

## 9th Grade World History I Scope and Sequence

F 202.442.5000

major margaret

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 3 The New World	13 days	26 days	Students explore how the timing of technological developments in Europe impacted American tedion societies. Students also analyze the economic importance of trade between the Americas and Europe in the 25" and 26" centuries. Students read complex primary sources, summariting based on evidence while developing hartorical rocabulary. Students learn research and pre-writing skills.	Maria, No. 4, M. Sales, P. Lee, D. Authoritis and through, Natural and Street, Natural Street, Condition (Street, Stre	10.00 (0.00 (0.00)) 10.00 (0.00) (0.00) 10.00 (0.00) (0.00) 10.00 (0.00) 10.00 (0.00) 10.00 (0.00)	reach T, Alla Nc, Italia at Salesannings prind complete and comments. 1th emigrate con the reliability of the territorial commenced the commenced and the commenced the commenced and the commenced and the commenced the commenced and the commenced	Mor (6-20) E. Mor (6-20) E. Mor (6-20) A. Mor (6-20) E. Mor (6-20) E. Morald Confession Named Confession Named Confession Named Confession	specific to positive, parent in pile for showed in pile for the pile for digital consensus, the pile for pile consensus, the pile for the pile for the pile for the pile for the pile for the pile for the the pile for the the the the the the the the
Unit 2 Beligion and Trade in the Middle East and Africa	12 days	24 days Sint of 1" Ministry NA/00	Students examine the extent to which religion leads to collaboration or coeffict. They study the spread of goods and ideas through trade, using the growth and spread of it lam as a case study. Students deepen their analyses of sources, using research and pre-writing skills to write narrative essays with effective introductions, conclusions, and transitions.	W. D. A., W. B. D. B.	**************************************	mgina, mginak, nasadi Ohamgan, Sakona amid adhasal, Jahlagas	Montal State St., St., St., St., St., St., St., St.,	Marchitt St. (2012), Marchitt St. (2012), Marchitt St. (2012), Marchite
Unit 3 Politics in China and Japan	3 days	18 days	Students explore the willingness of people to summeder 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 textualistructure to determine meaning prior to writing a thesis-based essay.	N. S. S. W. S. W. S.	*24,*12,*12	Olicity, Stat. 45, 1000; S. 1962; A. Proprinced areal Statistics georgic collect Sciences classes, Sciences classes, Sciences classes, Sciences classes, Sciences classes,	BELLEVIOLE, B., Berleviole, B.	MUSICAT SECRET SAME SWINGLE SE-SIS SAME SWINGLE SE-SIS SAME SWINGLE SE-SIS SAME SE-SIS SE-SIS SAME SE-SIS SE-SIS SE- SIS SE-SIS SE-SIS SE- SIS SE-SIS SE-SIS SE-SIS SE- SIS SE-SIS SE-SIS SE-SIS SE- SIS SE-SIS SE-SIS SE-SIS

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Unit 4 Empires in the East	12 days (End of 1" Additions 13/2 (Ind of 1" Additions 1/28)	24 days (End of 3" Advisory 1/28)	Students examine the positive and negative consequences of tumope's interactions with Apia and how these interactions occurred during phases of Asia isolation and retreat. Students read complex texts and analyse textual structure to determine meaning prior to writing a these-based essay.	B 7 A B SUB B 15 A B 16 B B 15 A B 16 B Differentiation, Uniform attention, Uniform attention, Mingright, British Engages	8.75, 8.94 f. 8.25, 8.94 f. 8.25, 8.14 f. 8.25 J. 8.14 f.	NO. 2 NO. 5 NO. 7 MAR Overge, Part Selfin, Papedhesian	BILL OF ST. S. BILL OF ST. S. BILL OF ST. S. BILL OF ST. ST. BILL OF ST. ST. BILL OF ST. B	MINERAL SELECTION OF THE SERVICE OF
Unit 5 The Middle Ages	10 days	20 days	Students explore hiedeval feedalism in turope, specifically the impact of prography and social stratification. They analyse 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.	Prodefeiters Committee and Influence Subhallacare	858,858,854P	MCLS, MCLS, etC.15, MCLS Charges and single attents ingle attents (amount only)	ROLL-SECULIAN SECULIAN SECULIA	Weeklift to 1.00 Mile.
Unit 6 Renaissance and Reformation	13 days	26 days (Sint of S <sup>2</sup> statement (s/20)	Students consider the use of art, science, and technology to enhance, challenge, and understand the natural world. They analyze the Reformation, recognicing that religion can be a force that unites or divides people. Students learn to edit one another's writing and use feed back to make mylkions.	CALL VET VET Comment of the Comment of the Personnel of the Advancement distring the Barton the Rational one , the Rational one	881, 483-4, 882-484, 838-888	NOTE A PASSA. INCLE Present profigeors, Exercise feets. Exercise	Bits (8-10) E. Williams 100 - T. Wert, th. (80) - 100 China excellential, Williams and a Siffernium and a Continglism bends	
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# **Grade 9 Scope For Exam History**

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**Grade 9 Scope For Exam History:** 

#### Reviewing Grade 9 Scope For Exam History: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Grade 9 Scope For Exam History**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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