

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: WORLD CIVILIZATIONS</b>
	<b>COURSE NUMBER: 104</b>
<b>GRADE(S): 9</b>	<b>PRE-REQUISITES (IF ANY):</b>

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
<b>TRIMESTER ONE</b>					
Historical Method and Prehistory	10 days	<ul style="list-style-type: none"> <li>Historical method</li> <li>Culture <b>and</b> civilizations</li> <li>Paleolithic, Neolithic societies</li> <li>Types of evidence, steps of history</li> <li>Hunting gathering, farming, surplus, development of cities</li> <li>Concepts of time: BCE, CE/BC, AD</li> <li>Reading maps and timelines, scale and symbols</li> <li>Cultural universals</li> <li>Cultural diffusion</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Differentiate between facts, reasoned judgments and opinions.</li> <li>Demonstrate social science inquiry method</li> <li>Organize information (notebooks).</li> <li>Extract information from a variety of media (textbook, articles, videos, <b>primary source reader</b>).</li> <li>Demonstrate understanding of geographical terms</li> <li>Analyze varying map projection systems</li> <li>Strategize for successful test taking.</li> <li>Write effective answers to long identification test questions including historical significance</li> </ul>	<ul style="list-style-type: none"> <li>Notebook checks</li> <li>Open note quiz with long ID's</li> <li>Globe project</li> <li>Chart of historical method</li> <li>Text lessons</li> <li><b>Introductory essay/writing sample</b></li> </ul>	LS 1, 3, 6, 7, 8, 10, 12
Mesopotamia and the Ancient Near East	<b>6-7 days</b>	<ul style="list-style-type: none"> <li>Environment and culture: resources and response</li> <li><b>Cultural universals</b></li> <li>Sumeria, Babylonia, Hittites, Assyria, Chaldea, Persia, Hebrews</li> <li>Writing, laws, public works, social stratification, <b>cultural ideal</b></li> <li><b>Organization and governance/emergence of empires</b></li> <li><b>Writing and literature</b></li> <li><b>Role of religion in shaping societies</b></li> <li>Hammurabi's Code and <i>Gilgamesh</i></li> <li>Invention and technology</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Identify and evaluate primary source material.</b></li> <li>Use structured research methods for travel brochure</li> <li>Identify timeline elements.</li> <li>Continue to build skills extracting and organizing information.</li> <li>Construct challenge/response models</li> <li><b>Use and evaluate notes for test taking</b></li> </ul>	<ul style="list-style-type: none"> <li>Notebook checks</li> <li>Travel brochures</li> <li>Open note quiz</li> <li>Text lessons</li> <li>Map</li> <li>Evaluate timelines</li> <li>Challenge/response chart</li> </ul>	LS 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 16
Egypt	<b>6 days</b>	<ul style="list-style-type: none"> <li>Geography concepts, developing comparisons with Mesopotamia</li> <li>Cultural diffusion</li> <li>Religions and values, influence of Osiris and Isis</li> <li>Old, Middle, and New Kingdoms</li> <li>Kushite civilization, connections with</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Interpret and understand visual evidence.</li> <li>Create outline for in-class test</li> <li>Write effective essay including thesis, topic sentences and evidence.</li> <li>Identify critical periods of change</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative test (Egypt and Mesopotamia) with long ID's and essay</li> <li>Tomb painting project</li> <li>Maps</li> </ul>	LS 1, 2, 3, 5, 6, 7, 8, 9, 16, 20

		<p>Egypt</p> <ul style="list-style-type: none"> <li>• Role of technology/cultural limitations</li> <li>• Art as historical evidence</li> </ul>	<p>and evaluate critical causes</p> <ul style="list-style-type: none"> <li>• Identify and practice listening and visual interpretation skills from video</li> <li>• Identify critical factors influencing success of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Text lessons</li> </ul>	
Greece	15 days	<ul style="list-style-type: none"> <li>• Geography and climate influence culture</li> <li>• Mapping</li> <li>• The City State, including comparison of Athens and Sparta</li> <li>• Types of government and the evolution of democracy</li> <li>• Minoan, Mycenaean, Hellenic, Hellenistic periods and distinguishing characteristics of each</li> <li>• Contributions and influence of the Greeks: philosophy, art, and literature</li> <li>• Role of warfare in society</li> <li>• Gender roles</li> <li>• Role of cultural identity in shaping historical events</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop <b>and practice</b> essential research and library skills, including proper note card format, locating appropriate sources, documenting sources, etc.</li> <li>• Write effectively using historical imagination.</li> <li>• <b>Use oral skills guide and instruction to create effective debate/mock trial presentations</b></li> <li>• Make plausible and creative inferences from historical evidence.</li> <li>• Identify and recognize Greek aesthetic ideals in various works of art</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Newspaper research project/editorial/ “breaking news” 5 classes</b></li> <li>• Democracy simulation, mock trial, or Socratic dialogues using primary sources</li> <li>• “Love and Death” debate</li> <li>• <b>Architecture project for extra credit</b></li> <li>• Text lessons</li> <li>• “Palace of Minos” and/or colony founding activity</li> <li>• <b>Test including essays and long ID’s</b></li> <li>• Map</li> </ul>	LS 1, 2, 3, 5, 7, 8, 9, 16, 19, 20
Rome to Republic	12days + 3 exam days	<ul style="list-style-type: none"> <li>• Monarchy to republic to empire: analysis of change</li> <li>• Expansion and governance</li> <li>• Warfare</li> <li>• Cultural values</li> <li>• Social structure and gender roles</li> <li>• Impact of geography on creation of empire</li> <li>• Cultural diffusion: impact of Greece on Rome</li> <li>• Importance of technological innovation to empire</li> <li>• Impact of individuals on history: Julius Caesar</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Present effective arguments orally (Caesar debate).</li> <li>• <b>Review oral skills guide</b></li> <li>• Evaluate the impact of individuals through evidence.</li> <li>• Use study guide to successfully transition to closed book exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Text lessons</li> <li>• Caesar debate</li> <li>• <b>Quiz</b></li> <li>• Map</li> <li>• <b>EXAM Current Events connections/Spartacus</b></li> </ul>	LS 1, 2, 3, 6, 7, 8, 9, 16, 19, 20

**TRIMESTER TWO**

Roman Empire	<b>20 days</b> <b>Includes formal research paper: biography</b>	<ul style="list-style-type: none"> <li>Decline and fall: <b>multiple</b> causation</li> <li>Economic structures and problems</li> <li>Social structure and impact on daily life</li> <li>Cultural ideal definitions and critique</li> <li>Religious and racial diversity and tolerance</li> <li>Growth of Christianity</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Write and support formal inferences by using specific evidence from multiple sources about daily life</li> <li>Identify Roman values and apply to critical analysis of events and people, <b>culminating in research paper.</b></li> <li>Reapply and accurately use BCE, CE/BC, AD dates.</li> <li>Practice and improve expository writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Text lessons</li> <li>Daily life inferences project</li> <li><b>Test: Objective &amp; ID</b></li> <li>Illustrated timeline</li> <li><b>Formal research: critical biography using thesis and evidence, logical structure, proper citation</b></li> </ul>	LS 1, 2, 3, 4, 11, 12, 16, 19, 20
Islam and Byzantine Empire	<b>10 days</b>	<ul style="list-style-type: none"> <li>Rise eastern Roman empire and Byzantines, <b>pre-Islamic Arabia</b></li> <li>Origins, beliefs, and practices of Islam</li> <li>Caravans and trade</li> <li>Sunni/Shiite split</li> <li>Innovations: Knowledge and technology</li> <li>Spread of Islam/<b>Islamic empires</b></li> <li>Impact of Islamic peoples</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Assimilate challenging vocabulary</b></li> <li>Take effective outline notes from more challenging text material.</li> <li>Place reemphasis on notebook organization.</li> <li><b>Demonstrate an understanding of complex chronology in graphic format</b></li> </ul>	<ul style="list-style-type: none"> <li>Text lessons</li> <li><b>Notebook evaluation</b></li> <li><b>Map</b></li> <li>Influence of Arabic language activity</li> <li><b>Illustrated timeline</b></li> <li>Open note test</li> </ul>	LS 1, 2, 4, 5, 6, 7, 8, 9, 11, 16, 20
Africa	15 days	<ul style="list-style-type: none"> <li>Geography: varied environments and cultures</li> <li>Daily and village life, social structures</li> <li>West African Empires</li> <li>East Africa/Swahili coast/ Great Zimbabwe/ Kongo and Portuguese</li> <li>Contact and contributions to other cultures</li> <li>Influence of Islam</li> <li>Historiographic issues: Oral tradition, Islamic vs. Indigenous points of view</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Interpret proverbs and folklore as evidence.</li> <li>Build visual and oral presentation skills.</li> <li>Work cooperatively with group members to creatively problem solve.</li> <li><b>Review distinctions between formal and informal essays</b></li> <li>Extend and reinforce essential research skills, especially extracting information from challenging and limited sources.</li> </ul>	<ul style="list-style-type: none"> <li>Text lessons</li> <li>Maps</li> <li>Indian Ocean trade simulation</li> <li>Africa Fair</li> <li><b>Informal evaluative essay</b></li> </ul>	LS 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 16
<b>Feudal Societies in Europe and Japan</b>	<b>15 days</b>	<ul style="list-style-type: none"> <li><b>Feudalism: growth and decline in Europe and Japan</b></li> <li><b>Examine the nature of peasant societies</b></li> <li><b>Influence of geography in Japan and Europe</b></li> <li><b>Chivalry and Bushido as knightly values systems</b></li> <li><b>Role of religion in shaping political and social systems</b></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Reinforce essential note taking and organizational skills.</li> <li><b>Develop structured comparisons using well articulated categories and criteria to form reasoned judgments</b></li> <li><b>Participate in simulation activities requiring application of primary</b></li> </ul>	<ul style="list-style-type: none"> <li>Text lessons</li> <li><b>Map comparisons</b></li> <li><b>Vassal exercise on feudal system</b></li> <li><b>Becket exercise using primary sources</b></li> <li>Medieval game review exercise</li> </ul>	LS 1, 2, 3, 5, 7, 8, 9, 16, 19, 20

		<ul style="list-style-type: none"><li>• <b>Art as historical evidence</b></li></ul>	<p><b>sources and historical imagination to problem solving.</b></p> <ul style="list-style-type: none"><li>• <b>Work productively in a group to create and play a review board game.</b></li><li>• <b>Demonstrate an ability to integrate diverse materials for exam</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Final exam on medieval unit (1 hr)</b></li></ul>	