

9th Grade Global History and Geography CURRICULUM MAP

September	
Essential Question	How can we define the various factors that fabricate a civilization?
Unit/Topic	<u>9.1 Development of Civilization</u> : The development of agriculture enabled the rise of the first civilization, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics.
Themes	TCC- Time, Continuity and Change GEO-Geography, Humans and the Environment ECO-Creation, Expansion and Interaction of Economic Systems TECH-Science, Technology and Innovation
State Curriculum Content	<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. <i>Students will analyze the political, social and economic differences in human lives before and after the Neolithic Revolution.</i></p> <p>9.1b- Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. <i>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.</i></p> <p>9.1c- Complex societies and civilizations share common characteristics of religion, job specialization, cities, government, language/writing systems, technology and social hierarchy. <i>Students will explore the Mesopotamia, Shang and Indus River Valley civilizations by examining archeological and historical evidence to compare and contrast characteristics.</i></p> <p>9.1d- Complex societies and civilizations made unique cultural achievements and contributions. <i>Students will explore the unique achievements of the Mesopotamia, Shang and Indus River valley civilizations.</i></p>
Common Core Standards for Literacy in	<p>9-10. RH. 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.</p> <p>9-10. RH. 2- Determine the central ideas or information of a primary or secondary source; provide an accurate</p>

History	<p>summary of how key events or ideas develop over the course of the text.</p> <p>9-10. RH. 3- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10. RH. 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 studies.</p> <p>9-10. WH. 1- Write arguments focused on discipline-specific content.</p> <p>9-10.WH.9- Draw evidence from informational texts to support analysis, reflection and research.</p>
Formative Assessments	<p>Vocabulary/ Word Association → Specialized Vocabulary</p> <p>Writing Revolution Sentence Activities</p> <p>Reading Comprehension Questions based upon various pieces</p> <p>Student Questions</p> <p>Informal Questioning during daily lessons</p>
Summative Assessments	<p>Storyboard/ Sequence of Events assessment</p> <p>Building Blocks of a Thematic Essay Structure Organizer- Thematic Essay on River Valleys</p> <p>Multiple Choice Practice with EduWare Clicker School</p> <p>Baseline Assessment to evaluate Social Studies Skills</p>
Skills related to literacy	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: 7 Habits of a Good Reader; Annotation; Basic Reading Comprehension (Direct Text Questions); Sentence Creation with the Writing Revolution Program; Differentiation of higher level students with higher level thinking skilled reading comprehension questions.</p>
Skills related to student habits/ technology	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Note-Taking; Organizational Skills; Protocols; Study Habits; Protocols for Presentations; Use of Edu Ware Clickers as assessment; Use of word processing; Introduction of computers and tablets</p>
Skills related to art	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Evaluating the physical aspects of a piece of art (what is seen); Purpose of the creation of the art; use of Writing Revolution skills to evaluate visuals</p>

	October/ November
Essential Question	How does a belief system influence a society's cultural past, present and future?
Unit/Topic	<u>Belief Systems: Rise and Impact:</u> 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.
Themes	ID- Individual Development and Cultural Identity SOC- Development and Transformation of Social Structures
State Curriculum Content	9.2a- Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. <i>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.</i> 9.2b- Belief systems often were used to unify groups of people and affected social order and gender roles. <i>Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.</i>
Common Core Standards for Literacy in History	9-10.RH.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. 9-10.RH.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. 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 9-10.RH.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 studies. 9-10.WH.1 Write arguments focused on discipline-specific content. 9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9-10.WH.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

	<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WH.6 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.</p> <p>9-10.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Formative Assessments	<p>Ongoing vocabulary evaluation through reading comprehension</p> <p>Writing pieces from the Writing Revolution (Sentence Activities, Quick Outlines)</p> <p>Exit Tickets</p> <p>Student Questions regarding material, understanding of skill instruction</p> <p>Informal Questioning during daily lessons</p>
Summative Assessments	<p>Multiple Choice assessment</p> <p>Thematic Essay on Belief Systems in preparation for NYS Global History and Geography Regents instructed</p>
Skills related to literacy	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Writing Revolution Sentence Activities, Reading Comprehension (Direct Text Questions as well as Student Opinion Questions); Citing evidence from text; 7 Habits of a Good Reader; Review Methods of Annotation</p>
Skills related to student habits/ technology	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Note-Taking; Organizational Skills; Protocols; Study Habits; Protocols for Presentations; Use of word processing; Quality research introduction; Applying the 7 Habits of a Good Reader to Videos</p>
Skills related to art	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Observation of art as it relates to belief systems- What is the purpose of this symbol or image in regards to the belief system it is associated with? Use of Writing Revolution strategies and skills applied to visual analysis.</p>
December/ January	
Essential Question	How do geographic factors encourage or hinder a state/empire’s expansion and interaction?
Unit/Topic	<u>9.3 Classical Civilizations: Expansion, Achievement, Decline</u> ; Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting

	<p>cultural achievements. Both internal and external forces led to the eventual decline of these empires. An Age of Expanding Connections, ca. 500 – ca. 1500 <u>9.4 Rise of Transregional Trade Networks:</u> 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. <u>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600:</u> 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.</p>
Themes	<p>MOV-Development, Movement and Interaction of Cultures TCC- Time, Continuity and Change GEO- Geography, Humans and the Environment GOV- Power, Authority and Governance ECO- Creation, Expansion and Interaction of Economic Systems TECH- Science, Technology and Innovation EXCH- Global Connections and Exchange</p>
State Curriculum Content	<p>9.3a- Geographic factors encouraged and hindered a state’s/empire’s expansion and interactions. <i>Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power held within a region. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.</i></p> <p>9.3b- Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. <i>Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.</i></p> <p>9.3c- A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. <i>Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.</i></p> <p>9.3d- Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the</p>

	<p>decline and fall of Classical empires. <i>Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.</i></p> <p>9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water. <i>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.</i></p> <p>9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources and brought with them enslaved people and ideas that led to cultural diffusion.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.</i> • <i>Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.</i> <p>9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states. <i>Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire).</i></p> <p>9.7c The Ottoman Empire and the 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>
Common Core Standards for Literacy in History	<p>9-10.RH.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.</p> <p>9-10.RH.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.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later</p>

	<p>ones or simply preceded them.</p> <p>9-10.RH.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 studies.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 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.</p> <p>9-10.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>9-10.WH.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.WH.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9-10.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Formative Assessment	<p>Exit Slips</p> <p>Vocabulary assignments</p> <p>Reading Comprehension variety to assess literacy skills (Direct Text, Think-and-Search, Inferential)</p>
Summative Assessment	<p>Argumentative Document-Based Question Essay</p> <p>Various Multiple Choice Quizzes</p> <p>Jigsaw Group Research and Collaboration Reciprocal Teaching Project</p>
Skills related to literacy	<p>Vocabulary- developing knowledge of word decoding in context; Continuing to develop Annotation Habits; Writing Revolution Strategies; Citing Evidence from Text; Making inferences based upon informational text</p>
Skills related to student habits/technology	<p>Study Habits for assessments</p> <p>Keeping an organized notebook for use on assignments</p> <p>Utilizing word processors</p> <p>Utilizing Glogster.Edu</p> <p>Utilizing Microsoft Publisher</p> <p>Utilizing Microsoft PowerPoint</p>

Skills related to art	Evaluating the purpose of a leader's portrait Analyzing images of key tools/inventions
February	
Essential Question	How did the exchange of culture between powerful empires lead to a dark period in history?
Unit/Topic	<p><u>9.5 POLITICAL POWERS AND ACHIEVEMENTS</u>: 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.</p> <p><u>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT</u>: 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.</p>
Themes	<p>ID-Individual Development and Cultural Identity</p> <p>MOV- Development, Movement and Interaction of Cultures</p> <p>GOV- Power, Authority and Governance</p> <p>TECH- Science, Technology and Innovation</p> <p>EXCH- Global Connections and Exchange</p>
State Curriculum Content	<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. <i>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.</i></p> <p>9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. <i>Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.</i></p> <p>9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.</p>

	<p><i>Students will evaluate the impact of the Black Death on these regions.</i></p> <p>The Medieval Periods of both Europe and Japan shaped a specific social structure which mirrored fear in people's eyes.</p> <p><i>Students will examine the society and culture of the Middle Ages and how it set the stage for the Renaissance period.</i></p>
Common Core Standards for Literacy in History	<p>9-10.RH.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.</p> <p>9-10.RH.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.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.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 studies.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 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.</p> <p>9-10.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Formative Assessments	<p>Exit Tickets</p> <p>Various Multiple Choice Practice using Edu Ware Clickers</p> <p>Vocabulary Analysis based upon classroom performance</p>
Summative Assessments	<p>Document Based Question Essay</p> <p>Writing Revolution Sentence Completion Assessment</p>
Skills related to literacy	<p>Paraphrasing information from research and reading; Writer's Process as it relates to Document Based Questions; 7 Habits of a Good Reader continuation; Explaining cause and effect in writing</p>
Skills related to student habits/technology	<p>Study Skills; Creating Timelines using Glogster.Edu; Keeping Track of Assignments early in the semester; Using word processing to publish essays with the writer's process</p>
Skills related to	<p>Evaluation/ Analysis of Medieval Art as a reflection of societal issues and accepted practices</p>

art	
	March/ April
Essential Question	How can we determine a society's philosophy by studying its culture?
Unit/Topic	<u>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA</u> : Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.
Themes	ID- Individual Development and Cultural Identity MOV- Development, Movement and Interaction of Cultures TCC- Time, Continuity and Change GOV- Power, Authority and Governance CIV- Civic Ideals and Practices TECH- Science, Technology and Innovation EXCH- Global Connections and Exchange
State Curriculum Content	<p>9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.</p> <ul style="list-style-type: none"> • <i>Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.</i> • <i>Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.</i> • <i>Students will examine political ideas developed during the Renaissance including those of Machiavelli.</i> <p>9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.</p> <ul style="list-style-type: none"> • <i>Students will explore the roles of key individuals including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola and the impact they had on the religious and political unity of Europe.</i> • <i>Students will trace the discrimination against and persecution of Jews.</i>

Common Core Standards for Literacy in History	<p>9-10.RH.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.</p> <p>9-10.RH.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.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.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 studies.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 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.</p> <p>9-10.WH.6 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.</p>
Formative Assessments	<p>Exit Tickets</p> <p>Writing Revolution Activities- Sentence completions, question writing, Quick Outlines, Summary Sentences</p> <p>Vocabulary evaluation through classroom questioning</p>
Summative Assessments	<p>Document Based Question Essay to demonstrate progress with evidence-based writing</p> <p>Multiple Choice practice with both the Edu Ware Clickers and a formal exam</p> <p>Biographical writing piece about a particular Renaissance individual using Writing Revolution Skills</p> <p>Scrapbook/ Biography using Glogster.Edu</p>
Skills related to	Continuation of the emphasis of use of the Seven Habits of a Good Reader; Writing Revolution Activity skill-

literacy	building; Writing clear and cohesive argumentative piece; Explanatory/ informational writing; Evaluating the importance of specific texts
Skills related to student habits/technology	Organization of handouts, notes, etc. in preparation for studying for final exam; Study habit building; Responsibility in keeping track of assignments; Using the Edu Ware clicker system; Using word processors to publish argumentative writing pieces
Skills related to art	Evaluation of Renaissance art (Italian vs. Northern); Examination of key items/ people included in works of art; Connection between Greco-Roman ideals and Renaissance pieces; Exploration of Shakespearean works and the importance/connection a strong piece of literature has throughout history.
May	
Essential Question	How has globalization affected the world since the Columbian Exchange?
Unit/Topic	<p><u>9.8 AFRICA AND THE AMERICAS PRE-1600</u>: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p> <p><u>9.10 INTERACTIONS AND DISRUPTIONS</u>: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.</p>
Themes	<p>ID- Individual Development and Cultural Identity</p> <p>MOV-Development, Movement and Interaction of Cultures</p> <p>TCC-Time, Continuity and Change</p> <p>GEO-Geography, Humans and the Environment</p> <p>SOC- Development and Transformation of Social Structures</p> <p>GOV- Power, Authority and Governance</p> <p>CIV-Civic Ideals and Practices</p> <p>ECO-Creation, Expansion and Interaction of Economic Systems</p> <p>TECH-Science, Technology and Innovation</p> <p>EXCH- Global Connections and Exchange</p>

State Curriculum Content	<p>9.8a Complex societies and civilizations continued to develop in Africa and the Americas. 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 growth also influenced their economies and relationships with others.</p> <ul style="list-style-type: none"> • <i>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. Students will examine the adaptations made to the environment by the Aztecs and Incas.</i> • <i>Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.</i> • <i>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.</i> <p>9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p> <p>9.8c Complex societies and civilizations made unique cultural achievements and contributions.</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"> • <i>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.</i> • <i>Students will trace major motivations for European interest in exploration and oceanic trade including the influence of Isabella and Ferdinand.</i> • <i>9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.</i> • <i>Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.</i> • <i>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.</i> • <i>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.</i>
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	<p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> <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"> • <i>Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.</i> • <i>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.</i> • <i>Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.</i> <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. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.</p>
Common Core Standards for Literacy in History	<p>9-10.RH.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.</p> <p>9-10.RH.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.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.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 studies.</p>

	<p>9-10.RH.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.</p> <p>9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 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.</p> <p>9-10.WH.6 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.</p>
Formative Assessments	<p>Exit Tickets</p> <p>Vocabulary knowledge demonstrated through classroom discussion</p> <p>Reading Comprehension Activities (Varied)</p>
Summative Assessments	<p>Scrapbook project to demonstrate the hardships faced by explorers while at sea or on a land journey</p> <p>Multiple Choice assessment to evaluate knowledge gained</p> <p>Collaborative paired Cause and Effect PowerPoint presentation</p>
Skills related to literacy	<p>Research to build PowerPoint presentation; Evaluating multiple choice questions; Extracting key information to explain explorer’s journeys; Writing explanatory pieces; Examining cause and effect from text</p>
Skills related to student habits/technology	<p>Use of word processing to create informational writing; Building study habits and note taking skills to prepare for final exam; Organizing notes and vocabulary information to prepare for final exam</p>
Skills related to art	<p>Scrapbook page design and creation; Explain the importance of navigational tools using images</p>

All 9th grade students in classes 9A, 9B, 9C and 9D will take a final exam in class in June. This final exam is a mirror of the NYS Global History and Geography Regents Exam that students will take in the 10th grade. This is an expanded version of the baseline assessment administered in September and will be used as an assessment of knowledge gained and an evaluation of skills acquired related to social studies.

Note: Students in the 9E class will be given a modified version of this exam that will be on level with their skills as this is the self-contained special education class.