

**Amherst-Pelham Regional School District
Curriculum Overview**

Subject: Social Studies

Course: World Civilizations

Grade Level: 9

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Concepts/Enduring Understandings/Themes	Topics/Units	Content/Skills	Essential Activities/Agreements
How do historians work? What challenges do eras with no written evidence present? How does point of view or bias influence the construction of the historical record?	Historical Method and Prehistory	Types of evidence; bias, point of view, fact, and value. Notebook management, essay writing and test taking skills	Historical method exercises Writing exercises
What elements of cultures are common to all societies? How can we account for differences in human societies? What elements of our own society can we see in the ancient world? How do societies influence one another? Respond to challenges? What factors influence the success or failure of societies?	Ancient Near East	Describe and compare cultures of Mesopotamia, Egypt, and Nubia Cultural universals Analyze primary sources as historical evidence Library research protocols Conduct inquiry-based research project	Travel Brochures (CP); Formal research paper (Honors) Quiz/test sequential protocol
How were the ancient Greeks different from other societies of the ancient world? What were their significant achievements? How have their institutions and values influenced our own? (War, gender roles, art, politics) How did the practice of history develop in Greece?	Ancient Greece	Draw reliable inferences from multiple sources; demonstrate historical imagination in interpreting sources; demonstrate oral skills in discussion and debate	Graded discussion (honors) debate (CP); Newspaper/editorial (CP); Peloponnesian War generalizations (honors). Exam
How did the Romans establish a republic? What social and political conflicts shaped their society? How did cultural ideals influence the behavior of specific individuals? How did the Romans function as a multicultural society? What factors account for both the success and decline of Rome?	Ancient Rome	Apply primary and secondary sources to defining cultural ideals; describe and analyze Roman institutions, values, and historical developments. Develop multi-factor thesis statements for analytical writing exercises	Critical biography (CP); Julius Caesar/Augustus analytical paper (honors) Test
How did Islam emerge and extend its influence? What effect did Islam have in Africa? What are the historiographic challenges of studying medieval Africa? What myths and stereotypes influence our perceptions of Africa? What factors account for the diversity of African civilizations?	Islam and Medieval Africa	Analyze patterns of cultural diffusion and change using multiple sources including folklore and art. Describe the trading patterns of medieval Africa. Conduct research on a specific culture for the Africa Fair; present with group. Differentiate formal and informal writing in essays.	Maps, quizzes Stereotyping exercise Research and Africa Fair Evaluative informal essays
How did feudalism develop in both Europe and Japan? How does it compare to feudalism in Africa? What are the characteristics of a peasant society? How do economic changes influence other elements in society?	Feudal Societies in Europe and Japan	Develop structured comparisons using well articulated categories and criteria to form reasoned judgments	Medieval magazine and play (honors) Test Medieval game and exam (CP)

Concepts/Enduring Understandings/Themes	Topics/Units	Content/Skills	Essential Activities/Agreements
<p>What was the role of religion and values in shaping political and social systems? What factors account for the differences between the Japanese and European systems?</p>		<p>Research specific in-depth topics for magazine (honors). Participate in vassal exercise (CP)</p>	
<p>How can we become both empathetic and critical in our understanding of the past? Why is the past relevant to our lives today? What current events demonstrate patterns we see in the past? What is our role and responsibility as members of our society? As “citizens of the world”? What individuals and groups in the past do we admire? Dislike? Why? What unanswered questions about the people and places we study would you like to answer?</p>	<p>ALL UNITS</p>	<p>Sequential instruction and activities on: Maps, charts and graphs, interpreting visual evidence, note-taking, test-taking, reading attack strategies for primary sources, secondary sources, thesis development and evidence evaluation/selection for effective analytical papers, oral presentation skills, development of historical imagination through role playing, analysis of primary sources, and discussion.</p>	<p>Wide variety of specific activities; see curriculum maps and share files</p>