

Overview of Year

9th Grade Global History I Curriculum

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

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1: The Rise of Civilization 1. Social Sciences and thinking like a historian 2. Paleolithic Revolution and the transformation to the Neolithic Revolution 3. Belief systems shape cultures, similarities and differences in ethical codes and social relationships 8 Weeks		Unit 2: Classical Empires and Trans-regional Trade 1. Rise, achievements and decline of classical empires (Greece, Rome, India and China) 6 Weeks		Unit 3: Expanding Zones of Exchange 1. Struggle for power in a post classical era; Rise of the Byzantines, Mongols, Islamic Caliphates, Trans-Saharan Trade Network 2. Spread of ideas and goods disease 8 Weeks		Unit 4: The Development of Absolutism 1. Contributions, a view of themselves, their power and their place in the world a. Ottomans, Tokugawa and Ming b. Mesoamerica and Africa c. Western Europe and Russia 8 Weeks		Unit 5: 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, Columbian Exchange, Triangular Trade 6 Weeks	

Unit 1	Understanding	Essential Question
The Rise of Civilizations	Social sciences are the tools we use to understand the past	How do we study the past?
Performance Task: Scholars will choose a place internationally and examine different types of sources through the lens of the different social scientists (geographer, historian and anthropologist, sociologist, economist, political scientist etc.) They will study how a geographic feature, a historical event and a belief system have influenced the past and/or		

cultural development of that area. Scholars will write an informational essay and create and present a poster on their findings with a partner in the form of concentric circles.

CFA:

1. Scholars will complete a set of Regents level multiple-choice questions and label a global regions map
2. Scholars will complete a graphic organizer on the causes and effects of the Neolithic Revolution and a graphic organizer on the key features of a civilization

Unit 2	Understanding	Essential Question
Classical Empires and Trans-regional Trade	<p>U1: Scholars will understand that key features that contribute to the rise and dominance of empires</p> <p>U2: Scholars will understand that key factors that contribute to the fall of empires</p>	<p>EQ1: How does political stability contribute to cultural and technological advances and the increase in trade?</p> <p>EQ2: Which factors contribute to the decline of empires?</p>
<p>Performance Task:</p> <p>Scholars will hold a public forum to share the pros and cons of establishing empires. At the end of each group's oral and visual presentation on the pros and cons of their classical empire the members of the audience will cast educated votes on whether they are for or against the establishment of empires.</p> <p>CFA:</p> <ol style="list-style-type: none"> 3. Complete a graphic organizer on the key factors that contribute to the rise and fall of empires 		

Unit 3	Understanding	Essential Question
Expanding Zones of Exchange	Scholars will understand that the movement of people led to cultural diffusion	How does the movement of people impact society?
<p>Performance Task:</p>		

Students will study the movement of various historical and contemporary groups of people and the changes that were made in the new location as a result of the movement. This project will result in the completion of an informational book that highlights the movement of various groups throughout history and explains the causes and effects of that movement. Aspects of this project include creating a map of the movement, a written explanation of the causes of the movement, a written explanation of the changes caused by the movement, and images that represent the overall movement process (life before, during and after the movement). Scholars will work in groups of 2-3 for this assignment and they will be given choices for which migration of people they wish to study or they can select an alternative movement they prefer as long as the teacher reviews it first. Examples of choices that will be given to the scholars include the Spanish exploration of America, the Irish migration following the Great Famine, Commodore Matthew Perry and the Meiji Restoration, etc. This assignment will be graded using a standards based rubric that will be given to and reviewed with the students prior to the start of the assignment.

CFA:

4. Scholars will complete a graphic organizer on the achievements of civilizations during this age of encounter and exchange
5. Scholars will complete Regent’s level multiple-choice questions and write a short response to documents

Unit 4	Understanding	Essential Question
The Development of Absolutism	Government has used and abused power throughout history	What is the purpose of government?

Performance Task:

Scholars will research modern policies of government from around the world that have been interpreted as abusive to particular groups. Students will use the research and their own philosophy of the role government should play in the lives of citizens and human rights, to construct an argumentative letter that will be sent to the appropriate lawmakers. The letter will include research that demonstrates their understanding of the policy, arguments for and against the policy, and an alternative solution to the policy. This letter will be crafted using the Writer’s Workshop model, meaning students will have the opportunity to peer-review throughout the scaffolded project and prior to the teacher receiving a final version. Once the letter has been reviewed by the teacher students will mail their letters.

CFA:

6. Scholars will complete a graphic organizer regarding key features of an absolute ruler
7. Scholars will complete a DBQ essay (part a and b) comparing forms of government

Unit 5	Understanding	Essential Question
Rise of Overseas Empires	Scholars will understand that the interactions between groups of people can contribute to political, economic, and social changes.	How do encounters between groups of people transform our world?
<p>Performance Task:</p> <p>Students will create a media presentation in the form of a commercial that will advertise an item that was brought to the western hemisphere from the Europe or Africa during the Columbian Exchange and is still used today. Students will work in pairs to create these commercials and use rhetorical strategies to demonstrate their enthusiasm for the item. Prior to creating the commercial the pairs will co-construct a script that will be submitted along with the commercial. Commercials will be shared in class and some may be featured in the weekly Eagle Eye Report.</p> <p>CFA:</p> <ol style="list-style-type: none">8. Scholars will complete a graphic organizer about the encounter between the old world and the new world9. Scholars will complete an course final that will include multiple-choice questions, DBQ documents, a DBQ essay and a thematic essay		