



WORLD HISTORY AND GEOGRAPHY, PART I GRADE 9

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

World History and Geography, Part I examines the development of human societies from pre-history to 1500 A.D. Students will explore the historic, economic, and cultural contributions of ancient and classical civilizations, both Western and non-Western. Basic historical concepts such as conflicts, change, and diversity will be investigated. Emphasis is also placed on evaluating sources of information, recognizing cause and effect relationships, and developing a sense of time and chronology. Students will take the SOL test for World History to 1500 A.D. or a substitute test approved by the State Board of Education. See the Student Guide for information about substitute tests. Specific dates for the SOL test will be announced by the school.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Following the successful completion of World History and Geography, Part I students may select World History and Geography, Part II or World Geography.

REQUIRED STUDENT TEXTBOOK

World History, Volume I (Virginia Edition, Pearson, 2011)

SUPPLEMENTARY MATERIALS

The basal textbook is supplemented with materials to extend and enrich the students' understanding of course topics. These materials are drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE WORLD HISTORY I COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

**Unit 1: “The Detective Story”
(The Prehistoric World)**

- WHI.1.1 Explain the physical changes in the earth’s surface and climate. **(WHI.2)**
- WHI.1.2 Describe the effects of the changes in earth’s surface on human development. **(WHI.2)**
- WHI.1.3 Describe the development of early man in hunter-gatherer societies during the Paleolithic Era (Old Stone Age). **(WHI.2)**
- WHI.1.4 Describe the factors that led to permanent communities during the Neolithic Era (New Stone Age). **(WHI.2)**
- WHI.1.5 Evaluate the methods used to study the time before written records. **(WHI.2)**

**Unit 2: “Creator Of All Good”
(Ancient River Valley Civilizations)**

- WHI.2.1 Identify the characteristics and effects of a civilization.
- WHI.2.2 Describe the influence of geography on the development and expansion of Mesopotamian civilizations. **(WHI.3)**
- WHI.2.3 Describe the developments associated with Mesopotamian civilization. **(WHI.3)**
- WHI.2.4 Describe the effect of geography on the development and expansion of ancient Egypt. **(WHI.3)**
- WHI.2.5 Describe the social and political developments associated with Ancient Egypt. **(WHI.3)**
- WHI.2.6 Describe the origins of Hebrew civilization. **(WHI.3)**
- WHI.2.7 Describe the origins of Persian and Phoenician civilization. **(WHI.3, WHI.4)**

**Unit 3: “A Shadow That Never Leaves”
(Ancient India To 500 B.C.)**

- WHI.3.1 Identify the geographic influences on the development of Indian civilization. **(WHI.4)**
- WHI.3.2 Describe the effects of the Aryan migration into India. **(WHI.4)**
- WHI.3.3 Describe the contributions of Asoka. **(WHI.4)**
- WHI.3.4 Evaluate the designation of the Gupta Empire as the Golden Age of India. **(WHI.4)**

- WHI.3.5 Describe the origins, beliefs, and expansion of Buddhism. **(WHI.4)**
- WHI.3.6 Describe the origins, beliefs, and expansion of Buddhism. **(WHI.4)**

**Unit 4: “Revere These Warnings”
(Ancient China To 500 B.C.)**

- WHI.4.1 Describe the geographic influences on the development of Chinese civilization. **(WHI.4)**
- WHI.4.2 Describe the accomplishments of Classical Chinese civilization. **(WHI.4)**
- WHI.4.3 Describe legalism, Taoism, and Confucianism, and their influences on society and government. **(WHI.4)**

**Unit 5: “A Pattern To Others”
(Classical Greek Civilization)**

- WHI.5.1 Identify the geographic features of Greece. **(WHI.5)**
- WHI.5.2 Evaluate the effect of geography on the development of Greek civilization. **(WHI.5)**
- WHI.5.3 Describe the mythology and religion of the early Hellenic Era. **(WHI.5)**
- WHI.5.4 Describe how social status affected Greek citizenship. **(WHI.5)**
- WHI.5.5 Describe the evolution of Athenian democracy. **(WHI.5)**
- WHI.5.6 Describe the characteristics of the city-state of Sparta. **(WHI.5)**
- WHI.5.7 Describe the causes, key events, and effect of the Persian War. **(WHI.5)**
- WHI.5.8 Describe the characteristics of the Golden Age of Pericles. **(WHI.5)**
- WHI.5.9 Describe Greek achievements in history, literature, drama, art, and architecture. **(WHI.5)**
- WHI.5.10 Describe Greek achievements in science and mathematics. **(WHI.5)**
- WHI.5.11 Identify and describe the works of Greek philosophers. **(WHI.5)**
- WHI.5.12 Explain the causes and results of the Peloponnesian War (ca. 431 – 404 B.C.) on Greece. **(WHI.5)**
- WHI.5.13 Analyze the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great. **(WHI.5)**

**Unit 6: “The Rulership Of Nations”
(Classical Roman Civilization)**

- WHI.6.1 Describe the location and major geographical features of the Roman Empire. **(WHI.6)**
- WHI.6.2 Describe the impact of geography on the development of Roman civilization. **(WHI.6a)**
- WHI.6.3 Describe the characteristics and influence of Roman mythology and religion of Classical Rome. **(WHI.6)**
- WHI.6.4 Describe the social classifications of the Roman Republic. **(WHI.6)**
- WHI.6.5 Describe the structure for government of the early Roman Republic. **(WHI.6)**
- WHI.6.6 Describe the causes and effects of the Punic Wars (264 – 146 B.C.E.) on Roman territorial expansion. **(WHI.6)**
- WHI.6.7 Account for the decline of the Roman Republic. **(WHI.6)**
- WHI.6.8 Describe the origins and evolution of Imperial Rome. **(WHI.6d)**
- WHI.6.9 Assess the economic, social, and political effects of the Pax Romana. **(WHI.6)**
- WHI.6.10 Identify Roman contributions in art and architecture, science and technology, literature, history, and law. **(WHI.6)**
- WHI.6.11 Describe the origins and beliefs of early Christianity. **(WHI.6)**
- WHI.6.12 Analyze the significance of the Church in the late Roman Empire. **(WHI.6)**
- WHI.6.13 Identify the political, economic, and social reasons for the Fall of the Roman Empire. **(WHI.6)**

**Unit 7: “A Spectacle of Marvelous Beauty”
(Byzantine Empire And Early Russia)**

- WHI.7.1 Identify the geographical importance of the Constantinople. **(WHI.7)**
- WHI.7.2 Evaluate the contribution of Justinian to the Byzantine Empire. **(WHI.7)**
- WHI.7.3 Describe cultural achievements of the Byzantine Empire. **(WHI.7)**
- WHI.7.4 Summarize the causes and effects of the split in the Christian Church. **(WHI.7)**
- WHI.7.5 Describe the influences of Byzantine Empire on Early Russia and Eastern Europe. **(WHI.7)**
- WHI.7.6 Analyze the reasons for the decline of the Byzantine Empire.

**Unit 8: “His Guide And Protection”
(Islamic Empire (A.D. 600-1000))**

- WHI.8.1 Describe the historical origins, traditions, customs and beliefs of Islam. **(WHI.8)**
- WHI.8.2 Evaluate the factors affecting the expansion of the Islamic Empire. **(WHI.8)**
- WHI.8.3 Identify major events affecting the development of Islamic civilization. **(WHI.8)**
- WHI.8.4 Compare the beliefs of Judaism, Christianity, and Islam.
- WHI.8.5 Identify cultural and scientific contributions of Islamic civilization. **(WHI.8)**

**Unit 9: “In Harmony With Each Other”
(The Influence Of Asia)**

- WHI.9.1 Locate the major eastern hemisphere trade routes (1000 – 1500 A.D.). **(WHI.10)**
- WHI.9.2 Describe the diffusion of Asian goods, technology, and ideas. **(WHI.10)**
- WHI.9.3 Describe the influence of China on Japanese culture. **(WHI.10c)**
- WHI.9.4 Describe the development of Shintoism and its significance. **(WHI.10)**

**Unit 10: “The Son Of The Lion”
(Civilizations Of Africa)**

- WHI.10.1 Describe the geographic and historical development of the Kingdom of Kush. **(WHI.3)**
- WHI.10.2 Describe the geographic and historical development of the Kingdom of Axum. **(WHI.10)**
- WHI.10.3 Describe the geographic and historical development of the Kingdom of Ghana. **(WHI.10)**
- WHI.10.4 Describe the geographic and historical development of the Kingdom of Mali. **(WHI.10d)**
- WHI.10.5 Describe the geographic and historical development of Songhi. **(WHI.10)**
- WHI.10.6 Describe the geographic and historical development of Zimbabwe. **(WHI.10)**

**Unit 11: “Our Father, The Sun”
(Civilizations of The Americas)**

- WHI.11.1 Describe the major physical features of Central and South America. **(WHI.11)**
- WHI.11.2 Describe the historical development of the Mayan civilization. **(WHI.11a)**
- WHI.11.3 Evaluate the characteristics of the Mayans as a developing civilization. **(WHI.11)**

- WHI.11.4 Evaluate the characteristics of Aztec civilization. **(WHI.11)**
- WHI.11.5 Evaluate the characteristics of Incan civilization. **(WHI.11)**

**Unit 12: “You Are Mine”
(Early Middle Ages In Europe)**

- WHI.12.1 Describe conditions in Western Europe following the Fall of the Roman Empire. **(WHI.9)**
- WHI.12.2 Compare the characteristics of Germanic tribes and Roman culture. **(WHI.9)**
- WHI.12.3 Describe the influence of the Christianity after the Fall of the Roman Empire. **(WHI.9a)**
- WHI.12.4 Assess the accomplishments of Frankish leaders. **(WHI.9)**
- WHI.12.5 Describe the causes and effects of political instability in Europe. **(WHI.9)**
- WHI.12.6 Describe the social, economic, and political structure of feudal society. **(WHI.9)**

**Unit 13: “Imperishable Glory”
(Late Medieval Era)**

- WHI.13.1 Describe the origins of the European nation-state. **(WHI.12)**
- WHI.13.2 Describe the purpose, major events, and effects of the Crusades. **(WHI.12, WHI.13)**
- WHI.13.3 Describe the effects of the Mongol conquests and the fall of Constantinople. **(WHI.8)**
- WHI.13.4 Assess the effect of the Black Death (Bubonic plague) of the 14th century on economic and social institutions. **(WHI.12)**
- WHI.13.5 Determine the role of the Late Medieval church in preserving and expanding knowledge. **(WHI.12)**

**Unit 14: “Beauty, Grace And Talent”
(The Renaissance)**

- WHI.14.1 Account for the origins of the Italian Renaissance. **(WHI.13)**
- WHI.14.2 Trace the economic foundations of the Italian Renaissance. **(WHI.13)**
- WHI.14.3 Compare Medieval and Renaissance art and literature. **(WHI.13c)**
- WHI.14.4 Describe the accomplishments of Italian Renaissance art and literature. **(WHI.13)**
- WHI.14.5 Describe the characteristics and accomplishments of the Northern Renaissance. **(WHI.13)**

CITIZENSHIP GOALS

- Respecting the beliefs, opinions, and ideas of others
- Seeking compromise and consensus in resolving differences in the classroom
- Respecting the value and worth of others
- Participating in school and community activities
- Respecting the rights and property of others
- Accepting the responsibilities of citizenship
- Keeping informed on current issues and events

SKILLS

- **Study Skills**
 - Organizing and maintaining class notes
 - Locating information in a variety of sources
 - Selecting appropriate or relevant information from sources
 - Collecting information from various references and resources
 - Using facts to support a position or opinion
- **Chart/Graph Skills**
 - Making and using charts and graphs to organize and classify information
 - Identifying symbols and devices used in political cartoons
 - Drawing conclusions and making generalizations about data
- **Map/Globe Skills**
 - Locating physical and political features on maps and globes
 - Identifying regional patterns
 - Describing location in relative terms
 - Making and interpreting political and special purpose maps
 - Developing a cognitive map of the world
- **Problem-Solving/Decision-Making Skills**
 - Applying the decision-making/problem-solving process to seek solutions and make decisions
 - Analyzing historical issues and turning points using the decision-making process
 - Applying the problem-solving process to investigate past and present issues and conflicts
- **Critical Thinking Skills**
 - Recognizing patterns in history and using them to predict future developments
 - Classifying events according to historical periods or chronology
 - Drawing conclusions from primary and secondary sources
 - Distinguishing between fact and opinion
 - Identifying differing points of view
 - Recognizing biased statements and stereotypes
 - Recognizing inconsistencies in a line of reasoning
 - Distinguishing important from unimportant information

- **Communication Skills**
 - Preparing reports, projects, and presentations
 - Writing paragraphs and summaries
 - Actively listening to the ideas and thoughts of others
 - Contributing ideas and suggestions to class discussion
 - Reading for information and enjoyment
 - Expressing ideas and knowledge in oral, written, and visual forms
- **Problem-Solving/Decision-Making Skills**
 - Using the problem-solving process to investigate turning points in United States history
 - Identifying alternative courses of action and predicting likely consequences
 - Evaluating the decision making and problem solving of historical leaders
- **Critical Thinking Skills**
 - Evaluating the reliability and validity of primary and secondary sources
 - Developing a sense of historical time and chronology
 - Recognizing patterns in history and using them to predict future developments
 - Distinguishing between immediate and long-term causes and effects
- **Communication Skills**
 - Preparing oral and written reports, projects, and presentations
 - Expressing ideas with clarity and precision
 - Writing paragraphs and summaries
 - Contributing ideas and suggestions to class discussion
 - Writing a position paper on controversial issues and events in twentieth century United States history



VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

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