

**Fayette County Schools  
Curriculum Map  
World History  
Unit 1: Early Civilization**

**Grade Level: 9**

**Grading Period: 2 weeks block/ 4 weeks year long**

**Enduring understanding:** When humans changed from being nomadic to settling along rivers, it led first to property acquisition then it led to a need for laws and government to protect property leading to civilization.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Mesopotamia</b>	I can analyze how natural features allowed people to settle between the Tigris and Euphrates Rivers leading to civilized examples of laws, religions, and writing.	9.1.01 9.4.02 9.4.03 9.5.04 9.5.06 9.5.08 9.5.09 9.5.10 9.5.11 9.5.12 9.5.16 9.5.17 9.5.18 9.5.19 9.5.21 9.5.22 9.5.23	How did leaving a nomadic life and settling in the Fertile Crescent create a cultural need for laws, religion, and writing?	Cuneiform Tigris and Euphrates Sumer Ur Zoraster Ziggurat Hammurabi City-State	Journal writing  Benchmarks  Conferences  Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Create a graphic organizer comparing political leaders, institutions, and the laws of the river valley civilizations.  Compare and contrast the river valley civilization on a student generated graphic display.  Design a visual and orally delivered presentation around the elements each river civilization is known for (e.g., architecture, laws, religions, etc.).

<b>Egypt</b>	I can analyze how natural features allowed people to settle along the Nile to create civilized examples of laws, religions, and writing.	9.1.01 9.4.02 9.4.03 9.5.01 9.5.02 9.5.03 9.5.04 9.5.08 9.5.09 9.5.10 9.5.11 9.5.12 9.5.16 9.5.17 9.5.18 9.5.19 9.5.21 9.5.22 9.5.23	How did leaving a nomadic life and settling in the Nile Valley create a cultural need for laws, religion, and writing?	Silt Irrigation Pharaoh Mummy Pyramid Ra Empire Cataract Menes Papyrus		Working in collaborative groups, create a series of mini-books or foldables highlighting the essential characteristics of each early civilization in this unit.  Break into collaborative groups and assign an area in the world where the group is shipwrecked. Have each group list ten essential items and ten essential laws of which they must abide. Each group will share with the whole group – compare, contrast and analyze the choice of each group.
<b>Indus Valley</b>	I can analyze how natural features allowed people to settle along the Indus to create civilized examples of laws, religions, and writing.	9.1.01 9.4.02 9.4.03 9.5.02 9.5.04 9.5.05 9.5.06 9.5.08 9.5.09 9.5.10 9.5.11 9.5.12 9.5.16 9.5.17 9.5.18 9.5.19 9.5.21 9.5.22 9.5.23	How did leaving a nomadic life and settling along the Indus create a cultural need for laws, religion, and writing?	Delta Subcontinent Cultural Diffusion		

China	I can analyze how natural features allowed people to settle along the Yellow to create civilized examples of laws, religions, and writing.	9.1.1 9.1.4 9.4.3 9.5.2 9.5.5 9.5.6 9.5.4 9.5.8 9.5.9 9.5.10 9.5.12 9.5.16 9.5.17 9.5.18 9.5.19 9.5.21 9.5.22 9.5.23	How did leaving a nomadic life and settling on the Yellow River create a cultural need for laws, religion, and writing?	Empire Dynasty Mandate of Heaven		
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L CSO 9.6-**“Work with language arts to assign geopolitical readings”. Example readings: “Egypt”-Shirley Jordan 710L, “Abacus Contest, The: Stories from Taiwan and China” 680L, “Look what came form India”- Miles Harvey 680L, “Stories form India”-Vayu Naidu 690L. “Varieties of Gazelle: Poems of the Middle East”- Naomi Shihab Nye 910L

**Language Arts Connection:** Co-plan with language arts on readings in geopolitics for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on types of government from this unit.

Construct a large word map to color code and illustrate common and unique characteristics for each culture studied in this unit. Label the government type of each nation and use color and a student made legend to emphasize key points.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 2: Classical Civilizations- Rome and Greece**

**Grade Level: 9**

**Grading Period: 2 weeks block/4 weeks year round**

**Enduring understanding:** Classical Rome and Greece left a legacy that influenced our government, architecture, laws, values, ethics, beliefs and faith.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Greek</b>	I can describe how Greek culture, laws, and government elements are present in western civilization today.	9.1.01 9.1.02 9.2.01 9.2.02 9.2.03 9.2.05 9.3.02 9.3.04 9.4.01 9.4.05 9.4.07 9.5.03 9.5.04 9.5.06 9.5.11 9.5.12 9.5.22	How did Greek individual freedoms and political philosophy provide the basis of United States Government?  Where and why can you find examples of Greek culture visible in modern America?	Democracy Acropolis Parthenon Aristotle Alexander the Great Homer Mythology Philosophers Hellenistic Socrates Plato Oligarchy Aristocracy Helot Polis Persian War Peloponnesian War Trojan War Tragedy Comedy	Journal writing  Benchmarks  Conferences  Portfolio work  Completed projects  Formative assessment with explicit feedback is essential	Students generate a “newspaper” or news magazine on “this day in Greece” or “this day in Rome” complete with text, illustrations, and facts.  Research and role-play key Greek philosophers in a presentation revealing the differences in his outlook. Have students write a reflection paper summarizing the differences.  Create a presentation to compare and contrast graphically Athens and

<b>Roman</b>	I can describe why contributions from classical Rome are evident in modern western civilization.	9.1.01 9.1.02 9.2.01 9.2.02 9.2.03 9.2.05 9.3.02 9.4.01 9.4.05 9.4.07 9.5.03 9.5.04 9.5.06 9.5.11 9.5.12 9.5.22	What aspects of modern government are based on Roman government?  If things were so good in ancient Rome, why did Rome fall?	Patrician Plebian Forum Republic Empire Tyrant Caesar Tribune Senate Hannibal Augustus Constantine		Sparta and/or Greece and Rome.  Have students write journal entries taking on the persona of a Spartan or an Athenian reflecting the difference on their daily lives.
<b>Contributions</b>	I can trace contributions from classical Greece and Rome that are evident in modern Western society.	9.5.07	What are the key elements of classical cultures present in modern life, and why do we still use those points?	Democracy Federalism Republic Architecture		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 9.6-“Work with language arts to assign geopolitical readings”. Example readings: “Gods, Heroes & Men of Ancient Greece”-W H D Rouse-910L, “Detectives in Togas”-Henry Winterfield 700L, “Warriors of Athens and Sparta”-Carol Ellis 850L, “Julius Caesar- a play by William Shakespeare”-Alan Venable 760L.

**Language Arts Connection:** Co-plan with language arts on readings in geopolitics for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on Athens and Sparta from this unit.

Write mock journal entries of a soldier from Athens and a soldier from Sparta writing a letter home describing how they are treated in the army, their attitudes toward war, and what a day is like for them.

Construct a large word map to color code and illustrate common and unique characteristics for each culture studied in this unit. Label the government type of each nation and use color and a student made legend to emphasize key points.

Create an illustrated manuscript style essay on Hannibal bringing elephants across the Alps to attack Rome. Include a synopsis of the events and end result.

Create a Word Wall of Key terms and concepts associated with this era.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 3: Religions**

**Grade Level: 9**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** Common threads in world religions have been a guide for lifestyles and governments in nations worldwide.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>European</b>	I can identify how Christian values and Judaic law are the basis of modern western civilization.	9.1.02 9.3.02 9.5.03 9.5.11	What modern laws and beliefs exist due to Christians and Jews dominating society?	Torah Ten Commandments Jesus Christ Abraham Moses Martin Luther Constantine Protestant Catholic	Journal writing  Benchmarks  Conferences  Portfolio work  Completed projects	Jigsaw world religions and create a presentation comparing and contrasting basics of each.  Working in collaborative groups, construct the following: a wall size map of world religions and a compare and contrast chart on religions. Create a separate presentation on each faith. Prepare a foldable that presents a comparison and contrast on each religions.
<b>Middle Eastern</b>	I can generate examples of how Islamic law influences the lifestyle and governments of most middle eastern nations.	9.1.02 9.3.02 9.5.03 9.5.11	Why is Islamic law the core of middle eastern life and laws?	Muslim Koran/Quran Muhammad Jihad Ramadan Mecca Pilgrimage	Formative assessment with explicit feedback is essential	Working in collaborative pairs generate a graphic organizer or chart comparing world religions. Use this device to launch a written narrative verbalizing facts found in your research.
<b>Asian</b>	I can cite examples of and explain how Buddhism and Hinduism lead Asia to be introspective and value the good of the many.	9.1.02 9.3.02 9.5.03 9.5.11	How have Buddhism and Hinduism influenced Asian culture and governments?	Buddha Hindu Taoism Shintoism Yoga Temples Meditation Prayer Wheels Zen		
<b>Other Faiths</b>	I can discuss how isolated groups have developed provincial faiths and superstitions based on nature or ritual to explain the unknown.	9.1.02 9.3.02 9.5.03 9.5.11	Why do isolated groups develop a belief system based on nature or rituals?	Voodoo Nature Worship Superstition Tribal Religions Sacrifice		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L CSO 9.6-Work with language arts to assign geopolitical readings. Example readings: "Christian Stories"- Anita Ganari 800L, "Coming to America- A Muslim Family's Story Bernard Wolf" 870L, "Hindu Sotires"- Anita Ganeri 810L.**

**Language Arts Connection:** Co-plan with language arts on readings in geopolitics for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on Types of Religions from this unit.

Construct a large word map to color code and illustrate common and unique characteristics for each religion studied in this unit., Label the dominate faith of each nation and use color and a student made legend to emphasize key points.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 4: Middle Ages**

**Grade Level: 9**

**Grading Period: 3 weeks block/6 weeks year long**

**Enduring understanding:** In a world filled with turmoil, people were willing to give up freedoms for protection.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Feudalism</b>	I can discuss how different levels in feudal society worked to give structure to a world in flux.	9.5.02 9.5.04 9.5.09 9.5.10 9.5.11	How did each level in feudal society work as a unit to keep civilization intact?	Serf Feudal Vassal Lord Lady Knight Peasant Fief	Journal writing  Benchmarks  Conferences  Portfolio work	Place students in small groups and have each group research items found in a middle eastern bazaar. Allow them to gather or construct items for exchanging in a mock middle eastern bazaar role play scenario. Follow up with a reflection writing on the activity.  Construct a wall chart showing the hierarchy of feudalism. Create an illustrated timeline showing the progression of the Crusades and display it on the Word Wall. Have students use it as a reference source for their blogs or journals.  Create a series of mini-books, foldables, or electronic presentations on major characters and key events of the Medieval era.
<b>Rise of Nations</b>	I can describe reasons for people being willing to blindly follow a king as he molded a new nation.	9.5.02 9.5.04 9.5.09 9.5.10	Why did people follow dictates of monarchs without question or opposition?	Nationalism Divine Right of Kings	Completed projects  Formative assessment with explicit feedback is essential.	
<b>Crusades</b>	I can describe how religion united feudal society behind royal causes as illustrated by the Crusades.	9.5.02 9.5.04 9.5.09 9.5.10	How did the people benefit from following the church dictates and royal decisions without question?	Chivalry Knights Armor Catholic Salvation		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 9.6-Work with language arts to assign geopolitical readings. Example readings: “Days of Knights: A Tale of Castles and Battles”- Chris Maynard 760L, “At the Crossing Places”- Kevin Crossley-Holland 650L, “Favorite Medieval Tales”- Mary Pope Osborne 860L.

**Language Arts Connection:** Co-plan with language arts on readings on Catholicism, the crusades, medieval, or chivalry for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Crusades from this unit.

Create an illustrated display of a feudal manor with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 5: Renaissance and Reformation**

**Grade Level: 9**

**Grading Period: 3 weeks block/6 weeks year long**

**Enduring understanding:** The Renaissance led people to emphasize the importance of the individual in society and in faith by challenging the dogma of feudalism.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Renaissance Causes</b>	I can discuss what led individuals to question authority and ask questions in order to lead a better life.	9.2.01 9.2.03	What events led people to challenge feudal authority?	Gutenberg Printing Press Vernacular- Language Medici Patrons Trade	Journal writing  Benchmarks  Conferences	Research and create a presentation on how the changing merchant economy led to a spirit of individualism.
<b>Renaissance Effects</b>	I can identify and discuss how scientific advances and a revived respect for the arts led Europe into an era of civilized awareness.	9.2.01 9.2.03	How did science lead people to question the church and their leaders?	Copernicus Galileo Machiavelli de Vinci Michelangelo	Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Research Martin Luther's 95 Theses. Develop a graphic organizer and from that, create a presentation on the key points.  Explore the art and music of the Renaissance. Develop an audio visual presentation around the findings. Follow up with a reflection paper assignment.
<b>The Individual and Faith</b>	I can describe how Europe's new individual spirit led Luther and others to challenge papal infallibility.	9.2.01 9.2.03 9.3.04 9.5.13 9.5.17	Why did the new emphasis on the individual lead to a split in the Christian church leading to Catholic and non-Catholic (protestant) churches?	Martin Luther Jean Calvin Zwingli Predestination Protestantism		Create a mini-book or presentation on leaders of the Protestant Reformation.

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 9.6-Work with language arts to assign renaissance readings. Example readings: "Magnificent Medici: Money and Power in Renaissance Florence"- Erin Ash Sullivan 830L, "Kids during the Renaissance" Lisa Wroble 650L, "Art in the Renaissance" Eric Christopher Meyer 700L.

**Language Arts Connection:** Co-plan with language arts on readings on the Renaissance and reformation for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Renaissance arts & science from this unit.

Create an illustrated display of a Renaissance art and science with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 6: Exploration and Expansion**

**Grade Level: 9**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** European quest for wealth led to a power struggle that extended European influence worldwide.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Causes of the Age of Exploration</b>	I can explain how Europe's desire for wealth led to developing the concept of colonization and mercantilism.	9.2.01 9.2.03 9.3.05 9.4.01 9.4.02 9.4.04 9.4.06 9.4.07 9.4.08	How did competition between nations use advances from the Renaissance in their race for supremacy through exploration and conquest?	Compass Astrolabe Prince Henry the Navigator Amerigo Vespucci Cartography	Journal writing  Benchmarks  Conferences  Portfolio work  Completed projects	Time Machine- student groups will research and develop presentations from the era reflecting the different styles of colonization.  Time Lines- construct illustrated time lines reflecting different colonization styles.
<b>European Exploration</b>	I can describe the differences between how different European nations chose to find a trade route to Asia.	9.1.03 9.2.01 9.5.14 9.2.01 9.3.01	Why did different European nations choose different ways to trade with Asia?	da Gama Columbus Hudson Drake Dias Slave Trade	Formative assessment with explicit feedback is essential	Create presentations on the different ways European nations colonized America.
<b>Expansion and Colonization</b>	I can compare and contrast how different European nations approached colonization.	9.1.01 9.1.02 9.1.03 9.5.05 9.5.07 9.5.15 9.5.24	Why did Spain, France, and England have different policies on colonization?	Mercantilism Colony Papal Line of Demarcation		Create maps showing colonization of Africa and write a reflection of why and how colonization occurred in that fashion.

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L CSO 9.6-**Work with language arts to assign readings. Example readings: "Explorers of North America"- Brendan January 750L, "Famous Explorers"- Garnet Jackson 670L, "Food and Recipes of the Thirteen Colonies"- George Erdosh 730L, "Life in the Colonies"- Emily Smith 690L.

**Language Arts Connection:** Co-plan with language arts on readings on European exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the explorers and colonization from this unit.

Create an illustrated display of the age of explorers and colonies with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools**  
**Curriculum Map**  
**World History**  
**Unit 7: Enlightenment, Colonization, and Revolution**

**Grade Level: 9**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** 18<sup>th</sup> Century man conquered the globe while demanding a greater voice in his own destiny.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Enlightenment</b>	I can categorize the effects of on Enlightenment on modern western government.	9.4.01	Which Enlightenment concepts had the greatest influence on American government?	Locke Rousseau Voltaire Montesquieu Adam Smith Descartes	Journal writing  Benchmarks  Conferences	In collaborative pairs, assume the roles of a lower class and an upper class individual in order to debate the ideas of each of the enlightenment philosophers. Follow this role- play scenario with written reflections in blogs or journals.  Create a presentation electronically or using a traditional method (paper/pencil, foldable, etc) compare and contrast the contributions of the various Enlightenment theorists.  Develop a portfolio collecting key documents with an analysis of each in conjunction that illustrates how they altered the power of monarchy.
<b>Colonization Effects on European Nations</b>	I can describe imperialistic methods in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries that would lead to conflict in the 20 <sup>th</sup> century World Wars.	9.2.01 9.2.03 9.2.05 9.5.04 9.5.23	What traits of imperialism in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries would lead to conflict in the 20 <sup>th</sup> century?	Spheres of Influence partitioning of Africa Agricultural and Industrial Revolutions Alliances	Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	
<b>Age of Revolution</b>	I can identify the common threads in the spirit of revolution in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.	9.2.01 9.2.03 9.2.05 9.3.03 9.5.04 9.5.23	What was the common thread in each of the revolutions of the 18 <sup>th</sup> and 19 <sup>th</sup> centuries?	Napoleon American Revolution French Revolution 1848 Unification of Germany Unification of Italy		
<b>Documents and Leadership</b>	I can tell how legal documents give us insight into the parameters of monarchial leadership in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.	9.2.01 9.2.02 9.2.03 9.2.04 9.2.05	How can legal documents give us insight into how monarchs wanted to rule prior to revolution?	Magna Carta Constitutional Monarchy Absolute Monarchy Representative Government		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Student Project:** CSO 9.1.4 -Include a teacher directed volunteer service project in this category.

**Suggested Readings: Lexile=L** CSO 9.6-Work with language arts to assign readings. Example readings: Napoleon: The Story of the Little Corporal- Robert Burleigh 850L, King of Prussia and a Peanut Butter Sandwich Alice Fleming 860L, Italy David King 820L, Free and Equal Brothers- The French Revolution- Alan Venable- 870L.

**Language Arts Connection:** Co-plan with language arts on readings on European exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Enlightenment from this unit.

Create an illustrated display of the age of revolution with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 8: Africa**

**Grade Level: 9**

**Grading Period: 1 week block / 2 weeks year long**

**Enduring understanding:** With its vast resources and diversity, Africa has long been plagued by colonization and division.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>African Resources</b>	I can describe how Africa's location and resources caused it to be the staging ground between superpowers.	9.3.01 9.3.02	How did the different methods of colonization in Africa reveal the competition for wealth between European nations?	Gold Diamonds Oil Trade Routes Portuguese	Journal writing  Benchmarks  Formative assessment using focused feedback  Conferences	Explore the music, foods, and culture of Africa whereby small groups create presentations. Actual samples of foods, music and art can be used to stimulate learning with these presentations.
<b>Colonization</b>	I can explain how England and France were able to easily conquer and influence Africa.	9.4.01 9.4.03 9.4.07	Why was it so easy for England and France to colonize Africa, and how did they deal with those they conquered?	Commonwealth Dominion Status Apartheid	Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Construct a large illustrated timeline depicting colonization and its impact on Africa. Different groups can do different portions in this effort.
<b>Contributions</b>	I can describe how colonization impacted African people culturally and socially.	9.5.01 9.5.08	What is the cultural and social impact of colonization on African peoples?	African Music African Dance Cultural Fusion Foods Nelson Mandela		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L CSO 9.6-**Work with language arts to assign readings. Example readings: “A is for Africa”- Ifeoma Onyefulu 790L, “Angel of Mercy”- Lurlene McDaniel 710L, “Bashi Elephant Boy”-Theresa Radcliffe 740L.

**Language Arts Connection:** Co-plan with language arts on readings on African history, culture and European interaction for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the African cultures from this unit.

Create an illustrated display on African contributions with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
World History  
Unit 9: Asia**

**Grade Level: 9**

**Grading Period: 1 week block/ 2 weeks year long**

**Enduring understanding:** Culturally, socially, and politically, oriental isolationism allowed Asia to develop differently.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>China</b>	I can explain how isolation allowed China to slowly develop unique language, government, writing, and culture.	9.5.02 9.5.04 9.5.09 9.5.10	How did China's isolationist policies lead to different writing, language, government, and culture?	Isolationism Buddhism Dynasty Noble Eightfold Path Nirvana	Journal Writing  Benchmarks  Formative assessment using focused feedback  Conferences	Research and report upon the elements leading up to the Sepoy Rebellion and discuss the deeper meanings behind the incident.  Create an "illustrated manuscript" discussing the unique nature of China. Share with the large group when manuscript is finished.
<b>India</b>	I can describe how multicultural lessons can be learned from the English colonization of India.	9.5.02 9.5.04 9.5.09 9.5.10	When Britain colonized India what did they not understand that would lead to them leaving the subcontinent in the 1940s?	Sepoy Rebellion Hindu Reincarnation	Journal Writing  Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Research Pacific Rim nations today and trace their development in a visually rich presentation. Share this with the class and use it as a springboard for a written reflection.
<b>Pacific Rim</b>	I can theorize on reasons for the industrialization of Pacific Rim nations to be successful at the break of the 21 <sup>st</sup> century.	9.3.03 9.5.02 9.5.04 9.5.09 9.5.10	Why are the Pacific Rim nations so successful in industry today?	"Oriental Work Ethic" Pacific Rim		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings:** Lexile=L CSO 9.6-Work with language arts to assign readings. Example readings: "Folktales from Asia"- Michael Collins 830L, "Asai"- Donald Peterson 900L, "I Remember India"- Anita Ganeri 690L, "Pacific Rim- A World of Trade" -Erin Ash Sullivan 870L, "An Mei's Strange and Wondrous Journey"- Stephen Moinar-Fenton 680L.

**Language Arts Connection:** Co-plan with language arts on readings on Asian culture and history for discussion groups and projects

Create a display on Asian Culture with illustrations and terms imbedded in artwork.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on Asia from this unit.

Create an illustrated display of the Asian cultures with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook