|  |  |
| --- | --- |
| http://portal3.pwcs.edu:7779/pls/portal/url/ITEM/ED264C75E9AA4E69A8033B44E9460AC7 | **Pre-AP 9th Grade** **Ancient World History****Suggested Pacing Guide****2022-2023** |
| The instructional pace is suggested by the PWCS Office of Student Learning. Careful attention to the pacing of instruction ensures students are taught the required social studies curriculum with sufficient opportunity for studying the objectives in proportion to the emphasis given to those objectives on the Standards of Learning (SOL) Test. Units are in bold type followed by the standards taught in the unit. Color coding is used to show the relationship of instructional time suggested for a given unit in proportion to its weight or emphasis on the SOL Tests. |

|  |  |  |  |
| --- | --- | --- | --- |
| **FIRST QUARTER (44)** | **SECOND QUARTER (47)** | **THIRD QUARTER (43)** | **FOURTH QUARTER (46)** |
| AUGUST 22 - OCTOBER 28**Unit I-Human Origins** 2a) Impact of Geographic Environment2b) Characteristics of Hunter-Gatherer Societies2c) Advancements that Stabilize Communities3a) Early River Valley Civilizations (Introduction of geography of stable communities.)2d) Effects of Archaeological Discoveries**Unit II-Early Civilizations (River Valleys, Hebrews, Phoenicians)**3a) Early River Valley Civilizations3b) Development of Social, Political, and Economic Patterns3e) Development of Language and Writing3c) Religious Traditions3d) Overview of Judaism**Unit III-Early Civilizations****Eastern (Persia, India and China)**4a) Persia and its Imperial Bureaucracy4b) Early Civilization of India4c) Overview of Hinduism4d) Overview of Buddhism 4e) Early Civilization of China4f) Impact of Confucianism, Taoism & Buddhism**Western (Americas)**11a) Global and regional trade routes11b) Diffusion and exchange of technology and culture13a) Mayan, Aztec, and Incan Empires 13b) Development of civilizations of the Americas**Unit IV-Ancient Greece**5a) Influence of Geography on Greece5b) Social and religious structure5f) Contributions of Ancient Greece to Culture (Homer-Iliad & Odyssey; Architecture: Types including the Doric (Parthenon), Ionic and Corinthian)*Sept 2-5: Labor Day Holiday**Sept. 17: Constitution Day**Sept 26: Holiday* *Oct 24: Holiday*  | NOVEMBER 1 – JANUARY 27**Unit IV-Ancient Greece (CONTINUED)**5c) Culture of Athens and Sparta5d) Persian & Peloponnesian Wars5e) Philip of Macedonia and Alexander the Great**Unit V-Ancient Rome**6a) Influence of Geography on Rome6b) Social and religious structure of ancient Rome6c) Social and religious structure of the Roman Republic.6d) Political and Military Structure of the Roman Republic under Julius Caesar6e) Political and Military Structure of the Roman Empire under Augustus Caesar6f) Impact of Pax Romana6g) Fall of the Western Roman Empire7a) Overview of Christianity7b) Impact of the Church of Rome in the late Roman Empire**Unit VI-Byzantine Empire & Russia**6g) Fall of the Western Roman Empire8a) Constantinople8b) Impact of Justinian 8c) Characteristics of Byzantine Art & Architecture8d) Disputes Between Roman Catholic Church & Greek Orthodox Church8e) Impact of Byzantine Influence & Trade*\**Nov. 11: Veterans’ Day**Nov. 23 – 25: Thanksgiving Break**Dec. 19 – Jan. 2: Winter Break**Jan. 16: Dr. King’s Birthday Holiday* | JANUARY 31– MARCH 31**Unit VII-Middle East & Africa (Islamic & African Civilization)**9a) Overview of Islam9b) Influence of Geography on Islam9c) Contributions of Islamic Civilization11a) Major Trade Routes;(focusing on Silk Routes across Asia to the Mediterranean basin; Maritime routes across the Indian Ocean; Trans-Saharan routes across North Africa)11b) Tech, Econ, & Cultural Interaction(Gold from West Africa; Spices from lands around the Indian Ocean; Textiles from India, China, the Middle East, and later Europe; Paper from China through the Muslim world to Byzantium and Western Europe; New crops from India (e.g., for making sugar); Waterwheels and windmills from the Middle East; Hinduism and Buddhism from India to Southeast Asia; Islam into West Africa, Central and Southeast Asia12a) Early African civilizations and kingdoms12b) Development of Axum, Zimbabwe, and West African Kingdoms12c) European exploration**Unit VIII - Asia (Japan & China)**11a) Major Trade Routes (focusing on South China Sea and lands of Southeast Asia; Silk Routes across Asia to the Mediterranean basin)11b) Tech, Econ, & Cultural Interaction(Porcelain from China and Persia; Navigation: Compass from China, lateen sail from Indian Ocean region; Buddhism from China to Korea and JapanPrinting and paper money from China11c) Impact of Japan11d) Impact of Mongol Empire 4e) Early Civilization of China4f) Impact of Confucianism, Taoism & Buddhism(4e-f should be a review of earlier content to make context for the Chinese impact on Japan)**Unit IX-Western Europe: The Early Middle Ages** Review and connect: 7a-7b) and 7c) Spread & Influence of Christianity & Catholic Church10a) Location of societies in Western Europe10b) Development of the Franks10c) Development of the Magyars and Anglo-Saxons.10d) Development of the Vikings10e) Development of feudalism and the manor system.*Feb. 20: Presidents’ Day*  | APRIL 11 – JUNE 15**Unit X-Western Europe: The Late Middle Ages to the Renaissance**11a) Geographic Relationship11b) Cultural Patterns & Structures13c) Mayan, Aztec, and Incan Empires14a) Emergence of Nation States14b) Conflicts among Eurasian Powers14c) Black Death14d) Preservation & Transfer to Western Europe15a) Italian Renaissance 15b) Rise of Italian City-States15c) Contributions of Artists and Philosophers15d) Compare Italian & Northern Renaissance |
|   **REVIEW/ SOL Testing**Review & Testing dates will vary by school. Please collaborate with your CLT to adjust the pacing guide as needed. |
| **Building Geography Skills***April 3 – 7: Spring Break**April 21: Holiday* *May 29: Memorial Day Holiday**June 15: Last day of school* |
| **Skills (to be embedded throughout the units):**a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; b) using geographic information to determine patterns and trends to understand world history;c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;d) evaluating sources for accuracy, credibility, bias, and propaganda; e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; g) analyzing multiple connections across time and place; h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; j) investigating and researching to develop products orally and in writing |
| **October 10****INSERVICE/WORKDAY** | **October 31, November 8****INSERVICE/WORKDAY** | **January 30, April 10****INSERVICE/WORKDAY** |  **June 16****TEACHER WORKDAY** |