

Southern Cayuga Central School District – Curriculum Map

Subject: Honors World History 9 (Global History and Geography 9 & AP World History Curriculum)

School Year: 2021-2022

K. Simpson

| Title or Topics | Essential Questions & Vocabulary | Content Skills (Activities to cover Essential Questions) | Major Assessments (Tests, Project, etc.) | Time Frame |
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| <p>Unit 0-Introduction to World History Content Specific Vocabulary and Historical Thinking Skills Geography</p> <p>Text: <u><i>Guns Germs and Steel</i></u>-Prologue</p> <p>Primary and Secondary Sources</p> | <p>What are the themes of AP World History?</p> <p>What role do maps play in global studies?</p> <p>What vocabulary terms are relevant throughout the course?</p> <p>How does identity impact our point of view of historical and current events?</p> <p>Summer Reading: <i>Diary of Anne Frank</i></p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Point of view 2. Topographic Map 3. Political Map 4. Primary Source 5. Secondary Source 6. Contextualization 7. Continuity 8. Analysis 9. Cultural Diffusion 10. Thesis Statement | <p>Geography-Political, Topographical, and physical map skills -Identifying rivers, mountains, civilizations on Regional Map Five Themes of Geography</p> <p>Vocabulary-Defining and finding examples (past and/or modern day) of specific content terms in action (i.e. Julius Caesar or Kim Jong Un for “Autocrat”)</p> <p>Summer Reading/AP Themes and Skills-Connecting the summer reading project to historical skills and specific events in history and currently.</p> | <p>Geography Practice-individual and guided Class Discussion Quiz (vocabulary and geography)</p> | <p>September 2 weeks</p> |
| <p>Unit 1-Neolithic Revolution and River Valley Civilizations-</p> | <p>What does it mean to be civilized? (NYS Standard 9.1a)</p> <p>Why is water necessary? (NYS Standard 9.1a)</p> | <p>Class Discussion of assigned readings Features of a Civilization Activity Societal comparisons-Compare/Contrast “SPICES”</p> <ul style="list-style-type: none"> - Egypt - Mesopotamia - India - China | <p>River Valley Civilization Jigsaw and Presentation (Flipgrid)</p> <p>“Build a Civilization” using AP themes Project and Presentations (Flipgrid)</p> | <p>Sept.-Oct. 4 weeks</p> |

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| <p>Text: <u>Traditions & Encounters</u> Textbook Chapters 1-6</p> <p><u>Guns, Germs and Steel</u> Chapter 1</p> <p><u>A History of the World in 6 Glasses</u> Chapters 1 and 2</p> | <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Codify 2. Neolithic 3. Revolution 4. Nomad 5. Push Factor 6. Pull Factor 7. Paleolithic 8. Monotheistic 9. Polytheistic | <p>Hammurabi's Code VS. 10 Commandments Compare and Contrast Interactive Notebook and Chapter Notes</p> <p>Short Answer Questions</p> <p>Identifying continuity and change Group/Partner document analysis using "HIPPO" and discussion (via Google Docs)</p> | <p>Reading Quizzes-Google Forms</p> <p>Unit Exam-Google Forms/Google Document</p> <p>Graded Short Answer Questions (SAQ's)</p> | |
| <p>Unit 2- Ancient Western World</p> <p>Subtopics- Greece Rome</p> <p>Text: <u>Traditions & Encounters</u></p> <p><u>A History of the World in 6 Glasses</u> Chapters 3 and 4</p> <p>New York Times- "The Autocrat Problem"</p> | <p>Where did the foundations of modern civilization come from? (NYS Standards 9.2a, 9.2b, 9.3c, 9.3d)</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. theocracy 2. empire 3. democracy 4. citystate 5. myth 6. archipelago 7. monarchy 8. aristocracy 9. oligarchy 10. acropolis 11. totalitarianism 12. phalanx 13. hellenism 14. Pax-Romana 15. legion | <p>Class Discussions based on reading Vocabulary-Quizlet Document Analysis Interactive Notebook and Chapter Notes Greek City State Map Compare and Contrast Athens and Sparta Greek Mythology Google Drawings Comparing Democracy Mapping Alexander the Great-Hellenism Fall of Rome Analysis Roman Emperor Twitter/dating profile Autocrat Problem Article Analysis-Compare and Contrast to present day.</p> | <p>Socratic Seminar-Should Alexander be considered great? DBQ Essay-Fall of Rome Chapter Quizzes Unit Exam</p> | <p>Oct.-Nov. 5 Weeks</p> |
| <p>Unit 3-Ancient Eastern World and Religions</p> <p>Subtopics- China-Confucius and the Han Dynasty</p> | <p>How does trade impact cultural diffusion and lead to globalization? (NYS Standard</p> | <p>Interactive Notebook and Chapter Notes Vocabulary-Quizlet Chinese Dynasty jigsaw Golden Ages Compare and Contrast Caste System Reading Footbinding Discussion Short Answer Questions</p> | <p>Religion Project-World Peace Conference</p> <p>Chapter Quizzes Unit Exam</p> | <p>Nov.-Dec. 5 Weeks</p> |

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| <p>India-Maurya and Gupta Empires World Religions</p> <p>Text: <i>Analects-Confucius</i> <i>Edicts of Ashoka</i></p> <p><u>Traditions & Encounters</u></p> | <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Middle Kingdom 2. ethnocentrism 3. Confucianism 4. Buddhism 5. Mandate of Heaven 6. Taoism 7. filial piety 8. Silk Road 9. Hinduism 10. nirvana 11. caste system 12. stupas 13. Eightfold Path 14. urban planning 15. irrigation 16. cultural diffusion 17. social structure | | | |
| <p>Unit 4-Middle Ages</p> <p>Subtopics- Europe Byzantine Empire Crusades</p> <p>Text: Crusades Documents</p> <p><u>Traditions & Encounters</u></p> | <p>Why are the middle ages called the “Dark Ages”?</p> <p>How does religion create conflict?</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. secular 2. decentralized 3. chivalry 4. manorialism 5. feudalism 6. excommunication 7. serf 8. lord 9. knight 10. autocrat 11. tithe 12. guild | <p>Interactive Notebook and Chapter Notes Vocabulary-Quizlet Class Discussions Justinian Code Analysis Short Answer Questions Document Based Questions/Analysis Create a visual that describes feudalism (Google Drawing) Crusades Timeline Activity-using documents</p> | <p>Unit Exam Chapter Quizzes</p> <p>Long Essay Question</p> <p>Socratic Seminar-religion and conflict</p> | <p>January 3-4 Weeks</p> |

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| | <p>13. Crusade 14. Jihad 15. fief 16. vassal</p> | | | |
| <p>Unit 5-East Asia Subtopics- Japan Song Dynasty (China) Tang Dynasty (China) Mongols Ottoman Empire Ming Dynasty (China) Mughal Empire (India)</p> <p>Text: <u>Traditions & Encounters</u> Textbook</p> <p><u>Guns, Germs, and Steel</u>-“Who are the Japanese?”-pages 426-449</p> <p>Various Primary and Secondary Sources Zheng He Documents Sample Code of Bushido</p> | <p>How does cultural diffusion impact and influence the development of a society?</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Code of Bushido 2. Archipelago 3. Shogun 4. Samurai 5. Tokugawa Shogunate 6. Pax Mongolica 7. Grand Canal | <p>Continuity and Change Analysis Societal Comparisons-SPICES Document Analysis Trial of Genghis Khan Interactive Notebook/ Chapter Notes SPICES Charts Vocabulary-Quizlet Shark Tank-China Samurai Seppuku- “The Last Samurai” Feudalism Comparison</p> | <p>Debate-Mongols Chapter Quizzes Unit Exam Shark Tank Presentation</p> | <p>Feb. -March 3-4 Weeks</p> |
| <p>Unit 6 Early Modern Europe</p> <p>Subtopics- Renaissance, Reformation, and Scientific Revolution</p> | <p>Can challenging traditional authority lead to progress?</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. guild 2. capitalism 3. secularism 4. humanism 5. renaissance | <p>SPICES Social Media Profile RAFT writing activity Interactive Notebook/Chapter Notes Vocabulary-Quizlet Document Analysis DBQ Writing</p> | <p>Chapter Quizzes Unit Exam DBQ Essay SAQ writing</p> | <p>March-April 4-5 Weeks</p> |

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| <p>Text: <u>Traditions & Encounters</u></p> <p>Machiavelli "The Prince" Works of Petrarch Dante's "Divine Comedy" Thomas Moore's "Utopia" Transcript of Galileo's trial Martin Luther's 95 Theses Works of John Calvin 1705 Magna Carta</p> <p><u>A History of the World in 6 Glasses</u>-Chapters 7,8</p> | <ol style="list-style-type: none"> 6. heliocentric 7. utopia 8. patron 9. scientific method 10. Plague 11. sale of indulgences 12. excommunication 13. Protestantism 14. Calvinism 15. Lutheranism 16. Anglican Church 17. predestination 18. theocracy 19. counterreformation 20. joint stock company 21. absolutism 22. constitutional monarchy | | | |
| <p>Unit 7-Age of Globalization Global Interactions, c. 1450 to c. 1750</p> <p>Sub Topics- West African Trading Kingdoms Mesoamerica Age of Exploration Absolutism</p> <p>Text: <u>Traditions & Encounters</u></p> | <p>How does interaction affect culture?</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Commodity 2. Trade 3. Commerce 4. Chinampas 5. Quipus 6. Terrace Farming 7. Colonization 8. Assimilation 9. Triangular Trade 10. Columbian Exchange 11. Mercantilism 12. Encomienda 13. Northwest Passage | <p>SPICE Charts Relating History to Current Events Jigsaw Interactive Notebook/Chapter Notes Vocabulary-Quizlet Document Analysis Mercantilism Simulation Mapping the triangular trade Columbian Exchange research/presentation 1619 Project-article analysis Connections to current events Absolute Monarchs dinner party activity</p> | <p>Document Based Essay and/or Long-Essay Question (LEQ) Columbian Exchange Presentation Current Events Assignment Chapter Quizzes Unit Exam</p> | <p>April-May 5 Weeks</p> |

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| <p><u><i>Guns, Germs, and Steel</i></u> Chapter 18</p> <p><u><i>A History of the World in 6 Glasses</i></u>-Chapters 9,10</p> <p><u>1619 Project</u>-New York Times</p> <p><u><i>Leviathan</i></u>-Thomas Hobbes</p> <p>Christopher Columbus' diary Slave diaries/accounts from the Middle Passage</p> | <p>14. Middle Passage 15. Treaty of Tordesillas 16. Conquistador 17. Divine Right 18. Absolutism 19. Religious Tolerance</p> | | | |
| <p>AP Themes and Final Exam Review</p> | <p>How does our learning for the year fit the themes for AP World History? Review for Final Exam</p> | <p>Class Discussion Study Guides Writing Practice -LEQ -DBQ -SAQ</p> | <p>Essay Writing Practice Final Exam</p> | <p>June 2 Weeks</p> |

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.

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details:

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.
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.

Craft and Structure:

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of 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.

Range of Reading and Level of Text Complexity:

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.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Text Types and Purposes:

1. Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. (See note: not applicable as a separate requirement)

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.