

New Paltz Central School District
Social Studies
Global History and Geography 9

Time	Essential Questions	Standards/Skills	Assessments
September	<u>Unit 1: Prehistory and Ancient Civilizations</u> - How does the study of anthropology, archeology, geography, and economy help us understand hominids, early people, and the rise of the first civilizations? - What was the Neolithic Revolution and how did it change people's way of life? - What preconditions are necessary for civilization? - What are the common characteristics of ancient civilizations? - How is a civilization different from just a farming community?	- Use maps to identify areas under study and important features - Understand the differences between and different uses of topographical and political maps - Comprehend differing communities - Synthesize elements of civilization - Analyze factors that contributed to civilization - Evaluate the impact of the Neolithic Revolution - Use textbook skills: index, table of contents, glossary, preview - Read for main idea and supporting details - Outline - Use graphic organizers: webs, Venn diagram	- Pre-test: What do you know? - Civilization projects - Begin Nimrod project and presentation (continues through unit 5) - Thematic essay: Quizzes - Unit test

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September – October	<u>Unit 2: Ancient Civilizations: Egypt, Mesopotamia, India, and China</u> • What are the legacies of the ancient civilizations in China, India, Egypt, and Mesopotamia? • How did religious beliefs affect the cultures of the various early civilizations? (Hinduism and Judaism) • How did these beliefs affect the government and social structure? • How did geography affect the cultures of the various early civilizations? • In what ways was Hammurabi’s Code revolutionary? What were the impact and overall effects of the Code? • What evidence exists of early civilization in China? • How was the Shang civilization similar to/different from the other civilizations we’ve looked at?	• Use maps to draw conclusions • Interpret and analyze artifacts, structures, art, documents, and sources • Compare and contrast religious beliefs and evaluate the impact of each on their respective communities • Analyze the impact of various groups on their neighboring communities • Produce a brochure/advertisement • Evaluate the impact of geography on a civilization and the people’s adaptations to geographic challenges • Assess the effectiveness/fairness of government and law • Plan and compose a written essay	• Student projects – River Valley brochures • Class work/check for learning • Thematic essays • Quizzes • Unit test

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November	<u>Unit 3: Classical Civilizations:</u> <u>Mediterranean Region</u> • How did geography influence the economy, culture, and political development of Greece? • What are the lasting impacts of the Athenian Golden Age? • What did it mean to be a “citizen” in ancient Greece? (And who was a citizen?) In Athens? Sparta? • How did the Greeks influence the culture of their neighbors in the Mediterranean regions?	• Construct maps and identify cities, regions, empires, and trade routes • Interpret and analyze artifacts, structures, art, documents, and sources • Determine cause and effect: The Athenian Golden Age and the fall of Greece • Evaluate the impact of geography on a civilization and the people’s adaptations to geographic challenges • Compare and contrast Athens and Sparta • Compare and contrast Athenian democracy and modern democracy • Research and report on a person, philosophy, or art form of the Athenian Golden Age • Analyze the impact of various groups and rulers on their neighboring communities • Assess the effectiveness/fairness of government and law • Examine the impact of Greek teachers and Greek culture on modern life (government, education, the arts) • Plan and compose a written essay	• Student projects • Class work/check for learning • Document Based Essay • Thematic Essay • Research report on a person, philosophy, or art form of the Athenian Golden Age • Quizzes • Unit test

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November - December	<u>Unit 4: The Romans and Christianity</u> - What accounts for the various changes in Roman government and citizen participation over time? - What factors allowed Rome to expand from a small city-state to a vast empire? - How did the Pax Romana contribute to the cultural diversity and ingenuity of the Romans? - What accounted for the change in policy and attitude towards Christians by the Roman government over time? Towards Judaism? - Why did the Roman Empire fall? - What impact did the decline of the Roman West have on Europe and the Mediterranean region?	- Construct maps and identify cities, regions, empires, and trade routes - Analyze different kinds of maps - Interpret and analyze artifacts, structures, art, documents, and sources - Determine cause and effect: end of the republic, Pax Romana, Fall of Rome - Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges - Evaluate multiple perspectives on an issue - Compare and contrast the Romans and Greeks - Compare and Contrast Plebeians and Patricians - Research and report on a person, philosophy, or art form of the Roman Empire - Analyze the impact of the Roman roads, civil wars, and Germanic invasions - Assess the effectiveness/fairness of government and law - Evaluate the impact of the Romans on modern day art, culture, law, and government - Plan and compose a written essay	- Student projects - Class work/check for learning - Document Based Essay - Thematic Essay - Quizzes - Unit test - Brief research presentation on a person, philosophy, or art form of the Roman Empire

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Time	Essential Questions	Standards/Skills	Assessments
December	<u>Unit 5: The Byzantines and Russians</u> • How did the clash of cultures along the Mediterranean Sea and the eastern rivers impact Russian and Byzantine government, religion, and economy? • Is Russia the third Rome?	• Use maps to draw conclusions • Interpret and analyze artifacts, structures, art, documents, and sources • Determine cause and effect: Viking migrations • Evaluate multiple perspectives on an issue • Compare and contrast Roman Catholicism and Eastern Orthodoxy • Compare and contrast the culture of Eastern Europe with the West • Analyze the impact of geography on Russia and Constantinople • Examine the lasting impact of the Byzantines • Plan and compose a written essay	• Student projects • Class work/check for understanding • Document Based Essay • Thematic Essay • Quiz • Unit test

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Time	Essential Questions	Standards/Skills	Assessments
January	<u>Unit 6: Classical Civilizations: Asia</u> • What similarities/differences exist between Hindus and Buddhists? • What is a Golden Age? • What geographic and cultural factors led to China's isolation from other civilizations? • What similarities and differences exist between Daoism and Confucianism in terms of the practice and goals of each philosophy? • How did China benefit culturally and economically from the Silk Road?	• Use maps to draw conclusions • Interpret and analyze artifacts, structures, art, documents, and sources • Determine cause and effect: the factors that led to the emergence of Daoism, Confucianism, and Legalism • Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges • Compare/contrast Chinese philosophical beliefs and evaluate the impact of each on their respective communities • Compare/contrast the impact of Buddhism on India's culture and social structure with that of Hinduism • Role play and evaluate feudalism • Analyze the impact of various groups and rulers on their neighboring communities • Assess the effectiveness/fairness of government and law • Plan and compose a written essay using exemplars	• Student response: How would your life be different if you lived in a Confucian, Daoist, or Legalist society? • Class work/check for learning • Document Based Essay • Quizzes • Unit test • Research assignment (at some point within the 2nd and 4th quarters, as determined by the teacher)

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Time	Essential Questions	Standards/Skills	Assessments
February	<u>Unit 7: China: Growth of Empire and Influence – Tang, Song, and Yuan</u> • How were the influences of Daoism and Confucius felt during the Tang and Song dynasties in government, art, and literature? • What short term and long term impacts did Mongol rule have on the Chinese?	• Construct maps and identify cities, regions, empires, and trade routes • Analyze different kinds of maps • Interpret and analyze artifacts, structures, art, documents, and sources • Determine cause and effect: ○ Golden Ages ○ Mongol conquest • Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges (the Steppe) • Evaluate the impact of the Mongol conquests on trade in Asia • Compare and contrast Mongol and Chinese cultures and lifestyles/governing styles • Research and report on a person, innovation, or art form of the Golden Age • Plan and compose a written essay	• Student projects ○ Role play – Create a government (Yuan China) • Class work/check for learning • Document Based Essay • Brief research presentation on a person, innovation, or art form of the Golden Age • Quizzes • Unit test

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Time	Essential Questions	Standards/Skills	Assessments
February	<u>Unit 8: China, Korea, and Japan: Expansion and Isolation</u> - How were China, Japan, and Korea affected politically, economically, and culturally by their interactions? - How were Japanese and Chinese feudal societies similar and different? - In what ways does the term ethnocentrism apply to China?	- Construct maps and identify cities, regions, empires, and trade routes - Interpret and analyze artifacts, structures, art, documents, and sources - Determine cause and effect: Rise and fall of the Ming - Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges - Compare and contrast Chinese, Japanese, and Korean religion, government, and culture - Compare and contrast Japanese and Chinese closed country policies - Analyze the impact of various groups and rulers on their neighboring communities - Assess the effectiveness/fairness of government and law - Examine the impact of Bushido and Zen Buddhism on the culture of Japan - Plan and compose a written essay	- Student projects - Class work/check for learning - Thematic Essay - Quizzes - Unit test

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Time	Essential Questions	Standards/Skills	Assessments
March	<u>Unit 9: Islam</u> • What is the legacy of the Islamic Empire? • What similarities/differences does Islam have with Judaism and Christianity?	• Use maps to draw conclusions • Interpret and analyze artifacts, structures, art, documents and sources • Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges • Evaluate multiple perspectives on an issue • Compare and contrast the three monotheistic religions • Compare and contrast the attitudes of Christians and Muslims about each other • Diagram/web the achievements of the Islamic Golden Age • Analyze the impact of Islam on art, culture, and neighboring communities • Assess the effectiveness/fairness of government and law • Plan and compose a written essay	• Student projects • Class work/check for understanding • Document Based Essay • Thematic Essay • Quiz • Unit test

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Time	Essential Questions	Standards/Skills	Assessments
March	<u>Unit 10: The Spread of Islamic Civilization: Africa</u> • What evidence is there of advanced civilizations in sub-Saharan Africa prior to European arrival? • How did the Bantu Migrations impact the various cultural groups in Arica? • What were some of the effects of East African trade on different cultural groups around the Indian Ocean?	• Construct maps and identify cities, regions, empires, and trade routes • Analyze different kinds of maps • Interpret and analyze artifacts, structures, art, documents, and sources • Determine cause and effect: Bantu Migrations • Evaluate the impact of geography on a civilization and the peoples' adaptations to geographic challenges • Evaluate multiple perspectives on an issue • Analyze the impact of Trans-Saharan trade and spread of Islam to Africa • Assess the effectiveness/fairness of government and law • Evaluate the civilizations of sub-Saharan Africa in light of the Imperialistic views of them • Examine the impact of traditional African beliefs on art, government, and society • Plan and compose a written essay	• Student projects • Class work/check for learning • Document Based Essay • Quizzes • Unit test

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Time	Essential Questions	Standards/Skills	Assessments
March - April	<u>Unit 11: The Spread of Islamic Civilization: The Steppe Peoples (Seljuks, Ottomans, Mughals, and Mongols)</u> What similarities existed between the Seljuks, Ottomans, Mughals, and Mongols?	- Construct maps and identify cities, regions, empires, and trade routes - Analyze different kinds of maps - Interpret and analyze artifacts, structures, art, documents, and sources - Analyze various architectural structures in Europe and Asia for evidence of cultural blending (example: Taj Mahal) - Evaluate the impact of geography on a civilization and the people's adaptations to geographic challenges - Evaluate multiple perspectives on an issue - Compare and contrast the Safavids, Ottomans, and Mughals - Compare and contrast Akbar and Suleyman - Analyze the impact of the Saleyman's policies - Assess the effectiveness/fairness of government and law - Plan and compose a written essay	- Student projects - Class work/check for learning - Thematic Essays - Quizzes - Unit test

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April	<u>Unit 12: Medieval Europe</u> • How and why did feudalism develop in Europe after the fall of Rome? • What are the similarities and differences between European and Japanese feudal societies? • In what ways did the Roman Catholic Church become more influential in Western Europe after the fall of Rome? Why? • How were the Crusades and the Black Death turning points in European history?	• Compare and contrast – European feudalism and Japanese feudalism • Identify cause and effect relationships – Crusades • Analyze primary and secondary sources • Evaluate perspective	• Student projects • Thematic essay • DBE • Quizzes • Unit test
April - May	<u>Unit 13: Renaissance and Reformation</u> • Why is the Renaissance considered a turning point in European history? • What were the causes and effects of the Reformation? • What was the most significant change that occurred in Western Europe during the Renaissance? Why?	• Develop map skills • Compare and contrast • Determine validity of sources • Analyze primary and secondary sources • Evaluate perspective	• Student projects • Thematic essay/Common assessment • Quizzes • Unit test

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Time	Essential Questions	Standards/Skills	Assessments
May	<u>Unit 14: Mesoamerican Civilizations and Empires Before 1500</u> - How did geography effect the development of the early Mesoamerican civilizations? - To what extent can Mesoamerican empires be compared to classical empires in Africa, Asia, and Europe?	- Develop map skills - Compare and contrast – Maya, Inca, Aztec; ancient Asia/Europe to Mesoamerica - Determine validity of sources - Analyze primary and secondary sources - Evaluate perspective	- Student projects - Thematic essay - Quizzes - Unit test
	<u>Unit 15: The Age of Exploration and Colonization of the New World</u> - How did changes in 14th - 15th century Europe create the conditions for the conquest of the Americas? - Why did Europeans embark on voyages of exploration? - How did the invasion of the Americas by Europeans impact both Europe and the Americas? - What were the primary motivations for Spanish conquest? - Why do different interpretations of “The Encounter” exist? Were the Americas discovered or invaded? ----- - Trends of the 15th century that led people to want to explore water routes and expand into the Americas - Technology from the East - Advances made during the Commercial Revolution	- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. - 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. - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. - 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 studies. - 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.	- Written checks for learning - DBE - Thematic essay - Essay - Quizzes - Map assessment - Unit test

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	○ Decline of the Mongols ○ Historical circumstances leading to the desire to explore ○ Aims of the Spanish and Portuguese ○ Building of trans-Atlantic empires ○ Smallpox ○ Triangle trade ○ Columbian exchange ○ Mercantilism • What were Spain and Portugal like on the eve of the encounter? ○ Wealth in comparison ○ Catholic • What were the goals of the European exploration? ○ God ○ Gold ○ Glory • How did the age of exploration in Europe differ from the age of exploration and isolation in China and Japan? ○ Differing views of ethnocentrism • In what ways was 1492 a turning point in global history? ○ Interaction between the Americas, Africa, Europe ○ Columbian exchange → Triangular trade	• Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Write arguments focused on <i>discipline-specific content</i>. ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counter claims, reasons, and evidence. ○ 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.	

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	• What impact did the encounter have on demographic trends in the Americas, Africa, and Europe? ○ Impact of Small Pox – germ warfare ○ Enslavement of natives vs. enslavement of Africans • How did the balance of power in Europe change as a result of the age of exploration? ○ Treaty of Tordesillas/Line of Demarcation ○ Role of Papal authority • How did life change for Americans, Africans, and Europeans after the encounter? ○ Columbian Exchange ○ Triangular trade ○ Population ○ Role • What technologies made European overseas expansion possible? What were the original sources of those technologies? ○ Compass-China ○ Astrolabe/Mapmaking-Islamic Empire ○ Caravel-Portuguese (Prince Henry and School of Navigation) • How did Jews and Muslims view the Reconquista? The Inquisition? ○ Role of failing Roman Catholic Church-effort to increase numbers by force	○ Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ○ Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, table), and multimedia when useful to aiding comprehension.	

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		○ 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. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. ○ 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. ○ 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). ○ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ○ 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.	

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		○ 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. ○ Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
June	<u>Unit 16: The Age of Absolutism</u> • What forces led to the rise of nation states and absolutism? • What role did absolute leaders play in the economies, religions, social institutions, and structure of their nations? • What are the benefits and drawbacks for society when a ruler monopolizes important decision-making?	• Develop map skills • Compare and contrast • Determine the validity of a source • Analyze primary and secondary sources • Evaluate perspective	• Student projects • DBE • Quizzes • Unit test