

# GLOBAL HISTORY I Curriculum Map

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UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
<p>Historical Thinking EQ- How do historians determine what happened in the past?</p>	<p>About 14 days</p>	<p>Students will begin to identify the source's point of view, purpose, historical situation, and/or audience.</p>	<p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link: <a href="https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/historical-thinking/">https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/historical-thinking/</a></p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>Summative Assessment: The summative assessment for this unit will be a quiz based on historical thinking. The purpose of the quiz is to ensure that the students understand basic historical concepts before they actually begin learning about history.</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-10.4 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 science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p>Ancient River Valley Civilizations EQ- How did the development of agriculture affect the lives of people in early civilizations and their environment?</p>	<p>About 18 days</p>	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.</p>	<p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link: <a href="https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/the-first-civilizations/">https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/the-first-civilizations/</a></p> <p>For this unit we will also utilize several clips from National Geographic .</p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>Summative Assessment: Students will compose a two paragraph response in which they respond to the following prompt/question: What were the two most important innovations of</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-10.1 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>CCSS.ELA-LITERACY.RH.9-10.2 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>

		Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments		the Neolithic Era? Explain why.	Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.	CCSS.ELA-LITERACY.RH.9-1 0.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  CCSS.ELA-LITERACY.RH.9-1 0.4 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 science. CCSS.ELA-LITERACY.RH.9-1 0.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Classical Civilizations EQ- How did classical civilizations gain, consolidate, maintain and lose their power?	About 1 month (30 days)	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process.</p> <p>Figuring out the pros and cons of the different positions on an issue.</p> <p>Weighing those positives and negatives to reach a conclusion.</p>	<p>Core Texts: <b>Athenian Constitution</b> <b>Twelve Tables</b></p> <p>In addition to this, many of the core texts and materials for this unit will come from New Visions.</p> <p>Link: <a href="https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/classical-civilizations/">https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/classical-civilizations/</a></p> <p>For this unit we will also utilize several clips from National Geographic .</p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>Summative Assessment: A main summative assessment that students will have for this unit is an extensive quiz testing their knowledge on Ancient Greece and Rome.</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> <li>-Work cooperatively toward goals and hold each other accountable in supportive ways.</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-1 0.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-1 0.2 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. CCSS.ELA-LITERACY.RH.9-1 0.3 Analyze in detail a series of events described in a text; determine whether</p>

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Political Powers and their Achievements EQ- How did post classical civilizations gain, consolidate, maintain, and lose their power?	About 19 days	Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.  Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.  Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments	Many of the core texts and materials for this unit will come from New Visions.  Link: <a href="https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/political-powers-and-achievements/">https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/political-powers-and-achievements/</a>  For this unit we will also utilize several clips from National Geographic .	Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.  Summative Assessment: Students will have to write a 3-paragraph response responding to the following prompt: Based on what we've learned about what Europe was like after the fall of Rome would you have rather lived in western Europe or eastern Europe after Rome collapsed? Why?	In this unit, students will: -Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. -Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.  - Work cooperatively toward goals and hold each other accountable in supportive ways. - Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small	CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 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. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

					group work) that accommodate the diverse learning styles and interests of those in the class community.	CCSS.ELA-LITERACY.RH.9-1 0.4 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 science. CCSS.ELA-LITERACY.RH.9-1 0.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Social and Cultural Growth and Conflict EQ- How did increased interconnectedness affect the postclassical world?	About 12 days	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.</p> <p>Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments</p>	<p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link: <a href="https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/social-and-cultural-growth-and-conflict/">https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/social-and-cultural-growth-and-conflict/</a></p> <p>For this unit we will also utilize several clips from National Geographic .</p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>Summative Assessments: After being given several primary and secondary sources to read and analyze, students will have to answer the following question in a response of at least 2 paragraphs: What had a more negative effect on humanity as a whole, Covid-19 or the Bubonic Plague?</p> <p>Students will have to utilize several sources in their responses.</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> <li>-Work cooperatively toward goals and hold each other accountable in supportive ways.</li> <li>- Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-1 0.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-1 0.2 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. CCSS.ELA-LITERACY.RH.9-1 0.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  CCSS.ELA-LITERACY.RH.9-1 0.4 Determine the meaning of words and phrases as they are used in a text,</p>

					community.	including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<p>Ottoman and Ming Pre-1600</p> <p>EQ- How did the Ottoman Empire and Ming Dynasty gain, consolidate and maintain their power?</p> <p>Is it ever worth it for a society to be ethnocentric?</p>	About 12 days	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.</p> <p>Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments</p>	<p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link: <a href="https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/ottoman-and-ming-pre-1600/">https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/ottoman-and-ming-pre-1600/</a></p> <p>For this unit we will also utilize several clips from National Geographic .</p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>*Still brainstorming summative assessment.*</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> <li>-Work cooperatively toward goals and hold each other accountable in supportive ways.</li> <li>-Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 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. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  CCSS.ELA-LITERACY.RH.9-10.4</p>

					learning styles and interests of those in the class community.	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 science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
The Transformation of Western Europe and Russia EQ- How did new ideas and innovation affect Western Europe and Russia starting in the 15th century?	About 18 days	Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based. Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.  Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments	Many of the core texts and materials for this unit will come from New Visions.  Link: <a href="https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/transformation-of-western-europe-and-russia/">https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/transformation-of-western-europe-and-russia/</a>  For this unit we will also utilize several clips from National Geographic .	Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.  *Still brainstorming summative assessment.*	In this unit, students will: -Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. -Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.  - Work cooperatively toward goals and hold each other accountable in supportive ways. -Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.	CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 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. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social,

						<p>or economic aspects of history/social science.  CCSS.ELA-LITERACY.RH.9-1  0.5  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p>Africa and the Americas Pre-1600  EQ- How did pre-1600s civilizations in Africa and the Americas gain, consolidate and maintain power?</p>	<p>About 12 days</p>	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.</p> <p>Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments</p>	<p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link:  <a href="https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/africa-and-the-americas-pre-1600/">https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/africa-and-the-americas-pre-1600/</a></p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>*Still brainstorming summative assessment.*</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>-Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</li> <li>-Work cooperatively toward goals and hold each other accountable in supportive ways.</li> <li>-Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.</li> </ul>	<p>CCSS.ELA-LITERACY.RH.9-1  0.1  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  CCSS.ELA-LITERACY.RH.9-1  0.2  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.  CCSS.ELA-LITERACY.RH.9-1  0.3  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  CCSS.ELA-LITERACY.RH.9-1  0.4  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 science.  CCSS.ELA-LITERACY.RH.9-1  0.5</p>

						Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<p>European Exploration and Colonization EQ- How did increased interconnectedness affect the world after the Encounter?</p> <p>Is colonization something that can ever be justified (in any context)?</p>	<p>About 1 month (30 days)</p>	<p>Students will begin to analyze arguments in both primary and secondary sources. Students will also begin to compare whether it is text-based or non-text based.</p> <p>Students will begin to construct an argument. Using evidence to support the thought process. Figuring out the pros and cons of the different positions on an issue. Weighing those positives and negatives to reach a conclusion.</p> <p>Students will begin to use the historical reasoning processes. Students will start comparing historical aspects. Understand the causation of historical events. Identify the continuity/ change of historical developments</p>	<p>Core Texts:  - <b>Diary of Christopher Columbus</b>  - <b>A Short Account of the Destruction of the Indies</b>  <b>The Amistad Case</b></p> <p>Many of the core texts and materials for this unit will come from New Visions.</p> <p>Link:  <a href="https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/interactions-and-disruptions/">https://curriculum.illustrativemathematics.org/social-studies/course/9th-grade-global-history/interactions-and-disruptions/</a></p> <p>For this unit we will also utilize several clips from National Geographic .</p>	<p>Formative assessments for this unit will include: Independent thinking activities, turn and talk activities, exit tickets, class handouts, whole class discussion activities (i.e. this or that), Do Now questions etc.</p> <p>Summative assessment: Students will be asked to participate in a virtual gallery walk in which they will analyze and evaluate several primary and secondary sources that focus on the operation of colonization (in various parts of the world).</p> <p>After participating in this gallery walk, students will be told to produce an essay (of 4 paragraphs in length) in which they respond to the following question: What are two ways in which colonization led to many people around the world being oppressed?</p>	<p>In this unit, students will:</p> <p>-Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.  -Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p> <p>-Work cooperatively toward goals and hold each other accountable in supportive ways.  -Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  CCSS.ELA-LITERACY.RH.9-10.2  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.  CCSS.ELA-LITERACY.RH.9-10.3  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.4  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 science.  CCSS.ELA-LITERACY.RH.9-10.5  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>