

Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment *Please note; all assessments are based on the regents exam skills and the NYS Social Studies Framework*
Common Core <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects ● Speaking and Listening Standards 	Source Reliability (skills needed to follow the NYS Social Studies Framework and effectively complete the regents exam in 10th grade)	<ul style="list-style-type: none"> ● What does “reliable” mean? ● Terms: primary source, secondary source, evidence, historical circumstances, geographic context, bias, perspective, point of view, audience, cause/effect, turning point, purpose 	<ul style="list-style-type: none"> ● Graphic organizers, guided notes, primary and secondary sources, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Project based and constructed response questions using documents (this is subject to change)
Common Core <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 	Enduring Issues (based on part 3 of the regents exam in 10th grade: Enduring Issues Essay)	<ul style="list-style-type: none"> ● Definition of an enduring issue ● Identifying enduring issues ● Class list of enduring issues (power, conflict, impact of innovations, impact of geography, impact of nationalism, 	<ul style="list-style-type: none"> ● Graphic organizers, guided notes, primary and secondary sources, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Project based: identify and define enduring issues using documents (this is subject to change)

<ul style="list-style-type: none"> • Speaking and Listening Standards 		<p>impact of globalization, human rights violations)</p> <ul style="list-style-type: none"> • Real life examples and review historical topics by choosing an enduring issue from our class list 		
<p>9.1 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; Themes: TCC, GEO, ECO, TECH)</p>	<p>The First Civilizations & the Impact of Geography</p>	<ul style="list-style-type: none"> • Geography skills (ex: looking at a map, making conclusions and answering questions based on observation and evidence) • Characterizations of the Paleolithic and Neolithic Ages • Explain the reasons why the Neolithic Revolution is considered a turning point in history. • Ancient Mesopotamia and the impact of geography. 	<ul style="list-style-type: none"> • Maps, graphic organizers, guided notes, primary and secondary sources, New Visions & WSKG resources and materials. 	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, steps to an enduring issues essay (this is subject to change).</p>

		<ul style="list-style-type: none"> ● Ancient China and the impact of geography. 		
<p>9.2 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; Themes: ID, SOC)</p>	Belief Systems	<ul style="list-style-type: none"> ● Basic beliefs and impacts on the followers/civilizations of 5 major belief systems (judaism, christianity, islam, buddhism, and hinduism) ● Compare/contrast basic beliefs 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, steps to an enduring issues essay (this is subject to change).
<p>9.3 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</p>	Classical Civilizations: Greece and Rome	<ul style="list-style-type: none"> ● Impact of geography on both civilizations ● Major achievements of both civilizations (architecture, law, art, education, etc.) ● Influence on other cultures (cultural diffusion; ex: 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is

<p>achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)</p>		<p>United States government)</p>		<p>subject to change).</p>
<p>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)</p>	<p>Early Exploration</p>	<ul style="list-style-type: none"> ● Impact of geography and power over the Mediterranean Sea, Silk Road, Trans-Saharan Routes ● Examine the routes of explorers (Zheng He, Ibn Battuta, and Marco Polo) ● Effects of cultural diffusion and exploration 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).
<p>9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and</p>	<p>The Effects of the fall of the Roman Empire</p>	<ul style="list-style-type: none"> ● Effects of the Dark Ages on the people of Western Europe (ex: spread of the Black Death) ● Impact of the rise of the Byzantine Empire, 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice

<p>maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)</p> <p>9.6 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 affected demographic development. (Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)</p>		<p>Constantinople, and spread of christianity.</p>	<p>resources and materials.</p>	<p>quiz/test, enduring issues essay (this is subject to change).</p>
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<p>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</p>	<p>Age of Exploration</p>	<ul style="list-style-type: none"> ● Causes and effects of the European Age of Exploration (ex: Spain traveling to the Americas, impact on Inca and Aztecs) ● Impact of Triangular Trade, slave trade, and Columbian Exchange ● Ottoman Empire & impact on age of Exploration ● Cultural diffusion examples 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).
<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.</p>	<p>What happens when people challenge authority?</p>	<ul style="list-style-type: none"> ● Historical circumstances of the Protestant Reformation & effects ● Impacts of the Renaissance on Europe and the world ● Historical circumstances of the Scientific Revolution & impact on society 	<ul style="list-style-type: none"> ● Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions & WSKG resources and materials. 	<ul style="list-style-type: none"> ● Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).

<p>(Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)</p>		<ul style="list-style-type: none">• Historical circumstances of the Enlightenment (this could be moved to 10th grade depending on time at the end of the year)		
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