

## Southern Cayuga Central School Curriculum Map

Subject: Global 9

<b>Title or Topics w/ NYS Standards</b>	<b>Essential Questions &amp; Vocabulary</b>	<b>Content Skills (Activities to cover Essential Questions)</b>	<b>Major Assessments (Tests, Project, etc.)</b>	<b>Time Frame</b>
Historical Thinking Strategies and Geographic Foundations	What is 'point of view'? How does POV affect our understanding of historical events? How does geography impact how societies function?	Point of view, Bias, Reliability, Contextualize, Historical Context - New Visions Historical Thinking: Lunchroom fight situation with sources	- Pre Test - Historical thinking vocab matching - Short write	2 weeks
<u>Neolithic Revolution</u>	How do historians construct histories? Why was the neolithic revolution a turning point in human history? What are the characteristics for civilization?  <b>P.S. #1: Students will analyze the political, social, and economic differences in human life before and after the Neolithic Revolution, including the shift in roles of men and women</b>	Trash Can Anthropology, How old is Otzi the IceMan? Cave Painting Analysis, Characteristics of Civilization Comic Strip, Review Crossword	- Characteristics of Civ Matching - Quiz: Rise of Civilization	1 week
<u>River Valley Civilizations</u>  <b>9.1 DEVELOPMENT OF CIVILIZATION (Standards:</b>	Why are water sources key to the development of early civilizations? What makes a 'civilization'? -Codify	Ancient Civs Map, Hammurabi's Code, Egypt- 3 Kingdoms, Rosetta Stone, Shang and Zhou- Mandate of Heaven, Dynastic Cycle, Indus River Valley, Harappan Society	- Egypt Job Advertisement - Shang/Zhou Graphic Organizer - Ancient Civs Map Quiz	3 weeks

2, 3, 4; Themes: TCC, GEO, ECO, TECH)	<p>-Neolithic</p> <p><b>P.S. #2: Students will investigate how geographic factors encouraged or hindered expansion and interactions within the classical civilizations</b></p>		- MP1 Exam	
<p><u>Belief Systems, Ancient India</u></p> <p><b>9.2 BELIEF SYSTEMS: RISE AND IMPACT:</b> The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards 2, 3; Themes: ID, SOC)</p>	<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 affect the development of civilization?</p> <p>- Caste System - Hinduism - Buddhism - Nirvana - Monotheism - Polytheism</p> <p><b>P.S. #3: Students will identify the place of</b></p>	<p>Judaism Founding, Jewish Diaspora, How do we know about ancient Israel?: Sacred Text Analysis, Historical + Geographical Context</p> <p>Hinduism Video Analysis, Dharma/Karma/Caste System and Reincarnation Reading, Buddhism Founding</p>	<p>- Archaeological Evidence Analysis - Enduring Issues Check-In</p> <p>- Dharma or Caste System Writing Activity - Belief Systems Organizer</p>	<p>1 week</p> <p>3 weeks</p>



<p><u>Trans Continental Trade</u></p> <p><b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS:</b> During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)</p>	<p>What were the Silk Roads? How might the Silk Roads have affected the civilizations connected by them? What was the Mediterranean Sea Complex? How did the Mediterranean Sea Complex affect the civilizations connected by it?</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>Ibn Batuga, Mansa Musa, Marco Polo, Silk Roads, Indian Ocean Complex, Mediterranean Sea Complex, Technological Advancements</p>	<ul style="list-style-type: none"> <li>- L.G.P.I.G. Organizer</li> <li>- Trans-Regional Trade Routes Mapping</li> </ul>	<p>1 week</p>
<p><u>Post Classical</u></p> <p><b>9.5 POLITICAL POWERS AND ACHIEVEMENTS:</b> New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH)</p>	<p>What sustains a political state? How do political states consolidate and maintain power? Why does religion play such an important role 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</b></p>	<p>Byzantine Empire, The Great Schism, Eastern Orthodox Church, Justinian's Code, Islamic Caliphates, 5 Pillars of Islam, Mongols, Tang and Song Dynasties</p>	<ul style="list-style-type: none"> <li>- Justinian's Code Close Read</li> <li>- 5 Pillars of Islam</li> <li>- Supporting Claims Synthesis Activity</li> </ul>	<p>3 weeks</p>

	<p>explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</p> <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></p>			
<p><u>Middle Ages (Western Europe)</u></p> <p><b>9.6 SOCIAL and CULTURAL GROWTH AND CONFLICT:</b> During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts. (Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)</p>	<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>- The Crusades</li> <li>- The Black Death</li> <li>- Feudalism</li> <li>- Serf</li> <li>- Lord</li> <li>- clergy</li> <li>- Manorism (manor system)</li> <li>- Social mobility</li> </ul> <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></p>	<p>Feudalism and Manorism Task, Power of the Catholic Church, The Crusades, The Black Death</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> <li>- <b>MP4 Exam</b></li> </ul>	2 weeks

	<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>			
<u>Feudal Japan</u>  <b>9.5c</b> Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. <ul style="list-style-type: none"> <li>- Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.</li> </ul>	How does Japan maintain its independence in Asia? How does the feudal system within Japan affect society? - Samurai - Seppuku	Compare Japanese Feudalism, Samurai, Societal roles, Religion <ul style="list-style-type: none"> <li>- Compare and Contrast Japan and Europe Feudalism</li> </ul>		1 week

<p><u>Mesoamerica and African Empires</u></p> <p><b>9.8 AFRICA AND THE AMERICAS PRE-1600:</b> The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)</p>	<p>How do intellectual achievements impact society? How does cultural diffusion change society? How can people use technology and engineering to adapt their geography to fit their needs? How does European contact affect these civilizations? How did civilization develop before contact with European society?</p> <p><b>P.S. #10: Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires</b></p> <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>Aztec, Maya, Inca Technological Advancements, Religion, Complex Society, Timeline of Mesoamerican Civilizations</p> <p>Empires of Africa Mapping, Songhai, Islam in Africa, Advancements in Math and Science, Cultural Diffusion</p>	<ul style="list-style-type: none"> <li>- Digital Notebook</li> <li>- Golden Age achievements jigsaw activity</li> </ul>	<p>2 weeks</p>
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<p><u>Ottoman, Ming</u></p> <p><b>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY</b>  <b>PRE-1600:</b> Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.  (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)</p>	<p>How did the Ottoman Empire and Ming Dynasty gain, consolidate, and maintain power? How do ideas and beliefs shape our lives and the world around us?</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>	<p>Constantinople, Suleiman the Magnificent, Mughal, Safavid, Taj Mahal</p> <p>Ming Dynasty Consolidation, Ming Document Analysis</p>	<ul style="list-style-type: none"> <li>- Turkish Letters Doc</li> <li>- Compare/Contrast Ming Dynasty OR Ming Writing Assessment</li> <li>- <b>MP5 Exam</b></li> </ul>	<p>3 weeks</p>
<p><u>Renaissance &amp; Reformation</u></p>	<p>What role should religion play in political and societal life? How can individuals and groups create large scale change?</p> <p>-Protestantism -Sect</p> <p>How do intellectual and engineering achievements affect societal development?</p> <p><b>P.S. #11: Students will examine political ideas developed during the Renaissance, including</b></p>	<p>Martin Luther, 95 Thesis, Protestantism</p> <p>-Problems with the Church documents -Christian Sects Jigsaw Activity</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>	<ul style="list-style-type: none"> <li>- Renaissance Project</li> </ul>	<p>3 weeks</p>



	<p>those of Machiavelli.</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>			
<u>Final Exam Review</u>	How can individuals and groups create large scale change?	Alexander the Great, Genghis Khan, Confucius, etc. Final Exam Review	- <b>Final Exam, Major Figures Thematic Essay</b>	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.