

## 9<sup>th</sup> Grade Global Studies Curriculum Framework - Global Studies I

Global Studies I is the first part of a two-year course sequence that provides a meaningful overview of human history in direct relationship to the current challenges of political, economic, and environmental sustainability. This course sequence prepares students to demonstrate their understanding of world history and geography through a thematic approach and detailed case studies. New York State content standards are explored thematically to help students deeply understand the structures and processes that shape our current world system. In the first trimester, students explore both the role of historical narratives and human belief systems and how they help humans understand their origins and roles within their present environment. In the second trimester, students study culture through the lens of geography to better understand how our environment influences who we are. This will include a case study to show the historical development of civilizations and how human societies have evolved from a complex evolution of human environment interactions. In the third trimester, students explore the origins, ideas, and development of political and economic systems through historical analysis of specific global regions.

### Trimester 1: Who am I? What are the forces that shape who I am?

Learning Targets (State Standard Met)	Content & Sequence	Assessments
<p><b>Unit 1: Story</b></p> <p><b><u>Long Term Learning Target:</u></b> I can analyze and explain how humans use stories to understand one’s self and their environment.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can recognize the various narratives humans use to tell their stories.</li> <li>• Supporting Learning Targets:</li> <li>• I can explain the importance of oral histories and recognize the role they play in my life.</li> <li>• I can distinguish between history and prehistory.</li> <li>• I can appraise the value of multiple perspectives and synthesize them to</li> </ul>	<p>Sequencing: The Story A) What is history? 1. Narratives (Reading: Betty Sue Flowers)     a. Storytelling Animals     b. Narratives – (Religious, Hero, Democratic, Economic) 2. History vs. Prehistory 3. Multiple Perspectives and Competing Interpretations 4. Change over time  B) Utilizing evidence 1. Primary vs. Secondary documents 2. Analysis of Artifacts C) The role of oral histories</p>	<p><u>Formative Assessments</u> Summary of narratives  Personal Word Web  Narrative analysis project  Primary Source Analysis –OPVL - Origin - Place - Value - Limitations  Family History story – report a family story and describe its value.  History bag analysis  <u>Summative Assessment</u> Dear History Letter- Demonstrate the role</p>

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<p>formulate my own conclusions.</p> <ul style="list-style-type: none"> <li>I can utilize historical evidence to draw conclusions about our past while noting the inherent bias of my personal inferences.</li> <li>I can evaluate sources and classify them as primary or secondary documents. I can explain the advantage of using primary documents for studying history.</li> </ul> <p><b><u>NYS Standards:</u></b> 2-1-1, 2-1-2, 2-1-3, 2-1-5, 2-2-1, 2-2-3, 2-2-4, 2-4-2</p>		<p>of the story as a means for how one connects with and understands their environment.</p>
<p><b>Unit 2: Belief Systems</b></p> <p><b><u>Long Term Learning Targets:</u></b> -I can identify major concepts and beliefs of the major belief systems to show how humans explain who we are and where we are. -I can identify similarities and differences between the various belief systems.</p> <p>Alternative Long Term Learning Target: -I can compare and contrast how humans explain how the human sense of self and place is influenced by various belief systems.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify the major belief systems of the world and list their origins on a map.</li> </ul>	<p>How does religion explain where we are and our place?</p> <p>1) Belief Systems</p> <p>A) Shamanism B) Animism &amp; African Diasporic religions C) Hinduism D) Buddhism E) Philosophies of China (Confucianism, Taoism) F) Judaism G) Christianity H) Islam I) Other Belief Systems (time permitting)</p> <p>i. Sikhism ii. Bahá'í Faith iii. Folk Religions (outside supervision of theologians) iv Shintoism v. Jainism</p>	<p><b><u>Formative Assessments</u></b> KWL – Belief Systems</p> <p>Religions &amp; Belief Systems Map</p> <p>Questions on Mana, Animism &amp; Shamanism</p> <p>Jigsaw - Stories of African Diasporic Religions</p> <p>Venn Diagrams – comparing religions</p> <p>Map exercise of religious conflict including summaries</p> <p>Gift of the Jews (reading &amp; summary)</p> <p>Personal reflection - Sayings of Confucious and Daoism in my life.</p>

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<ul style="list-style-type: none"> <li>• I can recall common components of the African Diasporic religions including concepts of the spirit, animism and mana.</li> <li>• I can identify the major characteristics of Hinduism and describe how followers seek self-realization.</li> <li>• I can explain how Judaism’s founding marked a significant shift in organized religion.</li> <li>• I can list and describe the basic tenets of Islam and what it means for an individual to serve Allah.</li> <li>• I can compare and contrast the three religions of the book (Christianity, Islam &amp; Judaism).</li> <li>• I can list the major philosophies of China and detail how they explain the role of self.</li> <li>• I can recall the history of Buddhism and talk about the expectations a Buddhist might have for the self.</li> <li>• I can compare and contrast various religions to show how humans explain who we are and where we are.</li> <li>• I can identify major concepts and beliefs of the major belief systems to show how humans explain who we are and where we are.</li> </ul> <p>Additional Learning Target:</p> <ul style="list-style-type: none"> <li>• I can analyze the similarities and differences between the sects of Christianity citing how each defines an</li> </ul>	<p>2) Belief Systems and our environment</p> <ul style="list-style-type: none"> <li>• Ithaca</li> <li>• USA</li> <li>• Global</li> </ul>	<p>Christianity Tour of Ithaca</p> <p>Listening &amp; Interview Skills – Buddhist Monastery Visit</p> <p>Empire of Islam – Essay Contributions of Islamic Society</p> <p><u>Summative Assessment</u> Project: compare and contrast various religions to show how humans explain who we are and where we are. (Choice of mediums – Music composition, Comic book, Poster, Skit, Documentary, Interview, PowerPoint, Radio Program /Podcast) Alternative Assessment: Regents Essay from June 2008</p>

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<p>individual's relationship with the supernatural.</p> <p><b>NYS Standards:</b>            2-1-1, 2-1-2, 2-1-4, 2-1-5, 2-2-1, 2-2-5, 2-3-1, 2-3-2, 2-3-3, 2-4-2            3-1-3</p>		

**Trimester 2: Where am I? How does where we are influence who we are?**

Learning Targets (State Standard Met)	Content & Sequence	Assessments
<p><b>Unit 3: Geography &amp; Culture</b></p> <p><b>Long Term Learning Target:</b>            I can explain how geography influences who we are.</p> <p>Alternative Long Term Learning Target:</p> <ul style="list-style-type: none"> <li>I can use Jared Diamond's theories to help explain how geography plays a key role in the success of civilization.</li> </ul> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> <li>I can explain how the earth is written through maps and absolute coordinates.</li> <li>I can identify and explain how the drawing of maps can be culturally biased.</li> </ul>	<p>Sequencing:            A) Overview – Six Elements of Geography</p> <ol style="list-style-type: none"> <li>Location               <ol style="list-style-type: none"> <li>Absolute Location</li> <li>Relative Location</li> </ol> </li> <li>Place               <ol style="list-style-type: none"> <li>Physical Characteristics</li> <li>Cultural/Human Characteristics</li> </ol> </li> <li>Human-environment Interactions               <ol style="list-style-type: none"> <li>Adapt</li> <li>Modify                   <ol style="list-style-type: none"> <li>Positive/Negative</li> <li>Intentional/Accidental</li> <li>Favorable/Destructive</li> </ol> </li> <li>Depend</li> <li>Balance</li> </ol> </li> <li>Movement               <ol style="list-style-type: none"> <li>People</li> <li>Goods</li> <li>Ideas</li> </ol> </li> </ol>	<p><u>Formative Assessment</u>            World Map – labeled</p> <ul style="list-style-type: none"> <li>topographical</li> <li>Political</li> </ul> <p>Identifying geographic features</p> <p>Mapping your community project</p> <p>Themes of Geography Worksheets &amp; Descriptions</p> <p>Geography Quiz</p> <p>Human – Environment Interactions            -Ithacan History from Natives</p> <p>Cultural Geography Reading and Questions</p> <p>Components of Culture Prewriting</p>

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<ul style="list-style-type: none"> <li>• I can demonstrate the relationship between Geography and Culture.</li> <li>• I can identify basic landforms.</li> <li>• I can compare vegetation zones as well as climate zones.</li> <li>• I understand and can support how cultures are formed around the different ways people provide for the basic necessities of life in different geographic settings. (I can explain how geography influences culture and demonstrate how cultural diversity is a direct result of geography.)</li> <li>• I can identify various cultural components and explain how cultural diffusion has affected my culture in these ways.</li> <li>• I can recognize how humans organize information about people, places and environments in order to interpret complexity. (I can identify the different ways that people use geography to better understand their world.)</li> </ul> <p>Additional Learning Targets</p> <ul style="list-style-type: none"> <li>• I understand that no place is alone and that all places are linked by some factors.</li> <li>• I can express the various ways in which humans have modified their environment on both a local and</li> </ul>	<p>5.Regions</p> <p>a. Similarities &amp; Differences</p> <ol style="list-style-type: none"> <li>i. Political</li> <li>ii. Topographical</li> <li>iii. Agricultural</li> <li>iv. Cultural</li> </ol> <p>b. Types</p> <ol style="list-style-type: none"> <li>i. Formal</li> <li>ii. Functional</li> <li>iii. Perceptual</li> </ol> <p>B) Physical change of the Earth</p> <p>1.Physical Processes</p> <ol style="list-style-type: none"> <li>a. Physical geography</li> <li>2.Human Activity</li> <ol style="list-style-type: none"> <li>a. Human geography</li> <li>b. Political geography</li> </ol> </ol> <p>3.Human ecology: Analyzing interactions of humans and systems</p> <p>C) Geographic Issues, Problems and Questions</p> <ol style="list-style-type: none"> <li>1.Asking and answering geographic questions</li> <li>2.Analyzing theories of geography</li> <li>3.Acquiring, organizing and analyzing geographic information</li> </ol> <p>D) Movement &amp; Migration</p> <ol style="list-style-type: none"> <li>1.Characteristics of Human populations, migration and resource distribution</li> <ol style="list-style-type: none"> <li>a. Origins of human movement</li> <li>b. Populating the earth</li> <li>c. Patterns of migration</li> </ol> </ol> <p>E) Case Study - Interactions of social/cultural, ideological, political, economic, and religious and spiritual</p>	<p>Cultural Diffusion Essay -Jane Schaffer Writing Workshop</p> <p><u>Summative Assessments</u> Geography Test</p> <p>Essay: Choose one –</p> <ol style="list-style-type: none"> <li>1. I can identify and explain how the drawing of maps can be culturally biased.</li> <li>2. Using your own culture as an example, demonstrate the relationship between Geography and Culture. Be sure to include: <ul style="list-style-type: none"> <li>• Components of Culture</li> <li>• Diffusion</li> <li>• Migration</li> <li>• Climate and Vegetation Zones</li> </ul> </li> </ol> <p>Using Jared Diamond’s theories (Guns, Germs &amp; Steel), explain how geography plays a key role in the success of a civilization.</p>

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<p>global level.</p> <ul style="list-style-type: none"> <li>I can describe the relationship between human characteristics and activities of a place and the continually changing characteristics of the earth. (3.1.2)</li> <li>I can identify how humans have used the land to their advantage economically and otherwise and describe the implications.</li> <li>I can identify and list the six elements of geography and explain how these categories help us better understand who we are.</li> </ul> <p><b><u>NYS Standards:</u></b>  2-1-1, 2-1-2, 2-1-3, 2-1-4, 2-1-5, 2-2-5, 2-3-1, 2-3-2, 2-3-3, 2-4-1, 2-4-2  3-1-1, 3-1-2, 3-1-3, 3-1-5, 3-1-6, 3-2-1, 3-2-3, 3-2-4, 3-2-5</p>	<p>systems  Jared Diamond  F) Culture  1. Definition and application  a. Values  b. Beliefs  c. Behaviors  d. Norms  2. Components of Culture  3. Cultural Ecology</p>	
<p><b>Unit 4:</b>  <b><i>Early Civilizations: Case Study: Maya</i></b></p> <p><b><u>Long Term Learning Target:</u></b> I can compare the factors that led to the fall of the Maya with the current challenges facing our own civilization.</p> <p>Supporting Learning Targets:</p> <ul style="list-style-type: none"> <li>I can discuss how the Maya (or other early Americans)</li> </ul>	<p>I – Human Migration and Populating of the Earth  II - Neolithic Revolution  III - Early Civilizations  A) Maya Geography &amp; Cultural Ecology  a. Agriculture  b. Trade  B) Maya Advancements  a. Architecture  b. Mathematics  c. Astronomy</p>	<p><u>Formative Assessments</u>  Neolithic Revolution - Skits    KWL – Maya    Expedition Journaling – Time and Calendars    Maya PPT – Cultural Ecology    Notes for Guest Lecture</p>

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<p>interacted with their environment.</p> <ul style="list-style-type: none"> <li>I can describe the achievements of the Maya, particularly in mathematics and astronomy.</li> </ul> <p><b><u>NYS Standards</u></b>  2-1-1, 2-1-4, 2-1-5, 2-2-1, 2-2-3, 2-2-5, 2-3-1, 2-3-2, 2-3-3, 2-4-1, 2-4-2  3-1-3, 3-1-5  4-1-1</p>	<p>C) Religion &amp; Rituals  D) Maya Collapse</p>	<p>Jigsaw – Mayan Society &amp; Technology</p> <p>Reading and notes from <i>Collapse</i> (Diamond)</p> <p><u>Summative Assessment</u></p> <p>Demonstrate each of these three learning targets in a comprehensive essay or using each of the three following formats:</p> <ul style="list-style-type: none"> <li>Found Poem</li> <li>PowerPoint</li> <li>Poster</li> </ul>

### Trimester 3: How are we connected?

Learning Targets (State Standard Met)	Content & Sequence	Assessments
<p><b>Unit 5:</b>  <b>Investigation: Africa</b></p> <p><b><u>Long Term Learning Target:</u></b>  I can demonstrate how the history and diversity of Africa includes the many themes of human history.  I can demonstrate how trade has influenced the history of Africa.</p> <p>Supporting Learning Targets</p> <ul style="list-style-type: none"> <li>I can discuss the origins of human migrations originating with the continent of Africa.</li> <li>I can identify how the geography of Africa has</li> </ul>	<p>Sequencing:  Sequence:</p> <p>I - African Geography  II - Migration of Human Populations  A. Olduvai Gorge  B. Populating the Earth</p> <p>III - River Civilizations – Egypt  A. Traditional Economies  B. Political Systems  C. Writing Systems  D. Early Technologies  E. Legal Systems</p> <p>IV - Bantu Migrations  A. Causes of migration  B. Linguistic diffusion</p>	<p><u>Formative Assessments</u>  KWL – What is Africa</p> <p>Ethnocentric views of Africa</p> <p>Reading Summary – Lucy &amp; Origins of Man</p> <p>Maps of Africa  - Political  - Linguistic / Cultural  - Topographic  - Colonial</p> <p>Jigsaw – Egyptian Civilization</p>

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<p>influenced its history.</p> <ul style="list-style-type: none"> <li>I can describe characteristics and achievements of ancient river civilizations using Ancient Egypt as an example.</li> <li>I can discuss the motives and effects of the Bantu migrations.</li> <li>I can compare and contrast the rise and fall of African empires such as the Aksum (Axum), Ghana, Mali and Songhai empires.</li> <li>I can explain the role of the griot in African history.</li> <li>I can make connections between European influence and the struggles of Africa.</li> <li>I can assess the effect of globalization on Africa.</li> </ul> <p><b><u>NYS Standards:</u></b>  2-1-1, 2-1-2, 2-1-3, 2-1-4, 2-1-5, 2-2-1, 2-2-2, 2-2-3, 2-2-4, 2-2-5, 2-3-1, 2-3-2, 2-3-3, 2-4-1, 2-4-2, 2-4-3  3-1-1, 3-1-2, 3-1-3, 3-1-4, 3-1-5, 3-1-6, 3-2-3  4-1-1, 4-1-3, 4-1-6</p>	<p>V - Empires of Ancient Africa</p> <ul style="list-style-type: none"> <li>A. Aksum</li> <li>B. Ghana</li> <li>C. Mali</li> <li>D. Songhai</li> </ul> <p>VI - Movement in Africa</p> <ul style="list-style-type: none"> <li>A. Trade</li> <li>B. Islam</li> <li>C. Griot</li> <li>D. Plague</li> </ul> <p>VII - European Influence</p> <ul style="list-style-type: none"> <li>A. Slave Trade</li> <li>B. Scramble for Africa</li> <li>C. African Resistance</li> </ul> <p>VIII - Independence and Reconstruction</p> <p>IX - Globalization</p>	<p>Bantu Migrations – Cornell Notes</p> <p>Jigsaw Summary – Empires of Ancient Africa</p> <ul style="list-style-type: none"> <li>- Aksum</li> <li>- Ghana</li> <li>- Mali</li> <li>- Songhai</li> <li>- Griot Project – create a storyline and express it through music.</li> </ul> <p>Portfolio - Case Study: Nigeria</p> <ul style="list-style-type: none"> <li>- Ethnic Tribes</li> <li>- Islam</li> <li>- Slave Trade</li> <li>- Independence</li> <li>- Globalization</li> </ul> <p><u>Summative Assessments</u></p> <p>Redraw the borders of Africa to facilitate cooperation and diminish human strife. Using the Berlin Conference of 1884-85 as the way one shouldn't approach this solution, cite the reasons for how you draw your map (e.g. language groups, religion, geographic features, etc).</p> <p>Identify and describe 5 themes of human history. Citing specific examples, demonstrate how these themes exist or occur in African history. Trade must be one of the examples you demonstrate.</p>

<http://www.emsc.nysed.gov/ciai/socst/ghgonline/home.html>