

Southern Cayuga Central School District – Curriculum Map

Subject: Global 9

School Year: 2019-2020

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Content Specific Vocabulary and Map Skills	What role do maps play in global studies? What vocabulary terms are relevant throughout the course? <ul style="list-style-type: none"> - Topographic - Political - Physical 	Political, Topographical, and physical map skills, key content vocabulary <ul style="list-style-type: none"> - Google Earth Guided Group Activities - Identifying rivers, mountains, civilizations on Regional Map - Defining and finding examples (past and/or modern day) of these terms in action (i.e. Julius Caesar or Kim Jong Un for "Autocrat") 	<ul style="list-style-type: none"> - Vocabulary Poster - Vocabulary Group Index Cards - Vocabulary/Map Quiz 	2 weeks
River Valley Civilizations	Why are water sources key to the development of early civilizations, What are the key features of "civilization"? Why are codified laws important to creating civilization? <ul style="list-style-type: none"> - Codify - Neolithic - Monotheism 	Neolithic Revolution, Features of Civilization, Hammurabi's Code, Mesopotamia, Judaism <ul style="list-style-type: none"> - Otzi the Ice Man Video: <i>Ice Man Murder Mystery</i> and guided questions - Seven features of civilization group jigsaw activity - "Codify" as vocabulary term and Essential Laws activity - Compare and Contrast Hammurabi's Code to Old Testament Laws 	<ul style="list-style-type: none"> - River Valley DBQ Essay - MP 1 Exam 	3 weeks

<p>Classical Civilizations</p>	<p>How should people govern themselves? What role does religion play in society? How can people use technology and engineering to adapt their geography to fit their needs? What are the benefits and limitations to empires?</p> <ul style="list-style-type: none"> - Democracy - Republic - Autocracy - Polytheism 	<p>Ancient Greece, Ancient Rome, Democracy, Republics, Autocracy, Polytheism, Hellenistic Empire, Engineering Achievements</p> <ul style="list-style-type: none"> - Greek city-state maps - Compare and Contrast: Athens and Sparta - <i>Last Stand of the 300</i> video and guided questions - Compare and Contrast: Roman Republic v American Republic - Roman Emperor Social Media - Greek and Roman God Posters - Causes of Fall of Rome jigsaw activity - <i>Engineering an Empire: Rome</i> video and guided questions 	<ul style="list-style-type: none"> - Thematic Essay: Innovation In Rome 	<p>4 weeks</p>
<p>Religions and Byzantine Empire</p>	<p>Why does religion play such an important in society? How does cultural diffusion change society?</p> <ul style="list-style-type: none"> - Hajj - Schism - Islam 	<p>Development of Christianity, 5 Pillars of Islam, Crossroads of Islam and Christianity, Byzantine Empire, Justinian's Code, Eastern Architecture, The Great Schism, Eastern Orthodox Church</p> <ul style="list-style-type: none"> - 5 pillars of Islam documents and jigsaw activity - Hagia Sophia Google Earth architecture assessment - Great Schism document questions - Justinian's Code document questions 	<ul style="list-style-type: none"> - MP Exam - Belief Systems Essay 	<p>2 weeks</p>

Ancient Africa	<p>How do intellectual achievements impact society? How does cultural diffusion change society? How did civilization develop before contact with European society?</p> <ul style="list-style-type: none"> - Hajj - Migration 	<p>Bantu Migration, Mali Empire, Mansa Musa, Pilgrimage, Islam in Africa, Advancements in Math and Science, Cultural Diffusion</p> <ul style="list-style-type: none"> - Mansa Musa Hajj Role Play Activity - Mansa Musa Hajj documents and journal activities - Golden Age achievements jigsaw activity 	<ul style="list-style-type: none"> - Mansa Musa Document Journal 	2 weeks
Mesoamerica	<p>How do intellectual achievements impact society? How can people use technology and engineering to adapt their geography to fit their needs? How did civilization develop before contact with European society?</p> <ul style="list-style-type: none"> - Floating gardens - Steppe farming 	<p>Ancient Civilizations, Engineering Achievements, Maya, Inca, Aztec Empires, Polytheistic Religion, Achievements in Math and Science, Floating Gardens, Terrace Farming</p> <ul style="list-style-type: none"> - Incan Road and Floating Gardens Documents - <i>Lost City of the Inca</i> Video and guided questions - Maya Math and Writing activity - Google Earth: Aztec Capital Activity 	<ul style="list-style-type: none"> - MP Exam - Essay: Innovation in Mesoamerica 	2 weeks
Middle Ages	<p>What are equitable ways to determine roles in society? How should people be governed? What role should religion play in society and politics?</p> <ul style="list-style-type: none"> - Feudalism - Serf - Lord 	<p>Feudalism, Serfs, Lords, Manor System, role of the clergy, power of the Catholic Church</p> <ul style="list-style-type: none"> - Roles Feudalism simulation - Model Manor System (Blueprint) - Catholic Church readings jigsaw activity 	<ul style="list-style-type: none"> - Feudalism Model project 	2 weeks

	<ul style="list-style-type: none"> - Manor System - Clergy 			
Ancient Japan	<p>How does Japan maintain its independence in Asia? How do societal expectations effect the development of Japanese society?</p> <ul style="list-style-type: none"> - Samurai - Seppuku 	<p>Feudalism, societal roles, the Samurai, Japanese independence</p> <ul style="list-style-type: none"> - Samurai Seppuku Activity - Compare and Contrast Japan and Europe Feudalism 	<ul style="list-style-type: none"> - Samurai Seppuku Murder Mystery Project 	2 weeks
Ancient China	<p>What role do belief systems play in the development of society? How do intellectual and engineering achievements effect the development of civilization? How can people use technology and engineering to adapt their geography to fit their needs? How did civilization develop before contact with European society?</p> <ul style="list-style-type: none"> - Daoism - Confucianism - Dynasty - Isolationism 	<p>China: isolationism, engineering accomplishments, Confucianism: 5 relationships, Dynastic System, Technological Advancements, Daoism</p> <ul style="list-style-type: none"> - Chinese Dynasty Four Square Jigsaw Activity - Golden Ages compare and contrast - <i>Engineering an Empire: China</i> guided questions and video - 5 Relationships jigsaw activity - Confucianism and Daoism compare and contrast 	<ul style="list-style-type: none"> - MP Exam, - Thematic Essay (Engineering and Technology) 	3 weeks
Ancient India	<p>What role do belief systems play in the development of society? How should people be governed? What are</p>	<p>Maurya and Gupta Empires, Hinduism, Buddhism, Monsoon Cycle, Caste System, Achievements in math, science, and literature</p> <ul style="list-style-type: none"> - Monsoon Cycle Poster 	<ul style="list-style-type: none"> - Belief Systems Thematic Essay 	3 weeks

	<p>equitable ways to determine roles in society? How do intellectual and engineering achievements effect the development of civilization?</p> <ul style="list-style-type: none"> - Monsoon - Caste System - Hinduism - Buddhism - Nirvana 	<ul style="list-style-type: none"> - Mauyra and Gupta compare and contrast - Caste System Role Play - Hinduism/Buddhism Compare and contrast - Indian Achievements Jigsaw Activities 		
Medieval Europe	<p>What impact does the Black Plague have on the development of European society? How does cultural diffusion and interaction impact the societies involved? How does religion create conflict among societies?</p>	<p>The Black Plague: effect on population, role of religion, The Crusades: cultural diffusion, Islam and Christianity, Role of the Catholic Church in European society, development of European nations</p> <ul style="list-style-type: none"> - <i>The Plague</i>: Video and guided questions - Medieval MD Activity - Black Plague document jigsaw - Crusades Documents Activities 	Document Based Question Essay (Cultural Diffusion), MP Exam	3 weeks
The Reformation	<p>What role should religion play in political and societal life? How can individuals and groups create large scale change?</p> <ul style="list-style-type: none"> - Protestantism - Sect 	<p>Martin Luther, 95 Thesis, Protestantism</p> <ul style="list-style-type: none"> - Problems with the Church documents - Christian Sects Jigsaw Activity 	Quiz	1 week
The Renaissance	<p>How do intellectual and engineering achievements effect the development of civilization</p>	<p>Advancements in art, architecture, science, literature, Galileo, Leonardo di Vinci, Michelangelo, Scientific Revolution</p>	Renaissance Project	2 weeks

		<ul style="list-style-type: none"> - Compare and Contrast: Medieval and Renaissance Art - Advancements of the Scientific Revolution Project - <i>The Prince</i> excerpts jigsaw 		
Major Figures and Final Exam Review	How can individuals and groups create large scale change?	Alexander the Great, Genghis Khan, Confucius, etc. Final Exam Review	Major Figures Project Final Exam, Major Figures Thematic Essay	3 weeks

Relevant Standards

NYS Standards:

Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

National Core Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources.

Range of Reading and Level of Text Complexity

Common Core Learning Standards: History/Social Studies » Grade 9-10

Key Ideas and Details:

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-LITERACY.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[CCSS.ELA-LITERACY.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[CCSS.ELA-LITERACY.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.