**Overview of Year**

*9th Grade Global History I Curriculum*

Your curriculum overview may have more than 6 units. Please adjust the template accordingly.

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| **September**  **Unit 1: Thinking Like a Historian**    1.Thinking like a Historian: “My story, your story”  **Geography**  **Individual Development &**  **Cultural Identity**        **3 Weeks** | **October**  **Unit 2:** Neolithic revolution, First Civilizations    **Geography**  **Technology and Innovation**          **4 Weeks** | **November-December**  **Unit 3: Rise and Fall of Empires**   1. **China** 2. **Rome** 3. **India**   **Power and Governance**  **Technology and Innovation**  **Geography**  **6 weeks** | **January-February**  **Unit 4:Middle Ages/Regional Powers**  **Transregional trade and its impact**   1. **Europe** 2. **Western Africa** 3. **Middle East** 4. **Crusades**   **Movement and Interaction of Cultures**    **8 Weeks** | **March**  **Unit 5:**   1. Mesoamerica 2. Africa 3. Europe- Renaissance, Reformation, Absolutism   **Technology and Innovation**  **Geography**    **4 Weeks** | | **April-May**  **Unit 6 : Rise of Overseas Empires**  1. Global expansions, interactions and disruptions created by maritime empires for god, gold and glory  a. European exploration  b. Colonization  c. Transatlantic trade  d. Columbian Exchange, Triangular Trade  **Development and Transformations of Social Structures**  **Global Connections and Exchange**    **8 Weeks** | | **June**  **Year in review**  **Post-assessments**  **Reflections** |

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| **Unit 1** | **Understandings:** | **Essential Question** |
| ***Thinking like a historian,***  ***Who are you, who are we?***  **Practices:**  Gathering, Using, and Interpreting Evidence  Geographic reasoning  Contextualization/Causation | ***Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.***    ***Effectively communicate for different purposes and audiences using***  ***diverse media.*** | How do we study the past? |
| **Performance Task:**  **Goal:** Scholars will apply their historical thinking strategies to research one event that impacted their lives.  **Role:** Scholars will pretend to be historians and use historical thinking skills to research a historical event that impacted their lives.  **Audience:** Class, families and 9th Grade Academy Director (we could potentially have a few students perform their creation at a 9th grade Town Hall meeting)  **Situation:**  1. Scholars create a timeline of their personal history that reflects different aspects of culture, local and global events (self-assessment using checklist, teacher feedback).  2. Scholars write an “I am from” poem (peer feedback, self-assessment using checklist and template, teacher feedback)  3. Scholars identify an event from their personal timeline and research information on it (peer feedback during “warm and cold” protocol using thinking like a historian tool/template)  4. Interview one or two adults who lived the event, evaluate point of view and bias (read, “turn and talk” feedback)  5. Corroborate and analyze the various sources and interpretations of history (self-assessment, teacher feedback)  6. Corroborate and compare sources, reflections of others scholars in the class (chalk talk gallery walk)  **Product/Performances:**  -Scholars will compile their work from the unit (timeline, “I am from poem”, interview, evaluation of sources and reflection) and create a book with the option of it being a hard copy or digital.  -Scholars use their timeline and “I am from poem” to perform their history as a song (rap or regeton) or spoken word. This could be live or previously recorded (self-assessment, teacher feedback).  -\*Scholars will include an evaluative reflection in their books (comparison, contextualization, corroboration, purpose, value and limitations) of their sources.  **CFA:**  1.Use sourcing tool/template to analyze documents on | | |

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| **Unit 2** | **Understandings/Transfer Goal** | **Essential Question** |
| The Rise of Civilizations  **Geography**  **Technology and Innovation** | **TG-** Effectively communicate for different purposes and audiences using  diverse media.  **U1:** SWUT geography has positive and negative effects on the development of people, cultures and/or civilization.  **U2:** SWUT people develop systems and structures to meet their varying needs.  U3: SWUT How to develop claims fairly and thoroughly, supplying the most relevant data and evidence. | **EQ 1:** How does the environment influence the way people live?    **EQ 2:** What makes a civilization?  **EQ 3:** What is a turning point? |
| **Performance Task:**  Scholars will work in small groups as they focus on one of the early civilizations of their choosing and analyze the benefits or hinderance of the Geography, Religion, Achievements, Political System, Economics, Social Structure (GRAPES) of the chosen civilization. Students must then present their findings in an oral and visual presentation and write a short paragraph using claim and evidence on which aspect of their civilization they believe had the greatest impact on the development of humanity. In their claim and evidence short answer students must connect their impact to present day. Before students write their final claim and evidence, students will have already written and received feedback on each prior civilization’s claim and evidence.  **CFA:**  1. Use sourcing tool/template to analyze documents on  **Classroom Formative Assessments:**  2.GRAPES Graphic Organizer with arguments for positives/negatives  3 .Claim and Evidence for each civilization. | | |

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| **Unit 3** | **Transfer Goal/Understanding** | **Essential Question** |
| Rise and Fall of Empires:  **Power and Governance**  **Technology and Innovation**  **Geography** | **TG:** Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.  **TG2:** Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.  U1: SWUT the achievements of various civilizations contributed to the advancement of humanity,  U2: SWUT key features exist when civilizations are powerful.  U3: SWUT the factors that contribute to decline of civilizations. | EQ 1 : To what extent do the contributions of past civilizations impact our lives today?  EQ 2: Which historical circumstances/conditions exist as civilizations or empires rise to power?  EQ 3: Which conditions/circumstances factors contribute to the decline of civilizations empires? |
| **Performance Task:**  Prior to the performance task, scholars will investigate the “mystery” of the fall of empires by analyzing documents, completing scaffolded questions about contributing factors to the fall of empires using multiple perspectives and then writing an essay response. Scholars document based essay will include an introduction with body paragraphs and a conclusion. For the performance task, scholars will complete an evaluative piece on a country i.e. the United States or China that may be experiencing “symptoms” of a decline. As a consultant for the nation, scholars will have to analyze documents regarding the status of the political, economic and social systems and advise the leadership of the current status and how to proceed.  **CFA:**   1. Use sourcing tool/template to analyze documents on Rome and Han rise and fall   **Classroom Formative Assessments:**   1. DBQ Short Answers on the Fall of Empires 2. Claim/Evidence on decline of empires 3. Compare/Contrast with current day | | |

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| **Unit 4** | **Understanding** | **Essential Question** |
| Middle Ages/Regional Powers  Transregional Trade  **Movement and Interaction of Cultures** | **Transfer Goal:** Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.  **U1:** SWUT belief systems can both unify and divide people.  **U2:**  SWUT there are positive and negative effects of an interconnected world.  **U3:** SWUT events are related chronologically to one another in time and that earlier events may influence subsequent ideas and events | 1. Are belief systems more important than peace? 2. How can cultural diffusion be positive and negative? |
| **Performance Task:**  Scholars will take a stance related to a current conflict and articulate how the event is related to earlier events. They will demonstrate this in the form of a RAFT activity where they will assume the role of a peacemaker for a current global conflict. Scholars will develop a claim that summarizes their stance, report on the historical circumstances surrounding the conflict and create a resolution to it. The scholars will then compare and contrast their resolutions with a peer who researched the same conflict. Scholars will also complete a reflection that articulates how the knowledge and skills learned can be applied in their personal lives.  **CFA**   1. Use sourcing tool/template to analyze documents on: life in the middle ages (social, economic and political aspects) and causes and impact of crusades (5 week)   **Classroom Formative Assessments:**   1. RAFT/letter on Middle Ages feudal system-advocate for change to conditions (serf, lord, knight) 2. RAFT/speech on why fight in the crusades (Saladin, Slejuk Turk warrior, Christian knight or Pope Urban II) | | |

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| **Unit 5** | **Understanding** | **Essential Question** |
| Asia- China and Japan  Europe- Renaissance, Reformation, Absolutism  **Technology and Innovation**  **Geography** | TG: Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.  U1:SWUT geography, ideas, and institutions can lead to advancements that benefit or hinder the development of society..  U2:SWUT ideas and/or institutions positively and negatively impact the daily lives of people.  U3: Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. | EQ 1-How does geography impact the development of a society?  EQ2-How do achievements and advancements challenge the status quo?  EQ 3: How do political, social, and economic systems impact lives? |
| **Performance Task:**  Scholars will respond to the quote: “Education is the passport to the future, for tomorrow belongs to those who prepare for it today” by Malcolm X (meritocracy) by developing a claim and counterclaim and present their positions to their peers in the form of a speech, rap or spoken word.  **CFA**  1.Use sourcing tool/template to analyze documents on: Renaissance, Reformation, absolute rules, confucianism in Ming China, Japan’s feudal period.  **Classroom Formative Assessments:**  2. Develop a claim and counterclaim for each understanding.  3. Positive and negative graphic organizers on understanding 2 and 3 | | |

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| **Unit 6** | **Understanding**  ***\*Maya Angelou’s poem*** | **Essential Question** |
| Rise of Overseas Empires (mesoamerica)  **Development and Transformations of Social Structures**  **Global Connections and Exchange**  **Power** | TG:Advocate for yourself and others by acting as an informed participant in our democracy and promoting social justice.  U1: Scholars will understand that the interactions between groups of people can be transformative  U2: Political, social and economic systems can be used to help or hurt people | EQ1: Why do people migrate?  EQ2: How can encounters between different groups of people be both beneficial and harmful?  EQ3: How do encounters between groups of people transform our world? |
| **Performance Task:PSA about forced migration**  Scholars will create a media presentation in the form of a in the form of a PSA where they advocate for understanding of forced migration in the world today. Scholars will listen to a presentation by a refugee resettlement group on causes and impact of refugee migration. Students will work in pairs to create a PSA where they use rhetorical strategies to advocate for understanding of the impact forced migration in the world today.  **CFA:**   1. Sourcing template to analyze documents on causes and impact of migration during the age of discovery   **Classroom Formative Assessments:**   1. Encounter Chart (Positive-culture/Negatives-human rights of the Encounter for each group i.e Europe, Africa,Latin America) 2. Questions template and note-catcher for refugee resettlement group presentation. 3. Video clip or on reasons for different types of migrations (African, European) | | |