

**Southern Cayuga Central School District – Curriculum Map**

Subject: Global 9

School Year: 2021-22

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Historical Thinking Strategies and Geographic Foundations	How do historians construct histories? What is point of view? How does point of view affect our understanding of historical events? How does geography impact how societies function?	Point of View, Evidence, Bias, Reliability Contextualize, Historical Context <ul style="list-style-type: none"> <li>- Identity Map</li> <li>- New Visions Historical Thinking Activities: Lunchroom fight situation with sources</li> <li>- Geographic Features gallery walk</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 1 Exam w/ writing prompts</li> <li>- Historical Thinking Vocabulary Matching Quiz</li> </ul>	3 weeks
River Valley Civilizations	Why are water sources key to the development of early civilizations? What makes a civilization"? <ul style="list-style-type: none"> <li>- Codify</li> <li>- Neolithic</li> <li>- Monotheism</li> </ul>	Neolithic Revolution, Features of Civilization, Hammurabi’s Code, Mesopotamia, Judaism <ul style="list-style-type: none"> <li>- Seven features of civilization group jigsaw activity</li> <li>- Construct your own civilization independent project</li> </ul>	<ul style="list-style-type: none"> <li>- River Valley DBQ Essay</li> <li>- MP 1 Exam</li> </ul>	3 weeks
Classical Civilizations	How can people use technology and engineering to adapt their geography to fit their needs? What are the benefits and limitations to empires? <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Republic</li> <li>- Autocracy</li> </ul>	Ancient Greece, Ancient Rome, Democracy, Republics, Autocracy, Polytheism, Hellenistic Empire, Engineering Achievements <ul style="list-style-type: none"> <li>- Compare and Contrast: Athens and Sparta</li> <li>- Compare and Contrast: Roman Republic v American Republic</li> <li>- Roman Emperor Social Media</li> </ul>	<ul style="list-style-type: none"> <li>- Thematic Essay: Innovation In Rome</li> </ul>	3 weeks

	- Polytheism	- Greek and Roman God: Dating Profiles		
Religions and Byzantine Empire	<p>Why does religion play such an important in society? How does cultural diffusion change society?</p> <ul style="list-style-type: none"> <li>- Hajj</li> <li>- Schism</li> <li>- Islam</li> </ul>	<p>Development of Christianity, 5 Pillars of Islam, Crossroads of Islam and Christianity, Byzantine Empire, Justinian's Code, The Great Schism, Eastern Orthodox Church</p> <ul style="list-style-type: none"> <li>- 5 pillars of Islam documents stations activity</li> <li>- Theodora and Justinian Twitter Pages</li> <li>- Great Schism document questions</li> <li>- Justinian's Code document questions</li> </ul>	<ul style="list-style-type: none"> <li>- MP Exam</li> <li>- Belief Systems Essay</li> </ul>	2 weeks
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"> <li>- Hajj</li> <li>- Migration</li> </ul>	<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"> <li>- Mansa Musa Hajj Role Play Activity</li> <li>- Mansa Musa Hajj documents and journal activities</li> <li>- Golden Age achievements jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li>- African civilizations role play activity</li> </ul>	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 does</p>	<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"> <li>- <i>Lost City of the Inca</i> Video and guided questions</li> </ul>	<ul style="list-style-type: none"> <li>- MP Exam</li> <li>- Essay: Innovation in Mesoamerica</li> </ul>	2 weeks

	<p>European contact affect these civilizations?</p> <ul style="list-style-type: none"> <li>- Floating gardens</li> <li>- Steppe farming</li> </ul>	<ul style="list-style-type: none"> <li>- Pamphlet: Travel to an Ancient Civilization</li> </ul>		
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"> <li>- Feudalism</li> <li>- Serf</li> <li>- Lord</li> <li>- Manor System</li> <li>- Clergy</li> </ul>	<p>Feudalism, Serfs, Lords, Manor System, role of the clergy, power of the Catholic Church</p> <ul style="list-style-type: none"> <li>- Feudalism Stations Activity</li> <li>- Roles Feudalism simulation w/ map construction</li> </ul>	<ul style="list-style-type: none"> <li>- Feudalism Model project</li> </ul>	2 weeks
Ancient Japan	<p>How does Japan maintain its independence in Asia? How does the feudal system within Japan affect society?</p> <ul style="list-style-type: none"> <li>- Samurai</li> <li>- Seppuku</li> </ul>	<p>Feudalism, societal roles, the Samurai, Japanese independence</p> <ul style="list-style-type: none"> <li>- Samurai Seppuku Activity</li> <li>- Compare and Contrast Japan and Europe Feudalism</li> </ul>	<ul style="list-style-type: none"> <li>- Samurai Murder Mystery Project</li> </ul>	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</p>	<p>China: isolationism, engineering accomplishments, Confucianism: 5 relationships, Dynastic System, Daoism</p> <ul style="list-style-type: none"> <li>- Chinese Dynasty Four Square Jigsaw Activity</li> <li>- Golden Ages compare and contrast</li> <li>- Confucianism and Daoism compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>- MP Exam,</li> <li>- Thematic Essay</li> </ul>	3 weeks

	<p>their geography to fit their needs? How did civilization develop before contact with European society?</p> <ul style="list-style-type: none"> <li>- Daoism</li> <li>- Confucianism</li> <li>- Dynasty</li> <li>- Isolationism</li> </ul>			
Ancient India	<p>What role do belief systems play in the development of society? How should people be governed? What are 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"> <li>- Monsoon</li> <li>- Caste System</li> <li>- Hinduism</li> <li>- Buddhism</li> <li>- Nirvana</li> </ul>	<p>Mauya and Gupta Empires, Hinduism, Buddhism, Monsoon Cycle, Caste System, Achievements in math, science, and literature</p> <ul style="list-style-type: none"> <li>- Mauyra and Gupta compare and contrast</li> <li>- Caste System Simulation</li> <li>- Hinduism/Buddhism Compare and contrast</li> <li>- Indian Achievements Jigsaw Activities</li> </ul>	- Belief Systems Thematic Essay	3 weeks
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</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"> <li>- <i>The Plague</i>: Video and guided questions</li> </ul>	Document Based Question Essay (Cultural Diffusion), MP Exam	3 weeks

	does religion create conflict among societies?	<ul style="list-style-type: none"> <li>- Black Plague document jigsaw</li> <li>- Crusades Documents Analyzation</li> </ul>		
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"> <li>- Protestantism</li> <li>- Sect</li> </ul>	<p>Martin Luther, 95 Thesis, Protestantism</p> <ul style="list-style-type: none"> <li>- Problems with the Church documents</li> <li>- Christian Sects Jigsaw Activity</li> </ul>	Unit Exam	1 week
The Renaissance	How do intellectual and engineering achievements effect societal development?	<p>Advancements in art, architecture, science, literature, Galileo, Leonardo di Vinci, Michelangelo, Scientific Revolution</p> <ul style="list-style-type: none"> <li>- Compare and Contrast: Medieval and Renaissance Art</li> <li>- Advancements of the Scientific Revolution Project</li> <li>- Gallery Walk: Renaissance Art</li> </ul>	Renaissance Project	2 weeks
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	<p>Major Figures Project</p> <p><b>Final Exam, Major Figures Thematic Essay</b></p>	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.