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 SS.912.W.1 SS.912.W.2	CCSS.ELA-Literacy.W.9-10.3 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.10 SS.912.W.1 SS.912.W.2	CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.8 SS.912.W.1 SS.912.W.2	CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 SS.912.W.1 SS.912.W.2	CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.8 SS.912.W.1 SS.912.W.2 SS.912.W.3



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<b>Links to CCSS/NGSSS Curriculum Standards:</b>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in <b>grade</b> <u>    </u>,</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				
Purpose of Planning	Unit Six Weeks 15- 18	Unit Seven Weeks 19-21	Unit Eight Weeks 22-24	Unit Nine Weeks 25-31	Unit Ten Weeks 32-36
Unit Topic and Overview:	<b>Rebirth and Discovery:</b> The Renaissance & Scientific Revolution	<b>The French Revolution &amp; Rise and Fall of Napoleon</b>	<b>Interactions of Western Religions:</b> Judaism, Christianity, Islam, Catholicism, and Lutheranism	<b>The Rise of Militarism:</b> Imperialism, Totalitarian Dictators, World Wars, and the Cold War	<b>1980 - Present:</b> Genocide, Apartheid, Ethnic Cleansing, and Modern World Politics
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have prior knowledge of academic vocabulary relating to the Renaissance and scientific advancements. Students should be able to recognize artistic works from the Renaissance.	Students should have a basic understanding of monarchies, revolutions, and military dictators. Students should have basic academic vocabulary relating to expansion and conquest.	Students should have a basic understanding of religion, and tenants of religion. Students should have a working knowledge of similarities and differences between various religions.	Students should have acquired academic vocabulary relating to people, events, and nations from 1880-1960. Students will have some prior knowledge of world wars and leaders.	Students will have prior knowledge of social separation, mass extermination, and specific events related to these. Students will have a basic understanding of geography and political affiliation of major world events.
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Evaluate the contributions of the Renaissance artists. Analyze the progress made by scientists during the Scientific Revolution in: Medicine, Industry, Communication, and Transportation.	Compare & Contrast the social classes (estates) of France to modern U.S. society. Analyze the events and decisions made by Napoleon Bonaparte during his Rise and Fall.	Compare & Contrast the major religions of the world. Evaluate the tenants of religion and determine if the benefits support the strife.	Evaluate the various reasons for the Rise of Dictators (1921-1935). Analyze the causes and effects of both world wars on the global society. Evaluate the role of politics & militaristic tensions during the Cold War, (1945-1991).	Could genocide be stopped in the future? Apply your knowledge of these events to enact a plan to stop future genocides. Evaluate the causes and long-term effects of modern-day caste systems in the world.



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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> <i>DaVinci- Holden Mercui</i></p> <p><b>Online Text Resources:</b></p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> The Emperor- Kyle Trent</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> The Bible The Koran</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> <u>Mein Kampf</u>- Adolf Hitler <u>Stalin</u>- Walter Kemp</p>	<p><b>Anchor Text(s):</b> World History: Patterns of Interaction McDougal Littell 2009</p> <p><b>Literary Text(s):</b> <i>-Fires of Hatred (Armenia)</i> <i>-DP's: Europe's Displaced</i></p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><b>Videos:</b> -<i>The Renaissance Artists</i> (PBS) -<i>Scientific Revolution</i> (Thinkers) History Channel Medical, Communication, Transportation Advances -<i>Rise of Industry</i> (PBS)</p> <p><b>Presentations:</b> Various Power-points</p> <p><b>Links:</b> Renaissance Timeline (Events) <a href="https://www.youtube.com/watch?v=SGNZKQk0Zk">https://www.youtube.com/watch?v=SGNZKQk0Zk</a> <a href="https://www.youtube.com/watch?v=Tpnl_1Ili3o">https://www.youtube.com/watch?v=Tpnl_1Ili3o</a> <i>Michelangelo</i> <a href="http://www.history.com/topics/michelangelo">http://www.history.com/topics/michelangelo</a> <i>Da Vinci</i> <a href="http://www.history.com/topics/leonardo-da-vinci">http://www.history.com/topics/leonardo-da-vinci</a></p>	<p><b>Videos:</b> -<i>The French Revolution</i> (History Channel) -<i>Marie Antoinette</i> -<i>Napoleon Bonaparte: Icon of Power</i> (History Channel) -<i>Napoleon Invades Russia</i> (Discovery Channel)</p> <p><b>Presentations:</b> Various Power-points</p> <p><b>Links:</b> <a href="http://www.history.com/topics/napoleon">http://www.history.com/topics/napoleon</a> Estates <a href="http://1.bp.blogspot.com/-edHkrbmYP8/Tk2uUKavdcl/AAAAAAAAAJA/ijm3Lu0yL9w/s1600/Estates+System.png">http://1.bp.blogspot.com/-edHkrbmYP8/Tk2uUKavdcl/AAAAAAAAAJA/ijm3Lu0yL9w/s1600/Estates+System.png</a> Estates <a href="https://howellworldhistory.files.wordpress.com/2012/11/three-estates.jpg">https://howellworldhistory.files.wordpress.com/2012/11/three-estates.jpg</a></p>	<p><b>Videos:</b> -World Religions <a href="https://www.youtube.com/watch?v=HybxZkMxZvQ">https://www.youtube.com/watch?v=HybxZkMxZvQ</a>  <a href="https://www.youtube.com/watch?v=XmrjXr1ISE0#t=11">https://www.youtube.com/watch?v=XmrjXr1ISE0#t=11</a></p> <p><b>Presentations:</b> Various Power-points</p> <p><b>Links:</b> Comparative Religions <a href="http://college.holycross.edu/projects/himalayan_cultures/2011_plans/jpei/images/chart.jpeg">http://college.holycross.edu/projects/himalayan_cultures/2011_plans/jpei/images/chart.jpeg</a> Comparative Religions <a href="http://www.vaughns-1-pagers.com/religion/religions-summary.gif">http://www.vaughns-1-pagers.com/religion/religions-summary.gif</a>  <a href="http://www.comparativereligion.com/">http://www.comparativereligion.com/</a></p>	<p><b>Videos:</b> Imperialism <a href="https://www.youtube.com/watch?v=aJaltUmrGo">https://www.youtube.com/watch?v=aJaltUmrGo</a>  Berlin Conference <a href="https://www.youtube.com/watch?v=VdCPFgxXkk4">https://www.youtube.com/watch?v=VdCPFgxXkk4</a></p> <p><b>Presentations:</b> Various Power-points</p> <p><b>Links:</b> <a href="http://www.public.iastate.edu/~cfford/imperialism1900.gif">http://www.public.iastate.edu/~cfford/imperialism1900.gif</a></p>	<p><b>Videos:</b> <i>Schindler's List</i> - <i>Law and Disorder in Johannesburg</i> - <i>Ghosts of Rwanda</i> - <i>The Death of Yugoslavia: Once Brothers</i></p> <p><b>Presentations:</b> Various Power-points</p> <p><b>Links:</b> <a href="http://www.bing.com/videos/search?q=rwanda+genocide&amp;FORM=HDRSC3#view=detail&amp;mid=8D3FBE9D2A25599ACC008D3FBE9D2A25599ACC00">http://www.bing.com/videos/search?q=rwanda+genocide&amp;FORM=HDRSC3#view=detail&amp;mid=8D3FBE9D2A25599ACC008D3FBE9D2A25599ACC00</a>  <a href="http://endgenocide.org/learn/past-genocides/">http://endgenocide.org/learn/past-genocides/</a></p>



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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Interactive Role Play Game - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates -Geography/Mapping - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Writing Assignments -Homework for mastery -Class Readings/Student Readings -Geography/Mapping</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates -Geography/Mapping - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>	<p>-Bell Work: Essential Ques. -Power-point notes and class discussion (student laptops) and LCD projector. -Student debates - Interactive Role Play Game - Writing Assignments -Homework for mastery -Class Readings/Student Readings</p>
<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Mapping Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Mapping Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Chapter Tests -Unit Tests</p>	<p><b>Informal Assessments:</b> -Class Discussion -Cooperative Class Work -Homework <b>Formal Assessments:</b> -Writing Assignments -Debate Presentations -Quizzes -Mapping Quizzes -Chapter Tests -Unit Tests</p>	<p>Informal Assessments: -Class Discussion -Cooperative Class Work -Homework Formal Assessments: -Writing Assignments -Debate Presentations -Quizzes -Mapping Quizzes -Chapter Tests -Unit Tests <b>-Final Examination</b></p>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Michelangelo v. DaVinci Class Debates:</b> Students will explain through presentations, which of these two artists most deserves the title “Renaissance Man”. Class will determine a winners and award presentation grades based on preparation and execution of speeches.</p>	<p><b>Eulogy For Napoleon:</b> Students will write a funeral eulogy for Napoleon Bonaparte, with detailed accounts of: his early life, rise to power, and his fall and subsequent death. <b>Speech, Writing English</b></p>	<p><b>Collaborate/ Religion Chart:</b> In groups, students will create a chart that compares and contrasts the beliefs, practices, and histories of the four outlined religions in this unit. Students will present these boards to the class, and discuss and/all concepts- that are critical to understanding these faiths. <b>Religious Studies, Geography, Art</b></p>	<p><b>Mapping the Empires:</b> Students will create a comprehensive political &amp; economic map of African and Asia- to show the expansion and economic wealth of European nations through Imperialism. <b>Economics Geography Scientific Inventions Sociology Psychology</b></p>	<p><b>Narrate the Event:</b> Students will create a slide show from one genocide and recount what led to the atrocity and the aftermath. <b>Plan of Action:</b> Students will write a culminating plan of how to stop future genocides, with detail step-by-step measures that involve political, economic, social, and religious impacts.</p>





## Curriculum Map- Scope and Sequence: 9<sup>th</sup> Grade- World History

### Saddlebrook Preparatory School

<b>Honors Course Differentiation(s):</b>	<b>PROJECT:</b> Students will create a video that demonstrates and explains five impactful artworks from Renaissance *Additional Assessments	<b>PROJECT: -NONE THIS UNIT</b> *Additional HW Questions *Additional Test Questions *Additional Assessments	*Additional HW Questions *Additional Test Questions *Additional Assessments	*Additional HW Questions *Additional Test Questions *Additional Assessments	*Additional HW Questions *Additional Test Questions *Additional Assessments
<b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links	CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.8	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7	CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.8	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7	CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.9
<b>Integrated CCSS Writing Standards (List):</b> *See Below for Links	CCSS.ELA-Literacy.W.9-10.3 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 SS.912.W.1-3	CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.910.8 SS.912.W.4, SS.912.W.5-6	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 SS.912.W.6 SS.912.W.7	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.3 CCSS.ELA-Literacy.W.9-10.6 SS.912.W.7 SS.912.W.8 SS.912.W.9	CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.8 SS.912.W.7 SS.912.W.8 SS.912.W.9
<b>Links to CCSS/NGSSS Curriculum Standards:</b>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in <b>grade __</b>,</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				



