

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

Subject: Global 9

School Year: 2022-23

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	<p>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?</p> <p><b>P.S. #2: Students will investigate how geographic factors encouraged or hindered expansion and interactions within the classical civilizations</b></p>	<p>Point of View, Evidence, Bias, Reliability Contextualize, Historical Context</p> <ul style="list-style-type: none"> <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>- Pre-Test</li> <li>- Historical Thinking Vocabulary Matching Quiz</li> <li>- Short Write: Geographic Features</li> </ul>	3 weeks
River Valley Civilizations	<p>Why are water sources key to the development of early civilizations? What makes a civilization?"</p> <ul style="list-style-type: none"> <li>- Codify</li> <li>- Neolithic</li> <li>- Monotheism</li> </ul> <p><b>P.S. #1: Students will analyze the political, social, and economic differences in human lives</b></p>	<p>Neolithic Revolution, Features of Civilization, Hammurabi's Code, Mesopotamia, Judaism</p> <ul style="list-style-type: none"> <li>- Seven features of civilization group jigsaw activity</li> <li>- Foundations of Judaism</li> <li>- Hammurabi's Code</li> <li>- Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Geography Enduring Issue (9.5/F.E.)</li> <li>- Unit Vocabulary Assignment/Quiz</li> <li>- <b>MP 1 Exam</b></li> </ul>	3 weeks

	<p>before and after the Neolithic Revolution, including the shift in roles of men and women</p> <p><b>P.S. #3: Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</b></p>			
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><b>P.S. #3: Students will identify the place of origin, compare and contrast the core beliefs and</b></p>	<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: Golden Ages</li> <li>- Hinduism/Buddhism Compare and contrast</li> <li>- Indian Achievements Jigsaw Activities</li> </ul>	-Enduring Issues: Belief Systems	2 weeks

	<p>practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</p> <p><b>P.S. #4: Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.</b></p>			
Classical Civilizations	<p>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"> <li>- Democracy</li> <li>- Republic</li> <li>- Autocracy</li> <li>- Polytheism</li> </ul> <p><b>P.S. #2: Students will investigate how geographic factors encouraged or hindered expansion and interactions within the classical civilizations</b></p> <p><b>P.S. #4: Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.</b></p>	<p>Ancient Greece, Ancient Rome, Democracy, Republics, Autocracy, Polytheism, Hellenistic Empire, Engineering Achievements</p> <ul style="list-style-type: none"> <li>- Compare and Contrast: Athens and Sparta</li> <li>- History Channel: Real Story of the 300 Spartans</li> <li>- Rome: Myth and Republic</li> <li>- Roman Emperor Major Figures Tracking</li> <li>- Engineering an Empire: Rome</li> </ul>	<ul style="list-style-type: none"> <li>- Enduring Issue: Innovation or Impact of Geography</li> <li>- <b>MP 2 Exam</b></li> </ul>	4 weeks

	<p><b>P.S. #5: Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes</b></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"> <li>- Hajj</li> <li>- Schism</li> <li>- Islam</li> </ul> <p><b>P.S. #3: Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</b></p> <p><b>P.S. #5: Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes</b></p>	<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> <li>- Introduction to Islam</li> </ul>	<ul style="list-style-type: none"> <li>- Golden Age Short Write</li> <li>- Quiz: Byzantine Empire and Islam</li> </ul>	<p>3 weeks</p>

	<b>P.S.#6: Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.</b>			
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><b>P.S. #9: Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.</b></p>	<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>	- Mansa Musa Hajj Writing	2 weeks
Mesoamerica	<p>How do intellectual achievements impact society? How can people use technology and</p>	<p>Ancient Civilizations, Engineering Achievements, Maya, Inca, Aztec Empires, Polytheistic Religion,</p>	- MP 3 Quiz (Assuming Mid-Term is	2 weeks

	<p>engineering to adapt their geography to fit their needs? How does European contact affect these civilizations?</p> <ul style="list-style-type: none"> <li>- Floating gardens</li> <li>- Steppe farming</li> </ul> <p><b>P.S. #10: Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires</b></p>	<p>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> <li>- Pamphlet: Travel to an Ancient Civilization</li> </ul>	<p>Scheduled for MP 4)</p> <ul style="list-style-type: none"> <li>- Essay: Innovation in Mesoamerica</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><b>P.S.#6: Students will compare and contrast the institutions in feudal Western Europe and the Byzantine</b></p>	<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

	<b>Empire ca. 500 to ca. 1200.</b>			
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 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> <p><b>P.S. #4: Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome</b></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>to determine if the civilizations experienced a Golden Age.</p> <p><b>P.S. #5: Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes</b></p> <p><b>P.S #8: Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.</b></p>			
		-		
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><b>P.S. #6: Students will compare and contrast the institutions in feudal Western</b></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> <li>- Black Plague document jigsaw</li> <li>- Crusades Documents Analyzation</li> </ul>	Document Based Question Essay (Cultural Diffusion), MP Exam	3 weeks



	<p><b>Europe and the Byzantine Empire ca. 500 to ca. 1200.</b></p> <p><b>P.S. #7: Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe</b></p>			
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><b>P.S. #12: Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.</b></p>	<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

<p>The Renaissance</p>	<p>How do intellectual and engineering achievements effect societal development?</p> <p><b>P.S. #11: Students will examine political ideas developed during the Renaissance, including those of Machiavelli.</b></p> <p><b>P.S. #13: Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas</b></p>	<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>	<p>Renaissance Project</p>	<p>2 weeks</p>
<p>Major Figures and Final Exam Review</p>	<p>How can individuals and groups create large scale change?</p>	<p>Alexander the Great, Genghis Khan, Confucius, etc. Final Exam Review</p>	<p>Major Figures Project <b>Final Exam, Major Figures Thematic Essay</b></p>	<p>3 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.

### **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.