

MARLBORO CENTRAL SCHOOL DISTRICT – CURRICULUM MAPS

Subject: Global History I

Grade: 9

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Num. of Weeks)
<p><b>September</b> <b>Development of Civilization</b></p>	<p>9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles. -Students will analyze the political, social and economic differences in human lives before and after the Neolithic Revolution.</p> <p>9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. - Students will explore how the Mesopotamia, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.</p> <p>9.1c Complex societies and civilizations share common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy. -Students will explore the Mesopotamia, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics.</p> <p>9.1d Complex societies and civilizations made unique cultural achievements and contributions. - Students will explore the unique achievements of the Mesopotamia, Shang, and Indus River valley civilizations.</p>	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work &amp; presentation Draw conclusions Make comparisons</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p><b>Development of Civilization</b> <b>4- Weeks</b></p>
<p><b>October</b> <b>BELIEF SYSTEMS: RISE AND IMPACT:</b></p>	<p>9.2a Religions and belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. - 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.</p> <p>9.2b Religions and belief systems often were used to unify groups of people and affected social order and gender roles. -Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.</p>	<p>- Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work &amp; presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p><b>BELIEF SYSTEMS: RISE AND IMPACT:</b> <b>4-Weeks</b></p>

<p><b>November</b> <b>CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE:</b></p>	<p>9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.  <input type="checkbox"/> Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting relative position and power within their regions.  - Students will investigate how geographic factors encouraged or hindered expansion and interactions in Greece, Rome, and Mayan civilization.</p> <p>9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.  - Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.</p> <p>9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.  -Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations should be designated as a Golden Age.</p> <p>9.3d Political, socioeconomic, environmental, outside and nomadic invasions/conflicts led to the decline and fall of Classical empires.  -Students will compare and contrast the forces that led to the fall of the Han Dynasty, Mayan civilization, and Roman Empire.</p>	<p>- Note taking  Reading comprehension  Writing  Graphic organizers  Map skills  Sequencing  Political cartoon  Primary source analysis  Group work &amp; presentation</p>	<p>-  Tests  Quizzes  DBQ essays  CRQ  Thematic essays  Making Maps  Presentations</p>	<p><b>CLASSICAL CIVILIZATION: EXPANSION, ACHIEVEMENT, DECLINE: 4-Weeks</b></p>
<p><b>December</b> <b>RISE OF TRANSREGIONAL TRADE NETWORKS:</b></p>	<p>9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.  -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.</p> <p>9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.  - Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.</p> <p>9.4c Interregional travelers, traders, missionaries, and nomads carried products, natural resources, enslaved people, and ideas that led to cultural diffusion.  -Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.  - Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.  - Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.  -Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.</p> <p>9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.</p>	<p>Note taking  Reading comprehension  Writing  Graphic organizers  Map skills  Sequencing  Political cartoon  Primary source analysis  Group work &amp; presentation</p>	<p>Tests  Quizzes  DBQ essays  CRQ  Thematic essays  Making Maps  Presentations</p>	<p><b>Rise of Transregional Trade Networks 4-weeks</b></p>

	<p>-Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).</p>			
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<p><b>January</b> <b>POLITICAL POWERS AND ACHIEVEMENTS:</b></p>	<p>9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.  - Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire during the Middle Ages.  - Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.</p> <p>9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions.  - Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions, and the areas they influenced.  - Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.</p> <p>9.5c 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.  - Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.  -Students will examine how Japan incorporated elements of Chinese culture (e.g., Buddhism, language, poetry, art).  - Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).</p>	<p>Note taking  Reading comprehension  Writing  Graphic organizers  Map skills  Sequencing  Political cartoon  Primary source analysis  Group work &amp; presentation</p>	<p>Tests  Quizzes  DBQ essays  CRQ  Thematic essays  Making Maps  Presentations</p>	<p><b>Political Powers and Achievements -4 weeks</b></p>

<b>February</b> <b>SOCIAL and CULTURAL GROWTH AND CONFLICT:</b>	<p>9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.</p> <p>-Students will investigate the internal schisms of Islam (Sunni-Shia) and Christianity (Great Schism between Roman Catholic Christianity and Orthodox Christianity) and their impacts.</p> <p><input type="checkbox"/> Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives, focusing on religious aspects of conflict.</p> <p>9.6b Networks of exchange facilitated the spread of disease, which affected the social, cultural, economic, and demographic development of people.</p> <p>-Students will map the spread of the Black Death as it was carried westward from Asia to Africa and Europe and evaluate the impact of the Black Death on these regions.</p>	<p>Note taking</p> <p>Reading comprehension</p> <p>Writing</p> <p>Graphic organizers</p> <p>Map skills</p> <p>Sequencing</p> <p>Political cartoon</p> <p>Primary source analysis</p> <p>Group work &amp; presentation</p>	<p>Tests</p> <p>Quizzes</p> <p>DBQ essays</p> <p>CRQ</p> <p>Thematic essays</p> <p>Making Maps</p> <p>Presentations</p>	<b>SOCIAL and CULTURAL GROWTH AND CONFLICT 4-Weeks</b>
<b>March</b> <b>OTTOMANS AND MING PRE-1600</b>	<p>9.7a Three belief systems influenced numerous powerful states and empires across the Eastern Hemisphere.</p> <p>-Students will map the extent of the Christian, Muslim, and Neo-Confucian realms and compare the relative size and power of these realms ca. 1400.</p> <p>- Students will locate the extent of the Ottoman Empire and Ming Dynasty at the height of their power.</p> <p>9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization.</p> <p>-Students will compare and contrast the ethnic and religious compositions of the Ottomans and Ming.</p> <p><input type="checkbox"/> Students will examine settlement patterns, political structures, economic activities, and the social hierarchy within the Ottoman Empire and Ming Dynasty.</p>	<p>Note taking</p> <p>Reading comprehension</p> <p>Writing</p> <p>Graphic organizers</p> <p>Map skills</p> <p>Sequencing</p> <p>Political cartoon</p> <p>Primary source analysis</p> <p>Group work &amp; presentation</p>	<p>Tests</p> <p>Quizzes</p> <p>DBQ essays</p> <p>CRQ</p> <p>Thematic essays</p> <p>Making Maps</p> <p>Presentations</p>	<b>OTTOMANS AND MING PRE-1600 4-Weeks</b>

	<p>9.7c The Ottoman Empire and Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.</p> <ul style="list-style-type: none"> <li>-Students will examine Ming interactions with European traders and Christian missionaries.</li> <li>- Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.</li> </ul>			
<p><b>April</b> <b>AFRICA AND THE AMERICAS PRE-1600:</b></p>	<p>9.8a Complex societies and civilizations continued to develop in Africa and the Americas.</p> <ul style="list-style-type: none"> <li>- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map.</li> <li>- Students will examine the location and relative size of these political entities noting relative position and power (economic and political) within their regions.</li> </ul> <p>9.8b The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This also influenced their economies and relationships with others.</p> <ul style="list-style-type: none"> <li>-Students will examine the adaptations made to the environment by the Aztecs and Incas.</li> <li>- Students will examine the relationships with others in the region considering warfare, tribute, and trade.</li> <li>- 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.</li> </ul> <p>9.8c Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p> <ul style="list-style-type: none"> <li>-Students will examine the role of nature and the traditional religious beliefs in the Americas and African animism during this period.</li> <li>- Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.</li> </ul>	<ul style="list-style-type: none"> <li>- Note taking</li> <li>Reading comprehension</li> <li>Writing</li> <li>Graphic organizers</li> <li>Map skills</li> <li>Sequencing</li> <li>Political cartoon</li> <li>Primary source analysis</li> <li>Group work &amp; presentation</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>DBQ essays</li> <li>CRQ</li> <li>Thematic essays</li> <li>Making Maps</li> <li>Presentations</li> </ul>	<p><b>AFRICA AND THE AMERICAS PRE-1600</b> <b>4-Weeks</b></p>

	<p>9.8d Complex societies and civilizations made unique cultural achievements and contributions.</p> <ul style="list-style-type: none"> <li>-Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.</li> </ul>			
<p><b>May</b> <b>TRANSFORMATION OF WESTERN EUROPE AND RUSSIA</b></p>	<p>9.9a The Renaissance was influenced by the diffusion of technology and ideas particularly from Islamic caliphates.</p> <ul style="list-style-type: none"> <li>- Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science.</li> <li>- Students will explore shifts in the western European Medieval view of themselves and their world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.</li> <li>- Students will examine political ideas developed during the Renaissance including those of Machiavelli.</li> </ul> <p>9.9b The Reformation challenged traditional religious authority which prompted a conservative response from religious and political leaders.</p> <ul style="list-style-type: none"> <li>- Students will explore the roles of key individuals of Reformation including Luther, Calvin, and Henry VIII.</li> </ul> <p>9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.</p> <ul style="list-style-type: none"> <li>- Students will investigate Russian efforts to remove Mongol and Islamic influence and expand and transform their society.</li> <li>- Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.</li> </ul> <p>9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.</p> <ul style="list-style-type: none"> <li>- Students will examine the Scientific Revolution including the influence of Galileo, Descartes, and Newton.</li> </ul> <p>9.9e The Enlightenment challenged views of political authority and how power and authority</p>	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work &amp; presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p><b>TRANSFORMATION OF WESTERN EUROPE AND RUSSIA 4-Weeks</b></p>

	<p>were conceptualized.</p> <ul style="list-style-type: none"> <li>-Students will investigate the Enlightenment by comparing and contrasting the ideas of Hobbes and Locke.</li> <li>- Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.</li> </ul>			
<p><b>June</b> <b>INTERACTIONS AND DISRUPTIONS</b></p>	<p>9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.</p> <ul style="list-style-type: none"> <li>- Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.</li> <li>- Students will review major motivations for European interest in exploration and oceanic trade.</li> </ul> <p>9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.</p> <ul style="list-style-type: none"> <li>- Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.</li> <li>- Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.</li> <li>- Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic impacts on the Americas resulting from the Columbian exchange.</li> </ul> <p>9.10c The collapse of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation and death.</p> <ul style="list-style-type: none"> <li>-Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.</li> <li>- 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</li> </ul>	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work &amp; presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p><b>INTERACTIONS AND DISRUPTIONS</b> <b>4- Weeks</b></p>

	<p>Americas</p> <p>9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.</p> <ul style="list-style-type: none"> <li>- Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.</li> <li>- Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.</li> <li>- Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashante and Dahomey.</li> </ul> <p>9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. This increased demand for Asian goods and luxury items.</p> <ul style="list-style-type: none"> <li>- Students will investigate the degree to which the new transoceanic trade had an impact on the Silk Roads and the Trans-Saharan trade networks.</li> </ul> <p>9.10f Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.</p> <ul style="list-style-type: none"> <li>- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.</li> <li>- Students will examine the development of European maritime empires and mercantilism.</li> </ul>			
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