

Southern Cayuga Central School District – Curriculum Map

Subject: Honors World History 9 (based off of the AP World History Curriculum)

School Year: 2017-2018

Title or Topics w/ NYS Standards	Key Concepts	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Content Specific Vocabulary and Map Skills/Course Introduction</p> <p><i><u>A History of the World in 6 Glasses</u></i></p>	<p>What are the themes of AP World History? What role do maps play in global studies? What vocabulary terms are relevant throughout the course?</p> <ul style="list-style-type: none"> - Topographic - Political - Physical <p>Mini-primer on World Religions Summer Reading Analysis</p>	<p>Political, Topographical, and physical map skills, key content vocabulary</p> <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”) 	<p>Map Packet</p> <p>Guided Discussion</p> <p>Map Quiz</p> <p>Religions Packet</p> <p>Religions Quiz</p> <p>Summer Reading Essay</p>	<p>2 weeks</p>
<p>Period 1: Technological and Environmental Transformations, to c. 600 b.c.e.</p> <p>Chapter 1-6, <i><u>Guns, Germs and Steel</u></i></p>	<ul style="list-style-type: none"> - Key Concept 1.1: Big Geography and the Peopling of the Earth. - I. Archeological evidence indicates that during the Paleolithic era, hunting foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia and the Americas, adapting their technology and cultures to new climate regions. - Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies. - I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems. - II. Agriculture and pastoralism began to transform human 	<p>1. To what extent did the characteristics of human populations change from their first appearance to ca. 600 B.C.E? (Consider size, location, and manner of accumulating food and shelter.) 2. What changes, intentional or unintentional, did humans make to the natural environment resulting from the advent of agriculture and urban civilizations in this era? 3. How did the natural environments of two of the following river civilizations influence developments in technology, cultural achievements, and religious beliefs? (Egypt, Mesopotamian societies, Indus River valley civilizations, Chinese)</p>	<p>Societal Comparisons/ comparisons</p> <p>Document Analysis</p> <p>Chapter Outlines</p> <p>Graphic Organizers</p> <p>Essay Writing: DBQs, Compare/ Contrast</p> <p>Vocabulary Cards/Quizzes</p> <p>Class discussion of assigned readings or reading check</p> <p>Graph/chart practice</p> <p>Unit Exam</p>	<p>4 weeks</p>

	<p>societies</p> <ul style="list-style-type: none"> - Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral and Urban Societies I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished. II. The first states emerged within core civilizations. III. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art 			
<p>Period 2: Organization and Reorganization of Human Societies, c. 600 b.c.e. to c. 600 c.e</p> <p>Chapters 6-12</p> <p>(Classical Civilizations)</p>	<ul style="list-style-type: none"> - Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions - I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by. - II. New belief systems and cultural traditions emerged and spread, often asserting universal truths. - III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety. - IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations. - V. Artistic expressions, including literature and drama, 	<ul style="list-style-type: none"> - 1. Use at least two of the following analytic categories: class systems, gender systems, governmental systems, labor systems, nomadic vs. settled societies. - 2. Compare the development of China’s first civilization to the earliest civilizations. - 3. What do you consider the most important differences between classical Indian and classical Chinese cultures? - 4. How did the political structures of classical Greece and Rome impact the cultures that developed in each? - 5. Analyze the reasons for the increasingly wide trade networks in either the Eastern or Western hemispheres in the period from ca. 8000 B.C.E.–600 C.E. 6. Assess and account for the changes and 	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons Document Analysis Chapter Outlines Harrapan Project Graphic Organizers Essay Writing Autopsy of an Empire Project Chapter Quizzes Unit Exam SPICE Charts</p>	<p>8 weeks</p>

	<p>architecture, and sculpture, show distinctive cultural developments.</p> <ul style="list-style-type: none">- Key Concept 2.2: The Development of States and Empires<ul style="list-style-type: none">- I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.- II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.- III. Unique social and economic dimensions developed in imperial societies in Afro Eurasia and the Americas.- IV. The Roman, Han, Maurya and Gupta empires created political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.- Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange<ul style="list-style-type: none">- I. Land and water routes created transregional trade, communication and exchange networks in the Eastern Hemisphere.- II. New technologies facilitated long-distance communication and exchange. III. Alongside the	<p>continuities in how humans organized their societies across the period from ca. 8000 B.C.E to ca. 600 B.C.E. 7. Compare the technological and scientific achievements in the classical age in two of the following societies: China, Rome, India, Africa. Include information about their level of technological development, the use of technology, and the societal attitude toward innovation.</p>		
--	---	--	--	--

	trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.			
<p>Period 3 Regional and Transregional Interactions, c. 600 c.e. to c. 1450</p> <p>Chapters 13-21</p>	<ul style="list-style-type: none"> - Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks - I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade network - II. The movement of peoples caused environmental and linguistic effects. - III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication. - IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes. - Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions - I. Empires collapsed and were reconstituted; in some regions new state forms emerged. - II. Interregional contacts and conflicts between states and empires encouraged significant 	<ol style="list-style-type: none"> 1. Explain the spread of science and technology across Eurasia due to the emergence and spread of Islam. 2. Compare the political institutions of two of the following empires: Tang-Song, Abbasid, Western Europe, Byzantine Empire. 3. In what ways did the Mongols contribute to the continued trends of cross-cultural interactions in Eurasia, and in what ways did they cause discontinuities in those trends? 4. Assess the impact of Islam on sub-Saharan political, social, and economic structures. 5. Compare the mechanisms of the spread of three of the following religions: Christianity, Judaism, Buddhism, Islam, Confucianism, Hinduism. 6. Compare the effects of three of the nomadic migrations of the following on the settled societies into which they migrated: Aztecs, Mongols, Turks, Vikings, Bantu. 7. Evaluate the role that the conversion to the Islamic faith had on the politics, economy, and society of the Sudanic kingdoms. 8. To what extent was the Indian Ocean region a coherent, connected “whole” in the postclassical era? Consider political, economic, social, 	<p>Societal Comparisons Document Analysis</p> <p>Chapter Outlines</p> <p>Tang Dynasty Brochures</p> <p>Essay Writing: A DBQ Primer on the Byzantine Empire</p> <p>Byzantine Newscasts</p> <p>Trial of Genghis Khan</p> <p>Islam Debate</p> <p>Chapter Quizzes</p> <p>Unit Exam</p>	13 weeks

	<p>technological and cultural transfers.</p> <ul style="list-style-type: none">- Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences- I. Innovations stimulated agricultural and industrial production in many regions- II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.- III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.	<p>and cultural examples. 9. How did the consolidation of political empires in the post-classical period empires affect the status of women? Choose two of the following to analyze: Tang/Song; Aztec; Mali and Songhay, Abbasid, Mongol khanates.</p> <p>10. Analyze the advantages and disadvantages of being a part of a tributary empire for Japan, Korea, and Vietnam under the Chinese; Russia under the Tartars; and peoples of Central America under the Aztecs.</p> <p>11. Assess the accomplishments of the institution of the Roman Catholic Church in Western Europe in reintegrating Western Europe into the Eastern hemisphere region in this period.</p> <p>12. For one of the following civilizations, assess the impact of important political, economic, and social changes and continuities as it moved from the river civilization period through the classical and post-classical period: Chinese, Indian, Mediterranean, Persian.</p> <p>13. Compare the ways in which the Mongol khanates ruled and assimilated into Chinese, Persian, and Russian societies.</p> <p>14. Analyze the economic, cultural, and political relationships between settled/sedentary peoples and nomads in two regions: Viking, Hungarian, Mongol, Aztec/Mexica, Bantu.</p> <p>15. Compare European and Japanese feudal systems as social and political organizations.</p>		
--	--	---	--	--

		<p>16. Compare the economic, political, and cultural roles of cities in three of the following civilizations: Inca, Byzantine, Chinese, Mali.</p> <p>17. “Although there were many similarities between Sub-Saharan Africa and Western Europe around the year 1200 C.E., by 1450 C.E. they were less similar due to differences in trade problems, exposure to technological diffusion, and seafaring conditions.” Assess the validity of this statement by describing the changes each region experienced during this time period.</p> <p>18. Compare the two dominant civilizations of the Americas: the Aztecs and the Incas. Consider political, social, economic, and cultural features.</p> <p>19. Compare Islam and Confucianism in the following areas: acceptance of social and political protest; status and condition of women; and tolerance for other beliefs within their society.</p>		
<p>Period 4 Global Interactions, c. 1450 to c. 1750</p> <p>Chapters 22-26</p>	<ul style="list-style-type: none"> - Key Concept 4.1:Globalizing Networks of Communication and Exchange - I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara and 	<ul style="list-style-type: none"> - 1. Compare the labor systems in two of the following areas in the early modern period: Latin America, Russia, Ottoman Empire, western Europe. - 2. Discuss the significance of the Ottoman, Safavid, and Mughal empires to the international politics of this period. - 3. Analyze the relationship of political structures to the 	<p>Document Based Essay</p> <p>Long-Answer Question AP Practice</p> <p>Chapter Outlines</p> <p>Trade Video Project</p> <p>Chapter Quizzes</p> <p>Renaissance Project</p>	<p>11 weeks</p>

	<p>overland Eurasia.</p> <ul style="list-style-type: none"> - II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns—all of which made transoceanic travel and trade possible. - III. Remarkable new transoceanic maritime reconnaissance occurred in this period. - IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in AfroEurasia by using established commercial practices and new transoceanic shipping services developed by European merchants. - V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange. - VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the 	<p>acquisition of colonies.</p> <ul style="list-style-type: none"> - 4. What factors led to the creation of the first global economic network in the late 15th century? - 5. Analyze the influence or importance of Islamic culture on the European Renaissance. Consider economic, cultural, and technological changes. - 6. Analyze the confluence of economic, social, and technological circumstances that led to the rapid expansion of the slave trade in the early modern period. - 7. Why were sugar and sugar plantations so profitable for Europeans in this period? - 8. Compare the expansion of Russia with the expansion of the Ottoman Empire, the western European empires, and the Chinese empires in the 16th–18th centuries. Pay particular attention to the politics of inclusion and exclusion of various subject groups. - 9. Assess the impact of the Columbian Exchange by describing two of the following regions before and after 1492: the Americas, Asia, Europe, Africa. Be sure to include both direct and indirect consequences of the exchange. - 10. Assess the degrees of change that occurred in 	<p>SPICE Charts</p> <p>Current Events Jigsaw Project</p> <p>Unit Exam</p>	
--	---	--	---	--

	<p>spread and reform of existing religions and created syncretic belief systems and practices.</p> <ul style="list-style-type: none">- VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.- Key Concept 4.2 New Forms of Social Organization and Modes of Production- I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.- II. As new social and political elites changed, they also restructured new ethnic, racial and gender hierarchies- Key Concept 4.3 State Consolidation and Imperial Expansion- I. Rulers used a variety of methods to legitimize and consolidate their power.- II. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres.- III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion	<p>different regions of Africa after the first wave of European contact in the 15th and early 16th centuries.</p> <ul style="list-style-type: none">- 11. To what degree did Chinese society change during the Ming dynasty? Be sure to distinguish between the early and later periods of the dynasty.- 12. Describe the key similarities and differences between China's Zheng He expeditions (1405–1423) with those of Western Europe in the late 15th and early 16th centuries.- 13. Explain the role of the Chinese, Indian, and Islamic cultures in laying the foundations for European maritime explorations in the 15th century.		
--	---	--	--	--

AP Themes and Final Exam Review	How does our learning for the year fit the themes for AP World History? Review for Final Exam		Discussion Essay Writing Practice Final Exam	2 weeks
---------------------------------	--	--	--	---------

Relevant Standards

AP World History Course and Exam Description

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

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.