

## Global History and Geography I (Grade 9)

Quarter: 1

Unit 1: The First Civilizations (ca. 10,000 BCE-ca. 900 CE)

Timeframe: 6 weeks

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine</p>	<p><b><u>Skills</u></b></p> <p><b>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</b></p> <p><b>Political, Economic, and Social Biases in influencing World Events &amp; policies.</b></p> <p><b>Analyzing &amp; interpreting quantitative data.</b></p> <p><b>Source reliability with regard to agenda, bias, and perspective.</b></p> <p><b>Gathering, Using, and Interpreting Evidence</b></p> <p>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</p> <p>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p>	<p>1. In what ways did the Neolithic Revolution change political, social, and economic organization?</p> <p>2. How did early civilizations/river valley civilizations adapt and modify their environments to meet their needs?</p> <p>3. In what ways were early belief systems and religions the same or different?</p> <p>4. Why did classical civilizations develop, expand, and ultimately decline?</p> <p>5. What features did early civilizations share? What features were specific to a location?</p>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p> <p><a href="https://www.engageny.org/resource/new-york-">https://www.engageny.org/resource/new-york-</a></p>	<p><b>Essential Question: Why do civilizations rise and fall?</b></p> <p><b>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</b></p> <p><b>Projects</b></p> <p><b>Essays addressing inquiry questions</b></p> <p><b>Text Book Series Assessments</b></p> <p><b>Teacher-created quizzes and tests</b></p>

<p>the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="http://state-k-12-social-studies-resource-toolkit">state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p>associate d institutions to allocate scarce resources, how major decision- making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non- market mechanisms.</p> <p><b>STANDARD 5: CIVICS, CITIZENSHIP</b></p>	<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p> <p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p> <p><b>Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p> <p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p> <p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p>			
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<p><b>IP, AND GOVERNMENT</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracies.</p>	<p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <ol style="list-style-type: none"> <li>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>4. Describe concepts of property rights and rule of law as they apply to a market economy.</li> <li>5. Use economic indicators to analyze the current and future state of the economy.</li> <li>6. Analyze government economic policies and the impact on the national and global economy.</li> </ol> <p><b>Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</li> <li>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ol>			
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<p>y, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p> <p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.</p> <p><b><u>Knowledge</u></b></p> <p><u>DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. (Standards 2, 3, 4)</u></p>			
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*Early Peoples 9* ■ Human origins and geography ■ Paleolithic hunters and gatherers ■ Herding and pastoralism ■ Development of early government ■ Shift in roles of men and women Neolithic Revolution and Early River Civilizations ■ Foundations of early civilization (Mesopotamia, Egypt, the Indus Valley, and Yellow River) ■ Human and physical geography ■ Modification of the environment ■ Traditional economies ■ Political systems ■ Social structures and urbanization

*Characteristics of Complex Societies and Civilizations Unique contributions of the Mesopotamian, Yellow and Indus river valley civilizations* ■ Language and writing systems ■ Belief systems ■ Technology ■ Art and architecture ■ Job specialization ■ Social hierarchy ■ Gender roles

BELIEF SYSTEMS: RISE AND IMPACT: 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. (Standards 2, 3)

*Development of Belief Systems* ■ Place of origin, sacred texts, ethical codes and major beliefs (Animism, Buddhism, Confucianism, Daoism, Christianity, Hinduism, Islam, Jainism, Judaism, Legalism, Shintoism) *Societies and Belief Systems Expansion of Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism* ■ Social order and gender roles ■ Unity of common beliefs

CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain

control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards 2, 3, 5)

**Chinese Civilization: Shang, Zhou, Qin, Han (ca. 1700 B.C.E. – 220 C.E.)** ■ Human and physical geography (Himalayas, Pacific Ocean, proximity to Mongolian Steppe, The Great Wall of China) ■ Location and relative size ■ Dynastic cycles ■ Mandate of Heaven ■ Factors leading to growth ■ Golden Age ■ Contributions (engineering, tools, writing, silk, bronzes, government systems, paper) ■ Role of migrating nomadic and pastoralist groups from Central Asia ■ Expansion and interaction (external and internal) ■ The beginning of global trade ■ Causes of decline

**Greek Civilization (ca. 800 – ca. 100 B.C.E.)** ■ Human and physical geography (mountainous topography, Mediterranean Sea, irregular coastline) ■ Location and relative size ■ The rise of city-states (Athens/Sparta) ■ Golden Age ■ Contributions (art, poetry, politics, drama, literature, education, architecture, philosophy, science, sports) ■ Defeats of Persian Empire ■ Peloponnesian War ■ Slavery ■ Mediterranean colonies ■ Growth of democracy in Athens versus the Spartan political system ■ Alexander the Great and Hellenistic culture ■ Causes of decline

**Roman Republic and Roman Empire (ca. 500 B.C.E. – 476 C.E.)** ■ Human and physical geography (Mediterranean Sea, Roman system of roads) ■ Location and relative size ■ Factors leading to growth: engineering, empire building, trade ■ Expansion and interaction (external and internal) ■ Golden Age ■ Contributions (law, architecture, infrastructure, literature) ■ Role of migrating nomadic



groups from Central Asia ■ Pax Romana ■ Rise of Christianity ■ Causes of decline

**Maurya Empire (322 – 185 B.C.E.) and Gupta Empire (319 – 540 C.E.)** ■ Human and physical geography (Indian Ocean, Indus and Ganges Rivers, Himalayas, monsoons) ■ Location and relative size ■ Contributions (government system, Lions of Ashoka, art, literature, drama, religious freedom, astronomy, math, sculpture, architecture) ■ Hinduism and Buddhism ■ Ashoka, adoption of Buddhism ■ Organizational structure ■ Unification and military success ■ Causes of decline (weak leadership, environmental factors, external conflict or nomadic invasion, competition from smaller kingdoms, economic factors)

**Civilizations in Mesoamerica including Maya (ca. 900 B.C.E. – 900 C.E.)** ■ Human and physical geography (modification of environment, tropical forests, caves, Chichen Itza) ■ Location and relative size ■ Early civilizations in the Americas ■ Maya palaces, ceremonial spaces, stepped pyramids ■ Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy) ■ Contributions (mathematics (zero), astronomy (calendar), science, arts (stela), architecture, agriculture, glyphs) ■ Economic necessities ■ Religion ■ Possible causes of decline

## Global History and Geography I (Grade 9)

Quarter: 1+2

Unit 2: Expanding Interregional Networks: Exchange and Encounter (ca. 500 – ca. 1500 C.E.)

Timeframe: 8 weeks

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine</p>	<p><b><u>Skills</u></b></p> <p><b>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</b></p> <p><b>Political, Economic, and Social Biases in influencing World Events &amp; policies.</b></p> <p><b>Analyzing &amp; interpreting quantitative data.</b></p> <p><b>Source reliability with regard to agenda, bias, and perspective.</b></p> <p><b>Gathering, Using, and Interpreting Evidence</b></p> <p>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</p> <p>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p>	<p>Inquiries:</p> <ol style="list-style-type: none"> <li>1. In what ways do technological advances contribute to historical turning points?</li> <li>2. Why is ca. 400 – 1300 C.E. in Western Europe sometimes referred to as The Dark Ages or The Middle Ages? What circumstances brought Europe back “into the light”?</li> <li>3. What made Constantinople a geographically desirable location?</li> <li>4. How did the rise and fall of the Mongol Empire affect the movement of people and goods throughout Eurasia?</li> <li>5. How did advances in technology lead to changes in trade?</li> <li>6. What techniques did the Abbasid Caliphate employ to extend Islam?</li> <li>7. Was China the center of the world in ca. 600 – 1500 C.E.?</li> </ol>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p> <p><a href="https://www.engageny.org/resource/new-york-">https://www.engageny.org/resource/new-york-</a></p>	<p><b>Essential Question: What is meant by globalization? What defines a global age?</b></p> <p><b>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</b></p> <p><b>Projects</b></p> <p><b>Essays addressing inquiry questions</b></p> <p><b>Text Book Series Assessments</b></p> <p><b>Teacher-created quizzes and tests</b></p>

<p>the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="http://state-k-12-social-studies-resource-toolkit">state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p><b>IP, AND GOVERNMENT</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracies.</p>	<p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <ol style="list-style-type: none"> <li>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>4. Describe concepts of property rights and rule of law as they apply to a market economy.</li> <li>5. Use economic indicators to analyze the current and future state of the economy.</li> <li>6. Analyze government economic policies and the impact on the national and global economy.</li> </ol> <p><b>Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</li> <li>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ol>			
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### Medieval Europe (500-1400 C.E.)

- Human and physical geography (location, regional diversity, Norse exploration, Hanseatic League)
- Frankish Empire (Charlemagne)
- Manorialism
- Feudalism
- Spiritual and secular role of the Church
- Monastic centers of learning
- Anti-Semitism
- Art and architecture
- Joan of Arc and the 100 Years War
- Resurgence of Europe (Hanseatic League and Italian city-states, trade fairs and towns, Medieval guilds, commercial revolution)

### Byzantine Empire (312 – 1453 C.E.)

- Human and physical geography (Bosphorus Strait, trade routes including Silk Roads)
- Achievements (law (Justinian Code), engineering (Hagia Sophia), art (icons), diplomacy and commerce)
- The Greek Orthodox Church, conversion of Russia and the Balkans
- Political structure and leadership (Basil II, Constantine I, Justinian and Theodora)

### The Rise and Fall of the Mongols and Their Impact on Eurasia (1206 – 1480 C.E.)

- Human and physical geography (Mongolian Steppe)
- Origins (Central Asian nomadic tribes)



- Extent of empire including Genghis Khan and Kublai Khan and Khanates
- Effects on Central Asia, China, Korea, Europe, India, Southwest Asia
- The Yuan Dynasty: a foreign non-Chinese dynasty.
- The Golden Horde and the rise of Moscow
- Global trade, Pax Mongolica, Marco Polo, Ibn Battuta

Causes of decline Abbasid Caliphate (750 – 1258 C.E.)

- Human and physical geography (Muslim empire, Baghdad)
- Origins (defeat of the Umayyads)
- Extent of influence
- Effects on Middle East and Asia
- Golden Age of Islam
- Cultural achievements and innovations (Paper mill, al-Khwarizmi (algebra, Hindu Arabic numerals), optics, poetry, Arabian Nights, medicine, alchemy, cartography)
- Commerce and travel (Silk Road)
- Baghdad, center of learning

Cultural diffusion and syncretism from Africa and Europe and Asia Tang and Song Dynasty (618-1126 C.E.)

- Human and physical geography (proximity to Japan and Korea)
- Cultural achievements and technological innovations (clockwork, movable type,

gunpowder)

- Chinese influence on Korea and Japan
  - Cultural flowering
  - Growth of commerce and trade
  - Cultural diffusion and syncretism
- Early Japanese History and Feudalism (ca. 600 B.C.E. – 1590 C.E.)
- Human and physical geography (archipelago)
  - Early traditions (Shintoism)
  - Ties with China and Korea
  - Social hierarchy and stratification
  - Comparison to European feudalism
  - The influence of Chinese culture (Buddhism, writing, poetry, art)
  - Adoption, adaptation and syncretism in Japanese society including Zen Buddhism

**RISE OF TRANSREGIONAL TRADE NETWORKS:**  
During the classical and postclassical eras, trans regional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards 2, 3, 4)

The Great Bantu Migration (ca. 500 B.C.E. – ca. 1500 C.E.)

- Human and physical geography (linguistic expansion)
- Theories and patterns
- Cultural diffusion (spread of language, creation of hybrid cultures)

- Causes of migration
- Effects on other areas of Africa

#### Growth of Global Trade Networks

- Transregional trade routes linking China, Korea, and Japan, and linking Africa and Eurasia, maritime and overland trade - Indian Ocean network - Persian Gulf network - Mediterranean Sea network - Silk Roads - Trans-Saharan routes - Phoenician trade routes - Trade diasporas

#### New Technology Improves Interregional Travel

- Technology of trade
- Evolution of technology and learning from East Asia to Western Europe via the Middle East

#### Global Trade and Interactions

- Regional trade
- Interregional travelers (traders, missionaries, and nomads)
- Major trading centers (Nanjing, Calicut, Mogadishu, Venice)
- Trans Afro-Eurasian web of commerce
- Cross cultural exchange and cultural diffusion
- Religious diffusion
- Commodities, resources and luxury items
- Slave systems
- Key Individuals (Ibn Battuta, Marco Polo, Zheng He)

Emergence and Expansion of Political States  
■ Mediterranean Sea complex: Byzantine Empire and Rise of the Ottoman Empire

- Human and physical geography (Bosporus Strait, the Balkans, Black Sea, Red Sea)
- Cross-cultural contact and exchange
- Mehmed II and the Ottoman army
- Warfare and expansion
- Fall of Constantinople (1453)

African civilizations (Ghana, Mali, Axum, Songhai) and Trans-Saharan routes (ca. 100 – ca. 1600 C.E.)

- Human and physical geography (oasis and caravan trade, horses and camels, natural resources, influence of disease)
- Organizational structure
- Christianity in Africa
- Roles in global trade routes
- Spread and impact of Islam (Mansa Musa)
- Timbuktu and African trade routes

**SOCIAL AND CULTURAL GROWTH AND CONFLICT:** 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. (Standards 2, 3, 4)

Trans-regional Divisions

- Islam (Sunni and Shia), its worldview and cultural influence

- |   |  |  |  |
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| <ul style="list-style-type: none"><li>■ Sufism</li><li>■ The Great Schism between Roman Catholic Christianity and Orthodox Christianity</li><li>■ Delhi Sultanate</li><li>■ Sikhism, Amritsar, Golden Temple</li><li>■ Crusades</li><li>■ Causes</li><li>■ Effects on Byzantine Empire, The Holy Land and Europe</li><li>■ Key individuals (Urban II, Saladin, and Richard the Lion-Hearted)</li><li>■ Sack of Jerusalem and Constantinople</li></ul> |  |  |  |
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The Bubonic Plague (ca. 1331- ca. 1350s)

- Spread of the Black Death
- The roles of trade and empire
- Global epidemiology
- Social and economic effects

## Global History and Geography I (Grade 9)

Quarter: 2

Unit 3: The Ottoman and the Ming Dynasties (pre-1600 C.E.)

Timeframe: 6 weeks

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine</p>	<p><b><u>Skills</u></b></p> <p>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</p> <p>Political, Economic, and Social Biases in influencing World Events &amp; policies.</p> <p>Analyzing &amp; interpreting quantitative data.</p> <p>Source reliability with regard to agenda, bias, and perspective.</p> <p>Gathering, Using, and Interpreting Evidence</p> <ol style="list-style-type: none"> <li>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ol>	<p>Inquiries:</p> <ol style="list-style-type: none"> <li>1. How did the dominant belief systems of the Ottoman Empire and Ming Dynasty affect their political and social organization?</li> <li>2. In China's trade with Europe, who benefited more from the exchange?</li> <li>3. Was the parallel navigation taking place in China during this era motivated by the same factors as European exploration?</li> <li>4. What factors contributed to the longevity of the Ming dynasty? What factors threatened Ming hegemony?</li> <li>5. What factors contributed to the longevity of the Ottoman Empire? What factors threatened Ottoman hegemony?</li> <li>6. Was the Battle of Lepanto a turning point in world history? Why or Why not?</li> </ol>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p> <p><a href="https://www.engageny.org/resource/new-york-">https://www.engageny.org/resource/new-york-</a></p>	<p>Essential Question: What sustains an empire?</p> <p>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</p> <p>Projects</p> <p>Essays addressing inquiry questions</p> <p>Text Book Series Assessments</p> <p>Teacher-created quizzes and tests</p>

<p>the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="http://state-k-12-social-studies-resource-toolkit">state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p>associate d institutions to allocate scarce resources, how major decision- making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non- market mechanisms.</p> <p><b>STANDARD 5: CIVICS, CITIZENSHIP</b></p>	<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p> <p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p> <p><b>Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p> <p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p>			
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<p><b>IP, AND GOVERNMENT</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracies.</p>	<p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p> <p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <p>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>4. Describe concepts of property rights and rule of law as they apply to a market economy.</p> <p>5. Use economic indicators to analyze the current and future state of the economy.</p> <p>6. Analyze government economic policies and the impact on the national and global economy.</p> <p><b>Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with</p>			
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<p>y, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>other viewpoints and provide evidence for a counter-argument.</p> <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p> <p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p> <p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.</p> <p><b><u>Knowledge</u></b></p> <p>THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each</p>			
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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. (Standards 2, 3, 4, 5)

#### Belief Systems in Afro-Eurasian World

- Muslim, Neo-Confucian and Christian realms ca. 1400 C.E.
- Size and influence
- Maps (the Ottoman Empire and Ming Dynasty)

#### Effects of Ethnic and Religious Composition

- Influence of Neo-Confucianism on Ming political and societal organization
- Influence of Islam on Ottoman political and societal organization

#### The Ming Dynasty (1368-1644 C.E.)

- Human and physical geography (Great Wall, Beijing)
- Restoration of Chinese rule, Chinese world vision
- The impact of China on East Asia and Southeast Asia
- China's relationship with the West
- Contributions
- Ethnic and religious composition
- Structure of family life and the role of women
- Expansion of trade (Zheng He, 1405 – 1433)
- Trade and naval power
- From exploration to isolationism
- Interaction with European traders and Christian missionaries (Jesuits)

	<p>The Impact of the Ottoman Empire on the Middle East and Europe (1281 – 1571 C.E.)</p> <ul style="list-style-type: none"><li>■ Human and physical geography (Mediterranean Sea, Black Sea, Red Sea, Constantinople)</li><li>■ Suleiman I (the Magnificent, the Lawgiver), sultans, Topkapi, the Blue Mosque</li><li>■ Ethnic and religious composition</li><li>■ Structure of family life</li><li>■ Interaction with Europe</li><li>■ Disruption of established trade routes and European search for new ones</li><li>■ Ethnic and religious composition</li><li>■ Trade and naval power</li></ul>			
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## Global History and Geography I (Grade 9)

Quarter: 3  
6 weeks

Unit 4: UNIT 4: Transformation of Western Europe and Russia (1314 – ca. 1750 C.E.) FEBRUARY — MID-MARCH

Timeframe:

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and</p>	<p><b><u>Skills</u></b></p> <p>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</p> <p>Political, Economic, and Social Biases in influencing World Events &amp; policies.</p> <p>Analyzing &amp; interpreting quantitative data.</p> <p>Source reliability with regard to agenda, bias, and perspective.</p> <p>Gathering, Using, and Interpreting Evidence</p> <ol style="list-style-type: none"> <li>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ol>	<p>Inquiries:</p> <ol style="list-style-type: none"> <li>1. What factors led to a newfound interest in Greco-Roman art and philosophy (classical heritage) throughout Europe?</li> <li>2. Were the roots of the Renaissance and Enlightenment Afro-Asian or European?</li> <li>3. What were the various religions that grew out of Catholicism? How did they differ?</li> <li>4. Why was centralized political power a trend throughout societies in Europe, Asia and Africa?</li> <li>5. How did the work of the enlightened philosophers raise questions about the existing social and political order throughout Europe?</li> <li>6. What implications did limits to royal power have on political events in England and the Americas?</li> </ol>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p>	<p><b>Essential Question: Why are some events considered turning points in history?</b></p> <p><b>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</b></p> <p><b>Projects</b></p> <p><b>Essays addressing inquiry questions</b></p> <p><b>Text Book Series Assessments</b></p> <p><b>Teacher-created quizzes and tests</b></p>

<p>examine the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit">https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>including the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p>and associate d instituti ons to allocate scarce resources, how major decision- making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non- market mechanisms.</p> <p><b>STANDARD 5: CIVICS,</b></p>	<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p> <p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p> <p><b>Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p> <p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p> <p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p>			
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<p><b>CITIZENSHIP, AND GOVERNMENT</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional</p>	<p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <ol style="list-style-type: none"> <li>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> <li>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>4. Describe concepts of property rights and rule of law as they apply to a market economy.</li> <li>5. Use economic indicators to analyze the current and future state of the economy.</li> <li>6. Analyze government economic policies and the impact on the national and global economy.</li> </ol> <p><b>Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</li> <li>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ol>			
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<p>democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p> <p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.</p> <p><b><u>Knowledge</u></b></p> <p>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: 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. (Standards 2, 3, 5) Renaissance and Humanism (1314- ca. 1750 C.E.) 9.9a</p>			
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<ul style="list-style-type: none"> <li>■ Human and physical geography (Ptolemaic model, Copernican model, Mercator map, proximity to Islamic World)</li> <li>■ Late Middle Ages (Western European institutions, ideas, beliefs and practices) ■ Shift in worldview (otherworldly to secular)</li> <li>■ Economics and trade ■ Greco-Roman revival and legacy (interest in humanism)</li> <li>■ Art and architecture (Leonardo da Vinci, Michelangelo)</li> <li>■ Literature (Dante, Cervantes, Shakespeare)</li> <li>■ Political science (Machiavelli)</li> <li>■ Scientific and technological innovations (Gutenberg's moveable type printing press, cartography, naval engineering, navigational and nautical devices)</li> <li>■ Beliefs, laws, and norms limiting the education and public roles of women (1400-1750)</li> <li>■ Role of the Islamic caliphates in the diffusion of goods, ideas and technology (printing, paper, navigational tools, mathematics, and medical science)</li> <li>Reformation and Counter Reformation (1517 – 1660 C.E.) 9.9b</li> <li>■ Martin Luther's Ninety-Five Theses: the challenge to the power and authority of the Roman Catholic Church</li> <li>■ Religious and social upheaval</li> <li>■ Anti-Semitic laws and policies, marginalization of Jewish people in European society</li> <li>■ Henry VIII, Elizabeth I and the English Reformation</li> <li>■ Calvin and other reformers</li> <li>■ Counter Reformation (Ignatius Loyola, Council of Trent)</li> <li>■ Roles of men and women within the Christian</li> </ul>			
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churches

- Religious wars in Europe: causes and impacts

Political Ideologies: Global Absolutism 9.9c

- The decline of the Mongols (Golden Horde) on the rise of Moscow

- Efforts to contain Ottoman Empire in Russia and Islamic caliphates in Spain and Portugal

- Thomas Hobbes, The Leviathan

- Absolutism and Divine Right theory

- Key figures (Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, Peter the Great and Catherine the Great)

- Autocracy and absolutism under Louis XIV and Peter the Great The Scientific Revolution (1543 – ca. 1750 C.E.) 9.9d

- Copernicus and heliocentric universe

- Galileo Galilei, Newton

- The scientific method

- Women in the sciences (Maria Sibylla Merian, Emilie Du Chatelet)

- Building on the ideas of China, India and the Islamic world The Enlightenment 9.9e

- A response to absolutism

- Magna Carta (1215)

- Divine Right of Monarchy (Stuart rule)

- Puritan Revolution, the English Civil War, Oliver Cromwell

- English colonization

- Glorious Revolution/English Civil War

- Ideals of the Enlightenment - influence of Locke (The Second Treatise on Government), and Hobbes

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## Global History and Geography I (Grade 9)

Quarter: 3 + 4

UNIT 5: Africa and the Americas (pre-1600 C.E.) MID-MARCH — MID-APRIL

Timeframe: 6 weeks

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine</p>	<p><b><u>Skills</u></b></p> <p><b>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</b></p> <p><b>Political, Economic, and Social Biases in influencing World Events &amp; policies.</b></p> <p><b>Analyzing &amp; interpreting quantitative data.</b></p> <p><b>Source reliability with regard to agenda, bias, and perspective.</b></p> <p><b>Gathering, Using, and Interpreting Evidence</b></p> <ol style="list-style-type: none"> <li>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ol>	<p>Inquiries:</p> <ol style="list-style-type: none"> <li>1. What role did trade play in uniting and dividing people in Africa pre-1600?</li> <li>2. What roles did women play in various African societies? How does it compare to European societies at roughly the same time?</li> <li>3. What were the characteristics of slavery in some African societies pre-contact with Western Europe? What were the characteristics of slavery in the Islamic world?</li> <li>4. What evidence can be used to show that the Aztec and Inca societies were complex prior to the arrival of European explorers?</li> <li>5. How did the kingdoms of Africa and the Americas trace their collective history?</li> </ol>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p> <p><a href="https://www.engageny.org/resource/new-york-">https://www.engageny.org/resource/new-york-</a></p>	<p><b>Essential Question: How are a society's achievements judged?</b></p> <p><b>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</b></p> <p><b>Projects</b></p> <p><b>Essays addressing inquiry questions</b></p> <p><b>Text Book Series Assessments</b></p> <p><b>Teacher-created quizzes and tests</b></p>

<p>the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="http://state-k-12-social-studies-resource-toolkit">state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p>associate d institutions to allocate scarce resources, how major decision- making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non- market mechanisms.</p> <p><b>STANDARD 5: CIVICS, CITIZENSHIP</b></p>	<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p> <p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p> <p><b>Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p> <p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p>			
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<p><b>IP, AND GOVERNMENT</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracies.</p>	<p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p> <p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <p>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>4. Describe concepts of property rights and rule of law as they apply to a market economy.</p> <p>5. Use economic indicators to analyze the current and future state of the economy.</p> <p>6. Analyze government economic policies and the impact on the national and global economy.</p> <p><b>Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with</p>			
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<p>y, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>other viewpoints and provide evidence for a counter-argument.</p> <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p> <p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p> <p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.</p> <p><b><u>Knowledge</u></b></p> <p>9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems</p>			
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influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards 2, 3, 4, 5) Complex Societies and Civilizations in Africa and the Americas (ca. 1325 – 1600 C.E.) 9.8a, 9.8c African states and societies

- Regional environmental differences (desert, Sahel, savannah, rain forest, mountains, rivers, lakes, coastline)
- Songhai Empire (availability of resources, trade networks)
- Ibn Battuta
- Economies
- Cities (Loango, D’Jenne-Jeno, Kimasu, Marrakesh, Fez, Timbuktu, Cairo)
- East Africa (Swahili Coast, Zanzibar, Sudan, trade with Arabia and Persian Gulf)
- Islam, animism, Christianity
- Regional conflicts
- Contributions
- Roles and achievements of women
- Trans-Atlantic/European African slave networks
- Military, cavalry, cannon and gunpowder Aztec, Inca
- Availability of resources, trade networks
- Political organization and policies
- Economies and infrastructure (role of tribute)
- Agricultural innovation and environmental modification
- Cities (Tenochtitlan and Cuzco)
- Regional conflict
- Role of religion (Quetzalcoatl)
- Role and achievements of women
- Interactions in the Atlantic World Local Traditions in

	<p>Africa and the Americas (ca. 1325 – 1600 C.E.) 9.8b</p> <ul style="list-style-type: none"> <li>■ Role of nature and traditional beliefs</li> <li>■ The connections between religious belief and political power in the Aztec and Inca empires (codices)</li> <li>■ Interaction between empires and local communities</li> <li>■ Oral history and tradition Cultural Achievements and Contributions 9.8c</li> <li>■ Aztec urban planning (Tenochtitlan), empire, communication technology (codices)</li> <li>■ Inca (architecture, astronomy, empire, mathematics, measurement, communication technology (quipu), roadways, terrace farming)</li> <li>■ Songhai centralized bureaucracy, ties with Muslim world, mathematics, astronomy, Timbuktu, Sankoré University</li> </ul>			
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## Global History and Geography I (Grade 9)

Quarter: 4  
weeks

UNIT 6: Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.) MID-APRIL — JUNE

Timeframe: 6

CCLS Standards	Skills and Knowledge	Inquiries	Resources/Materials	Unit Assessment
<p>2-5</p> <p><b>STANDARD 2: WORLD HISTORY</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and</p>	<p><b><u>Skills</u></b></p> <p>Writing to the NYS Regents standard questions (writing prompt-thematic as well as DBQ using document and text support and outside information).</p> <p>Political, Economic, and Social Biases in influencing World Events &amp; policies.</p> <p>Analyzing &amp; interpreting quantitative data.</p> <p>Source reliability with regard to agenda, bias, and perspective.</p> <p><b>Gathering, Using, and Interpreting Evidence</b></p> <ol style="list-style-type: none"> <li>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ol>	<p><b>Inquiries:</b></p> <ol style="list-style-type: none"> <li>1. How did technologies and ideas that diffused to Europe from Byzantium, Africa, and Asia make Atlantic exploration possible?</li> <li>2. How did commodities (sugar, tobacco, silver) drive European colonization?</li> <li>3. What were the ecological, demographic, and economic transformations resulting from the Columbian Exchange?</li> <li>4. What were the characteristics of the Trans-Atlantic Slave trade? What role did Europeans and Africans play in the development and proliferation of the transAtlantic slave trade?</li> <li>5. How did the first global age transform gender relations?</li> <li>6. How did technology, trade, and conflict begin to shift power relationships between the Europeans and Asian empires and kingdoms?</li> </ol>	<p><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></p> <p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework">https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/units.html</a></p> <p><a href="http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html">http://www.p12.nysed.gov/ciai/socst/ghgonline/home.html</a></p> <p><a href="http://www.nysedregents.org/globalhistorygeography/">http://www.nysedregents.org/globalhistorygeography/</a></p> <p><a href="https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii">https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii</a></p> <p><a href="https://www.nytimes.com/learning/general/subject/globalhistory_index.html">https://www.nytimes.com/learning/general/subject/globalhistory_index.html</a></p>	<p><b>Essential Question: How did the Encounter transform the Atlantic World?</b></p> <p><b>Test-Multiple Choice Questions, Thematic Essays, Document Based Question Essays</b></p> <p><b>Projects</b></p> <p><b>Essays addressing inquiry questions</b></p> <p><b>Text Book Series Assessments</b></p> <p><b>Teacher-created quizzes and tests</b></p>

<p>examine the broad sweep of history from a variety of perspectives.</p> <p><b>STANDARD 3: GEOGRAPHY</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-</p>	<ol style="list-style-type: none"> <li>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>4. Describe, analyze, and evaluate arguments of others.</li> <li>5. Make inferences and draw conclusions from evidence.</li> <li>6. Deconstruct and construct plausible and persuasive arguments using evidence.</li> <li>7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</li> </ol> <p><b>Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.</li> <li>3. Identify, analyze, and evaluate the relationship between multiple causes and effects.</li> <li>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ol>		<p><a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit">https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit</a></p> <p><a href="http://larryferlazzo.com/world%20history.html">http://larryferlazzo.com/world%20history.html</a></p> <p><a href="https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/">https://quizlet.com/12645683/nys-global-history-and-geography-regents-flash-cards/</a></p> <p><a href="http://ny.pbslearningmedia.org/collection/wa/?topic_id=534">http://ny.pbslearningmedia.org/collection/wa/?topic_id=534</a></p> <p><a href="http://www.regentsprep.org/regents/global/global.cfm">http://www.regentsprep.org/regents/global/global.cfm</a></p>	
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<p>including the distribution of people, places, and environments over the Earth's surface.</p> <p><b>STANDARD 4: ECONOMICS</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems</p>	<p>5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p> <p>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p> <p>7. Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p> <p><b>Comparison and Contextualization</b></p> <p>1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p> <p>2. Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</p> <p>4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>			
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<p>and associate d institutions to allocate scarce resources, how major decision- making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non- market mechanisms.</p> <p><b>STANDARD 5: CIVICS,</b></p>	<p>5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p> <p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p> <p><b>Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.</p> <p>2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p>3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>4. Recognize and interpret (at different scales) the relationships among patterns and processes.</p>			
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<p><b>CITIZENSHIP, AND GOVERNMENT</b> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional</p>	<p>5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p> <p>6. Characterize and analyze changing interconnections among places and regions.</p> <p><b>Economics and Economics Systems</b></p> <p>1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>2. Analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>4. Describe concepts of property rights and rule of law as they apply to a market economy.</p> <p>5. Use economic indicators to analyze the current and future state of the economy.</p> <p>6. Analyze government economic policies and the impact on the national and global economy.</p> <p><b>Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with</p>			
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<p>democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>other viewpoints and provide evidence for a counter-argument.</p> <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p> <p>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</p> <p>4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.</p> <p>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p> <p>8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.</p> <p><b><u>Knowledge</u></b></p> <p>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between</p>			
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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. (Standards 2, 3, 4) Development of Transoceanic Trade Routes 9.10a

- Spain and Portugal on the eve of the encounter
- Human and physical geography (various trade routes to India, Venetian and Genoese monopolies, location of Iberian peninsula and Prince Henry)
- Reconquista under Ferdinand and Isabella
- Expulsion of Moors and Jews
- Motivations for exploration and expansion
- Mediterranean trade
- Exploration and overseas expansion (Columbus, Magellan)
- Canary Islands and sugar
- Knowledge and technological innovations The Encounter, Colonization and the Columbian Exchange (ca. 1450 – 1750 C.E.) 9.10b
- Human and physical geography (the Columbian Exchange and ecological imperialism)
- European competition for colonies in the Americas, Africa, East Asia, and Southeast Asia
- The Atlantic Plantation Complex
- The triangular trade and slavery
- Slave forts
- The extent of European expansionism
- European mercantilism
- Spanish colonialism and the introduction of the Encomienda system in Latin America
- Dutch colonization in East Asia (Japan and Indonesia)

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| <ul style="list-style-type: none"> <li>■ Portuguese colonization in Africa, Arabia, India, and China</li> <li>■ Women facilitated the cross-cultural exchange between Europeans and indigenous populations (Pocahontas and La Malinche)</li> <li>■ Exchange of food</li> <li>■ Epidemic and pandemic The Transatlantic Slave Trade (1493 – 1833 C.E.) 9.10c</li> <li>■ The Atlantic Plantation Complex</li> <li>■ Results of the Encounter</li> <li>■ Demographic collapse of Native American communities</li> <li>■ Resource extraction</li> <li>■ Effects on Asante and Dahomey</li> <li>■ Demographic shifts in Europe and China following 1492</li> <li>■ Demand for plantation labor</li> <li>■ Plantations, servants, slavery, rebellion and resistance in Brazil, San Domingue, Barbados, St. Vincent, Jamaica, American South</li> <li>■ Silver trade (treasure fleets)</li> <li>■ European and African roles in the slave trade</li> <li>■ Slave forts in West Africa</li> <li>■ Social, political, and economic impact of the Atlantic slave trade on African regions and kingdoms (Angola, West Africa and the Ashanti and Dahomey)</li> <li>■ The Middle Passage</li> <li>■ African Diaspora and the “Black Atlantic” Contact, Conquest and Colonization in the Atlantic World (1492 – ca. 1750 C.E.) 9.10d</li> <li>■ Political, economic, cultural and geographic effect of Spanish colonization on Aztec and Inca Empires</li> <li>■ Impact on non-Aztec and Inca peoples in the Spanish</li> </ul> |  |  |  |
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	<p>Empire</p> <ul style="list-style-type: none"><li>■ Social, economic and racial interaction in Spanish colonies (castas)</li><li>■ Black Legend</li><li>■ Dutch settlement in South Africa</li><li>■ French and English colonies in the Caribbean and North America</li></ul> <p>Disruptions in the Eastern Hemisphere</p> <p>Trade Networks 9.10e</p> <ul style="list-style-type: none"><li>■ Shifts in global trade networks</li><li>■ Changes brought about by ship design and the use of gun powder</li><li>■ Trading post empires</li><li>■ The Dutch in the Indian Ocean</li><li>■ The beginning of the “Great Divergence”?</li><li>■ Ottomans, the Mughal, late Ming and early Qing</li></ul>			
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