

# Niagara Falls City School District    Global 1 Social Studies 2022 Curriculum Map

10 WEEK - UNIT 1		Unit Description:	
<b>Development of Civilization (5 weeks-including introduction to historical thinking skills)</b>		<b>9.1 - 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.</b>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• What role do geography and agriculture have in human settlement? (9.1a)</li> <li>• How does technology affect early societies? (9.1b)</li> <li>• In what ways do laws impact society and government? (9.1c)</li> <li>• What cultural contributions did early societies contribute to our society today? (9.1c)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.</li> <li>▪ 9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</li> <li>▪ 9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women. <b>(9.1a)</b></li> <li>➢ Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter. <b>(9.1b)</b></li> <li>➢ Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions. <b>(9.1c)</b></li> </ul>	<ul style="list-style-type: none"> <li>• History and Social Studies Skills Entry “Test”- Online Assessments through textbook</li> <li>• Literacy Skills Entry Test under “Course Tests World History Survey”</li> <li>• Optional and editable textbook online quizzes with question bank from Topic 1-4</li> <li>• Suggested Enduring Issues Inquiry Project: Student Poster/Presentation in which a student becomes an expert on one enduring issue.</li> </ul>
<b>Resources:</b> TE Textbook: 1A-37, 47 Inquiry Journal Sources: p. 1-5			

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Enduring Issues Introduction and 1<sup>st</sup> Check-in (New Visions): [9.2](#) (Documents 1 and 2 for introduction to skill)

Historical Thinking Skills Introduction Guided Lessons: [Historical Context, Significance, Cause and Effect, Document Analysis](#)

Neolithic Revolution: A Turning Point (TE Textbook p. 13-16)

Optional Nearpod: [Civilizations](#), [Hammurabi's Code](#)

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10 WEEK - UNIT 2	Unit Description:		
Belief Systems: Rise and Impact  (5 Weeks)	<b>9.2 - 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.</b>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• What influenced the origins of religion in early societies? (9.2a)</li> <li>• What are the core beliefs and impact of: Hinduism, Buddhism, Confucianism, Daoism and Islam? (9.2a)</li> <li>• What are the similarities and differences of Hinduism, Buddhism, Confucianism, Daoism and Islam? (9.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.</li> <li>• 9.2b Belief systems were often used to unify groups of people and affected social order and gender roles.</li> </ul>	<p>➤ Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism. <b>(9.2a)</b></p> <p>➤ Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles. <b>(9.2b)</b></p>	<ul style="list-style-type: none"> <li>• Optional and editable online textbook quizzes/unit test: <ul style="list-style-type: none"> <li>○ Topic 2 Lesson 3 and 4 (Hinduism/Buddhism)</li> <li>○ Topic 4 Lesson 6 (Christianity)</li> <li>○ Topic 5 Lesson 2-4 (Islam)</li> </ul> </li> <li>• World Religions Inquiry Project: Students work in groups to present how one assigned religion has endured across time. (foundations/texts/beliefs/cultural impact/impact on today) (<b>Seal of Civic Readiness: Civic Knowledge</b>)</li> </ul>
<b>Resources:</b> TE Textbook: 53-57, 940 (World Religions Handbook) Inquiry Journal Sources: pg. 5, 17- 31, 68-69 Optional Nearpod: <a href="#">Confucianism</a> , <a href="#">Judaism</a> , <a href="#">Hinduism and Buddhism</a>			

20 WEEK - UNIT 3  Classical Civilizations: Expansions, Achievement, Decline  (6 Weeks)	Unit Description:  <b>9.3 - 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.</b>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• How did classical civilizations gain, consolidate, maintain, and lose their power? (9.3d)</li> <li>• What geographic features encouraged or hindered expansion of Greek, Roman and Mayan civilizations? (9.3a)</li> <li>• What was the impact of the Golden age of Greece, Gupta, Han, Mayan, Qin and Roman civilizations? (9.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.</li> <li>• 9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.</li> <li>• 9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.</li> <li>• 9.3d Political, socioeconomic, and environmental issues, external conflicts, and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. <b>(9.3a)</b></li> <li>➤ Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations. <b>(9.3a)</b></li> <li>➤ Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power. <b>(9.3b - 9.3d)</b></li> <li>➤ Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age. <b>(9.3c)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Optional and Editable Online textbook quizzes/unit tests: <ul style="list-style-type: none"> <li>○ Topic 2: 5-9 (China/South Asia)</li> <li>○ Topic 3: 2-8(Greece)</li> <li>○ Topic 4: 2-9 (Rome)</li> </ul> </li> <li>• Inquiry Activity/Take Informed Action in Textbook p 201-206: Understanding Multiple Perspectives: Islam and Different Societies. (<b>Seal of Civic Readiness: Civic Mindset</b>)</li> <li>• Golden Ages Inquiry Project: Students will research the Golden Ages of Greece, Gupta, Han Dynasty, the Mayans and Rome and show how these achievements have endured across time. (Enduring Issues: Innovation) *Format of Student produced work should be decided by teacher* (<b>Seal of Civic Readiness:</b></li> </ul>

<ul style="list-style-type: none"> <li>How does cultural diffusion lead to advancements in political states? (9.3c-9.3d)</li> </ul>	<p>nomadic invasions led to the decline and fall of Classical empires.</p>	<p>➤ Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire. (9.3d)</p>	<p><b>Civic Knowledge / Civic Skills and Action)</b></p>
<p><b>Resources:</b>          TE Textbook: 61-81, 86-124, 130, 135-153          Inquiry Journal Sources: pg. 33-47, 49-63          Optional Nearpod: <a href="#">The Caste System</a>,  <a href="#">Classical China</a>, <a href="#">Pax Romana</a></p>			

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20 WEEK - UNIT 4  Rise of Transregional Trade Networks  (4 Weeks)	Unit Description:  <b>9.4 - 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.</b>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>How did trade drive economic, political, and social interactions in ancient societies? (9.4c-9.4d)</li> <li>How did innovations and new technology facilitate travel along the Silk Road, Indian Ocean complex and Trans-Saharan networks of exchange? (9.4b-9.4d)</li> </ul>	<ul style="list-style-type: none"> <li>9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.</li> <li>9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.</li> <li>9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. <b>(9.4a)</b></li> <li>Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange <b>(9.4b)</b></li> <li>Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. <b>(9.4c)</b></li> </ul>	<ul style="list-style-type: none"> <li>Optional and Editable Online textbook quizzes/unit tests from question bank that align with 9.4 standards for Topic 2</li> <li>Inquiry Activity/Taking Informed Action from textbook on pages 67-70: Understanding Multiple Perspectives: Indian Ocean Trade Complex and the Silk Road. <b>(Seal of Civic Readiness: Civic Mindset)</b></li> </ul>

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	<ul style="list-style-type: none"><li>9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.</li></ul>	<ul style="list-style-type: none"><li>Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. <b>(9.4c)</b></li><li>Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. <b>(9.4c)</b></li><li>Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys. <b>(9.4c)</b></li><li>Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali). <b>(9.4d)</b></li></ul>	
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## Resources:

TE Textbook: 67-70,

Enduring Issues Check-in (New Visions): [\*\*9.3 \(Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action\)\*\*](#)

Inquiry Journal Sources: pg. 117, 118, 123-127

Taking Informed Action Activity: The Slave Trade 311-314 in TE Textbook ([\*\*Seal of Civic Readiness: Civic Mindset\*\*](#))

Optional Nearpod: [Ibn Battuta and the Islamic World](#)

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<b>30 WEEK - UNIT 5</b> <b>Political Powers and Achievements</b> <b>(3 Weeks)</b>	<p><b>Unit Description:</b></p> <p><b>9.5 - New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.</b></p>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>How did post classical gain, consolidate, maintain, and lose their power? (9.5a-b)</li> <li>How does unequal political power between social classes lead to conflict? (9.5b)</li> <li>Why and how did Christianity develop and spread throughout the region? (9.5c)</li> <li>What were the events and circumstances that led to the rise and fall of the Roman Empire? (9.5a)</li> </ul>	<ul style="list-style-type: none"> <li>9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.</li> <li>9.5b Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions.</li> <li>9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that were built on or blended with available knowledge, and often led to cultural diffusion.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. <b>(9.5a)</b></li> <li>Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200 <b>(9.5a)</b></li> <li>Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative</li> </ul>	<ul style="list-style-type: none"> <li>Optional and Editable Online textbook quizzes/unit tests from question bank <ul style="list-style-type: none"> <li>Topic 4: 7 (Byzantine Empire)</li> <li>Topic 6: 3 &amp; 5 (Middle Ages)</li> <li>Topic 7: 2 &amp; 5 (Mongols/South Asia)</li> </ul> </li> <li>Taking Informed Action Inquiry: Understanding Multiple Perspectives: The Mongols and Mass Migrations of Today (p 271-276) (<b>Seal of Civic Readiness: Civic Mindset / Civic Knowledge</b>)</li> </ul>

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<ul style="list-style-type: none"><li>How did the cultural and political heritage of Rome continue in the Byzantine Empire? (9.5a-c)</li><li>What are the economic and political conditions surrounding feudalism? (9.5c)</li></ul>		<p>position, power within their regions and the areas they influenced. <b>(9.5b)</b></p> <ul style="list-style-type: none"><li>Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions. <b>(9.5b)</b></li><li>Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. <b>(9.5b)</b></li><li>Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). <b>(9.5c)</b></li><li>Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society <b>(9.5c)</b></li></ul>	
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## Resources:

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TE Textbook: 258-290

Enduring Issues Check-in (New Visions) [9.4, 9.3 #2 \(Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action\)](#)

Inquiry Journal Sources: pg. 81-95

Optional Nearpod: [Feudalism, Byzantine Empire](#)

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30 WEEK - UNIT 6  Social and Cultural Growth and Conflict  (2 Weeks)	Unit Description:  <b>9.6 - During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. The cross-cultural interactions also led to conflict and affect demographic development.</b>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• What was the origin of the conflict between the Sunni and Shia Islam? (9.6a)</li> <li>• What were the effects of the rise and spread of Islam? (9.6a)</li> <li>• What was the legacy of Arabic-speaking scholars, writers and artists? (9.6b)</li> <li>• What are the connections among Islam, Christianity, and Judaism? (9.6a)</li> <li>• How did increased interconnectedness affect the postclassical world? (9.6a-b)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.</li> <li>• 9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. <b>(9.6a)</b></li> <li>➤ Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. <b>(9.6a)</b></li> <li>➤ Students will examine the development of Sikhism in South Asia during this time period. <b>(9.6a)</b></li> <li>➤ Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. <b>(9.6b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Optional and Editable Online textbook quizzes/unit tests from question bank <ul style="list-style-type: none"> <li>○ Topic 11: 5 (Sikhism)</li> <li>○ Topic 6: 6-7 (Crusades)</li> </ul> </li> </ul>

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		➤ Students will evaluate the effects of the Black Death on these regions <b>(9.6b)</b>	
<b>Resources:</b> TE Textbook: Christianity: 233- 238; Sikhism: 397-400 Enduring Issues Check-in (New Visions): <a href="#"><u>9.5 (Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action)</u></a> Inquiry Journal Source: pg. Christianity 56-59, Black Death; 91 CIVC MINDSET: Taking Informed Action: Understanding Multiple Perspectives: The Crusades in TE Textbook p 239-242 ( <a href="#"><u>Seal of Civic Readiness: Civic Mindset</u></a> ) Optional Nearpod: <a href="#"><u>The Crusades, The Black Death and the Great Schism</u></a>			

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30 WEEK - UNIT 7  The Ottoman Empire and the Ming Dynasty Pre-1600  (3 Weeks)		Unit Description:  <b>9.7 - Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.</b>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• How did the Ottoman Empire and Ming Dynasty gain, consolidate, and maintain power? (9.7b)</li> <li>• How did the military technology contribute to the success of the Ottoman, Safavid and Mongol empires? (9.7c)</li> <li>• How was the Ottoman capture of Constantinople a turning point in world history? (9.7b-c)</li> <li>• What were the similarities and differences between the Ming and Qing dynasties? (9.7b)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.7a Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere</li> <li>• 9.7b The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations.</li> <li>• 9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. <b>(9.7a)</b></li> <li>➢ Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power. <b>(9.7a)</b></li> <li>➢ Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations. <b>(9.7b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Optional and editable online textbook quizzes/unit tests from question bank: <ul style="list-style-type: none"> <li>○ Topic 7: 2-3</li> <li>○ Topic 11: 2 (Ottomans/ Safavid)</li> </ul> </li> </ul>

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• How did the Tokugawa Shogunate impact Japan? (9.7c)	diplomatic interactions with others outside of their realm.	➤ Students will examine Ming interactions with European traders and Christian missionaries. (9.7c) ➤ Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent. (9.7c)	
<b>Resources:</b> TE Textbook: 378-415 Enduring Issues Check-in (New Visions): <b>9.6 (Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action)</b>		Inquiry Journal Sources: pg. 161—175 Optional Nearpod: <a href="#">Ottoman Empire</a>	

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40 WEEK - UNIT 8		Unit Description:	
<b>Africa and the Americas Pre-1600 (2 Weeks)</b>		<b>9.8 - The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600</b>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>How did pre-1600s civilizations in Africa and the Americas gain, consolidate, and maintain power? (9.8a-b)</li> <li>What were the key events in the development of the Arab and trans-Atlantic slave trades? (9.8a)</li> <li>What were the historical factors that led to the rise and fall of the kingdoms of Ghana, Mali, and Songhai? (9.8a)</li> <li>What were the similarities and differences among the Mayan, Aztec and Incan civilizations? (9.8c)</li> </ul>	<ul style="list-style-type: none"> <li>9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.</li> <li>9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</li> <li>9.8c Complex societies and civilizations made unique cultural achievements and contributions</li> </ul>	<ul style="list-style-type: none"> <li>Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas (<b>9.8a</b>)</li> <li>Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade (<b>9.8a</b>)</li> <li>Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states (<b>9.8a</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Optional and editable online textbook quizzes/unit tests from question bank <ul style="list-style-type: none"> <li>Topic 9: 1-5</li> </ul> </li> <li>Taking Informed Action Inquiry: Understanding Multiple Perspectives: Daily Life in the Mesoamerican and A dean Societies; Visual Presentation with written component (<b>Seal of Civic Readiness: Civic Mindset</b>)</li> </ul>

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<ul style="list-style-type: none"><li>• What was the impact of the Spanish on modern interpretations of early complex societies in the Americas? (9.8b)</li></ul>		<ul style="list-style-type: none"><li>➤ Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period <b>(9.8b)</b></li><li>➤ Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires. <b>(9.8a)</b></li><li>➤ Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires <b>(9.8c)</b></li></ul>	
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## Resources:

TE Textbook: Africa Pre-1600 292-315;

Americas Pre-1600 320-339, 420- 445

Inquiry Journal: pg. 120-127; 129-143

Optional Nearpod: [Atlantic Slave Trade](#); [Mayans, Incans and Aztecs](#)

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40 WEEK - UNIT 9  Transformation of Western Europe and Russia  (4 Weeks)	Unit Description:  <b>9.9 - Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750.</b> This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• How did new ideas and innovation affect Western Europe and Russia starting in the 15th century? (9.9a-e)</li> <li>• How did absolutist monarchs gain, maintain, and consolidate power? (9.9c)</li> <li>• What were the historical causes of the Renaissance? (9.9a)</li> <li>• How did Renaissance culture affect art and architecture of the time period? (9.9a)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.</li> <li>• 9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.</li> <li>• 9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. <b>(9.9a)</b></li> <li>➢ Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. <b>(9.9a)</b></li> <li>➢ Students will examine political ideas developed during the Renaissance, including those of Machiavelli. <b>(9.9a)</b></li> <li>➢ Students will explore the roles of key individuals, including Martin</li> </ul>	<ul style="list-style-type: none"> <li>• Optional and editable online textbook quizzes/unit tests from question bank: <ul style="list-style-type: none"> <li>○ Topic 10: 1-6</li> <li>○ Topic 13: 6-9 (Enlightenment/ Sci. Rev)</li> </ul> </li> <li>• Renaissance art/culture visual research assignment. “Classroom Art Gallery” and reflection.</li> </ul>

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<ul style="list-style-type: none"> <li>• What were the actions taken by significant individuals and organizations that led to the Protestant Reformation? (9.9b)</li> <li>• What was the reaction of the Catholic Church to the Protestant Reformation? (9.9b)</li> <li>• What were the religious, social and political impact of the spread of the Protestant Reformation? (9.9b)</li> </ul>	<ul style="list-style-type: none"> <li>• 9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs</li> <li>• 9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.</li> </ul>	<p>Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impact that they had on the religious and political unity of Europe. (9.9b)</p> <ul style="list-style-type: none"> <li>➤ Students will trace the discrimination against and persecution of Jews. (9.9b)</li> <li>➤ Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society. (9.9c)</li> <li>➤ Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great. (9.9c)</li> <li>➤ Students will examine the Scientific Revolution, including the influence of Galileo and Newton. (9.9d)</li> <li>➤ Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. (9.9e)</li> <li>➤ Students will investigate the context and challenge to authority</li> </ul>	
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		in the English Civil War and Glorious Revolution. (9.9e)	
<b>Resources:</b>			
TE Textbook: 344-373, 450-486			
Enduring Issues Check-In (New Visions): <a href="#">9.7 (Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action)</a>			
Inquiry Journal: pg. 145-159			
Optional Nearpod: <a href="#">Renaissance</a> , <a href="#">The Printing Press</a> , <a href="#">The Enlightenment</a> , <a href="#">Galileo and the Catholic Church</a>			

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40 WEEK - UNIT 10  Interactions and Disruptions  (1 Week)		Unit Description:  <b>9.10 - 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</b>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS / SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> <li>• What are the reasons for European exploration of Africa and the Americans? (9.10a)</li> <li>• What were the effects of the Columbian Exchange on the Americans and Europe? (9.10b)</li> <li>• What impact did the</li> </ul>	<ul style="list-style-type: none"> <li>• 9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.</li> <li>• 9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange</li> <li>• 9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. <b>(9.10a)</b></li> <li>➤ Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand. <b>(9.10a)</b></li> <li>➤ Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. <b>(9.10b)</b></li> <li>➤ Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations. <b>(9.10b)</b></li> <li>➤ Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange. <b>(9.10b)</b></li> <li>➤ Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples. <b>(9.10c)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Optional and editable online textbook quizzes/unit test from question bank: <ul style="list-style-type: none"> <li>○ Topic 12 (2-5)</li> </ul> </li> <li>• Taking Informed Action Inquiry: Making connections to changes and interactions of colonizers across time. (Textbook lists three options for final task)</li> </ul>

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<p>European explorers and colonizers have on the native peoples of the Americas? (9.10c)</p> <ul style="list-style-type: none"> <li>• What changes occurred as a result of the Commercial Revolution? (9.10e)</li> <li>• What were the effects of the trans-Atlantic slave trade on Africa and its people? (9.10d)</li> </ul>	<p>peoples resulted in exploitation, death, and the creation of wealth</p> <ul style="list-style-type: none"> <li>• 9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.</li> <li>• 9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students will investigate European and African roles in the development of the slave trade and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas (9.10c)</li> <li>➢ Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies. (9.10d)</li> <li>➢ Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas. (9.10d)</li> <li>➢ Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey. (9.10d)</li> <li>➢ Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere. (9.10e)</li> <li>➢ Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire. (9.10e)</li> <li>➢ Students will examine the development of European maritime empires and mercantilism. (9.10e)</li> </ul>	<p>pg. 191 (<i>Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action</i>)</p> <p><b>Civic Mindset</b></p>
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## Resources:

TE Textbook: pg. 420-445

Inquiry Journal: pg. 177-187

Enduring Issues Check-ins (New Visions) : [9.10 \(Seal of Civic Readiness: Civic Knowledge / Civic Skills and Action\)](#)

Optional Nearpod: [European Colonization](#), [Atlantic Slave Trade](#), [The Columbian Exchange/ Part Two](#)