

NYS Learning/Core Standard	Content/Skills (What needs to be taught?)	Curriculum Materials Used	Assessments Used (Benchmarks)	Time Line
<p><b>NYS: 1,2,3,4,5</b></p> <p><b>CCLS: W1, W2, W4, R2, R4, 7, R9</b></p>	<p><b>Period 1 – Technological and Environmental Transformations to 600 B.C.E.</b></p> <p><b>Key Concept 1.1.</b> Big Geography and the Peopling of the Earth  <b>Key Concept 1.2.</b> The Neolithic Revolution and Early Agricultural Societies  <b>Key Concept 1.3.</b> The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies <b>[CR3]</b></p> <p><b>Topics for Discussion</b></p> <ul style="list-style-type: none"> <li>• Early man in Africa (Olduvai Gorge)</li> <li>• The Evolutionary Explanation</li> <li>• Global Migration</li> <li>• Paleolithic Age vs. Neolithic Age</li> <li>• Increased population in Neolithic settlements</li> <li>• Language and communication</li> <li>• Agriculture: Hunter and gatherer to farmer</li> <li>• Cave art and portable art</li> <li>• Agricultural Village</li> <li>• The First Cities</li> <li>• Sumer</li> <li>• Religion: The Priesthood</li> <li>• Job Specialization</li> <li>• Monumental Architecture</li> <li>• Writing: Cuneiform and hieroglyphics</li> <li>• The Epic of Gilgamesh</li> <li>• The Code of Hammurabi</li> <li>• Upper and Lower Egypt</li> <li>• King Menes and the Unification of Egypt</li> <li>• Pyramids and the Old Kingdom</li> <li>• The roots of the Indus Valley</li> <li>• Well planned cities of the Indus (Harappa-Mohenjo Daro)</li> <li>• The Shang Dynasty in China</li> <li>• The Olmecs in Mesoamerica</li> <li>• The Chavin in Andean South America</li> </ul>	<p><b>Sources</b></p> <ul style="list-style-type: none"> <li>• Spodek Textbook Chapter 1-3</li> <li>• Maps in textbook Chapter 1-3</li> <li>• Class notes from Stearns Textbook</li> <li>• Spodek CD Chapter 1-3</li> </ul> <p><b>Supplemental Readings</b></p> <p>The First Civilizations <b>[CR1c]</b></p> <p>Culture and Civilizations <b>[CR1c]</b></p> <p>Neolithic Revolution <b>[CR1c]</b></p> <p>Mesopotamia <b>[CR1c]</b></p> <p>Epic of Gilgamesh <b>[CR1c]</b></p> <p>The Code of Hammurabi <b>[CR1c]</b></p> <p>The Reign of Sargon <b>[CR1c]</b></p> <p>Egypt: The River of Two Lands <b>[CR1c]</b></p> <p>Daily Life in Egypt <b>[CR1c]</b></p> <p>Newcomers/IndoEuropeans <b>[CR1c]</b></p> <p>Rigveda <b>[CR1c]</b></p> <p>China: The Land of the Yellow and Yangzi Rivers <b>[CR1c]</b></p>	<p><b>Lecture Style Notes</b></p> <p><b>Analysis and classification of data in assigned readings</b></p> <p><b>Quizzes</b></p> <p><b>Tests</b></p> <p>W1: Write arguments focused on discipline-specific content.  W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.  R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.  R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p><b>Selected Activities/Assessments</b></p> <p>Apple iPad “5 Steps to a 5”</p> <p>Flashcard review on Chapters 1-3</p> <p>Mind Maps on: Neolithic Villages, Early Man, Population Shifts</p> <p>Essay writing on: Contrast Paleolithic vs. Neolithic Age</p> <p>Apple iPad: using the iPad, make our own flashcards on the terms we are not comfortable with in preparation for the Chapter -31 Test</p> <p>Apple iPad: Multiple Choice Question Review on Period 1-3</p> <p>Activity: Using the smart board, students draw a chart and compare and contrast Egypt and Mesopotamia</p> <p>Activity: In groups, students discuss the Code of Hammurabi and how it is different from our law codes of the day.</p> <p>Timeline: Analyze patterns of events to show periodization (Spodek pages 6, 21,44,47,66,79,83)</p>	<p>Time Period: 10 weeks</p>



	<ul style="list-style-type: none"> <li>• Discuss the Hagia Sophia and the Orthodox Church in Byzantine life</li> <li>• Military power of the Qin and Shi Huangdi</li> <li>• Economic power of the Qin</li> <li>• Administrative power of the Qin</li> <li>• Confucianism</li> <li>• Daoism</li> <li>• Legalism</li> <li>• Legalism vs. Confucianism</li> <li>• The Mandate of Heaven</li> <li>• The causes for the fall of the Qin</li> <li>• Han Confucian bureaucracy</li> <li>• Han population and migration</li> <li>• Han economic power</li> <li>• Fluctuations in administrative power</li> <li>• Fall of the Han</li> <li>• Sui Dynasty</li> <li>• The growth of the Tang Dynasty</li> <li>• Art and architecture under the Han and Tang</li> <li>• Vietnam, Korea, and Japan and their connections with China</li> <li>• The Maurya Empire</li> <li>• Asoka “The Buddhist Emperor”</li> <li>• The Gupta Empire</li> </ul> <p>Discuss a Golden Age</p>	<p>Might Makes Right: the “Shu Ching” Sets Forth the Mandate of Heaven[CR1c]</p> <p>Han China[CR1c]</p> <p>China: The Ages of Tang and Song[CR1c]</p> <p>The Tang Dynasty (618-907) The Art of Government[CR1c]</p> <p>Song China: Imperial Examination System[CR1c]</p> <p>Japan: Creating a Distinctive Civilization[CR1c]</p> <p>India and the Age of Empires[CR1c]</p> <p>Justinian the Great: The First Byzantine Emperor[CR1c]</p>	<p>Apple iPad: Multiple Choice Question Review on Period 4-8</p> <p>Activity: Using the smart board, students draw a Venn diagram of the ancient city-states Sparta and Athens comparing and contrasting their government and societies</p> <p>Activity: In groups, students discuss the religions/philosophies of Ancient China (Legalism, Daoism, Confucianism).</p> <p>Timeline: Analyze patterns of events to show periodization (Spodek pages 90, 92, 97, 108, 109, 111, 140, 166, 167, 207, 208,230, 243, 244)</p>	
--	--	--	--	--

<p><b>NYS: 1,2,3,4,5</b></p> <p><b>CCLS: W1, W2, W4, R2, R4, 7, R9</b></p>	<p><b>Period 3 – Regional and Transregional Interactions, c. 600 C.E. to 1450</b> Time Period: 15 weeks</p> <p><b>Key Concept 3.1.</b> Expansion and Intensification of Communication and Exchange Networks <b>Key Concept 3.2.</b> Continuity and Innovation of State Forms and Their Interactions <b>Key Concept 3.3.</b> Increased Economic Productive Capacity and Its Consequences</p> <p><b>Topics for Discussion</b></p> <ul style="list-style-type: none"> <li>• The origins of Hinduism</li> <li>• Geography of India</li> <li>• The central beliefs of Hinduism</li> <li>• The Rigveda</li> <li>• The caste system</li> <li>• The Brahmanas and the Upanishads</li> <li>• The Origins of Buddhism</li> <li>• Mahayana Buddhism</li> <li>• Decline of Buddhism in India</li> <li>• Jainism</li> <li>• Buddhism in China</li> <li>• Silk Road</li> <li>• Buddhism’s Decline in China</li> <li>• Buddhism in Japan</li> <li>• Comparing Hinduism and Buddhism</li> <li>• Contrasting Hinduism and Buddhism</li> <li>• The origins of Judaism</li> <li>• The sacred scriptures of Judaism</li> <li>• The essential beliefs of Judaism</li> <li>• Patriarchy in Judaism</li> <li>• Defeat, exile, and redefinition</li> <li>• The Diaspora</li> <li>• The life and teachings of Jesus</li> <li>• The growth of the early Church</li> <li>• Gender relations</li> <li>• From persecution to triumph</li> <li>• The conversion of Constantine</li> <li>• How did Christianity succeed?</li> <li>• How did Christianity spread?</li> <li>• Christianity and the conversion of the barbarians</li> <li>• Decentralized power and monastic life</li> </ul>	<p><b>Sources</b></p> <ul style="list-style-type: none"> <li>• Spodek Textbook Chapter 9-11</li> <li>• Maps in textbook Chapter 9-11</li> <li>• Class notes from Stearns Textbook</li> <li>• Spodek CD Chapter 9-11</li> </ul> <p><b>Supplemental Readings</b></p> <p>Shiva: Auspicious Destroyer[CR1c] The Buddha-Setting in Motion the Wheel of the Law[CR1c] Mahayana Buddhism [CR1c] Buddhism in East Asia: Acceptance, Rejection, and Accommodation[CR1c] Asoka: How a Life was Turned Around[CR1c] Christianity: The Foundations[CR1c] Two Christian Civilizations: Byzantine and W. Europe[CR1c] A Carolingian Vision of Reality[CR1c] Political, Social, and Cultural Changes in Medieval Europe[CR1c] Iconoclasm and Orthodoxy: The Second Council of Nicaea[CR1c] Byzantium and the West in the Age of the Crusades: The Dividing of Christendom[CR1c] Launching of the Crusades (1095) “It is the Will of God” [CR1c] Islam[CR1c] Muhammad: Koran[CR1c] The Rise of Islamic Civilizations[CR1c]</p>	<p><b>Analysis and classification of data in assigned readings</b> <b>Quizzes</b> <b>Tests</b></p> <p>W1: Write arguments focused on discipline-specific content. W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p><b>Selected Activities/Assessments</b></p> <p>Apple iPad “5 Steps to a 5” Flashcard review on Chapters 9-11</p> <p>Mind Maps on: the origins of Hinduism, the origins of Buddhism, the central beliefs of Hinduism, the central beliefs of Buddhism, the Silk Road, Comparing and contrasting Hinduism and Buddhism, the major beliefs of Judaism</p> <p>Judaism, the Schism in the Christian Church, and the Five Pillars of Islam</p> <p>Essay writing on: Write a comparative essay on Hinduism and Buddhism. Essay writing on: Write</p>	<p>Time Period: 10 weeks</p>
--	--	--	---	------------------------------

	<ul style="list-style-type: none"> <li>• The Church divides into East and West (Schism)</li> <li>• The split between Rome and Constantinople</li> <li>• Orthodox Christianity and Catholicism (Pope vs. Patriarch)</li> <li>• Christianity in Western Europe (Charlemagne)</li> <li>• The life and teachings of Muhammad</li> <li>• The Five Pillars of Islam</li> <li>• The Hijra and the Islamic calendar</li> <li>• Compare the monotheistic religions of Islam, Christianity, and Judaism</li> <li>• The Sunni-Shi'a split</li> <li>• The Umayyad Caliphs build an Empire</li> <li>• The Weakening of the Caliph</li> <li>• The spread of Islam throughout the world</li> <li>• Islamic law</li> <li>• Discuss the Muslim Golden Age (history, philosophy, mathematics, astronomy, architecture, and medicine)</li> <li>• The Crusades</li> </ul>	<p>The First Formulation of Sharia: God's Law[CR1c]</p> <p>Islamic Science and Mathematics[CR1c]</p>	<p>a change over time essay on Islam from 600 C.E. to 1200 C.E.</p> <p>Write a short summary on the Muslim Golden Age.</p> <p>Apple iPad: using the iPad, make our own flashcards on the terms we are not comfortable with in preparation for the Chapter 9-11 Test</p> <p>Apple iPad: Multiple Choice Question Review on Chapter 9-11</p> <p>Activity: Using the smart board, students draw a Venn diagram of Hinduism and Buddhism</p> <p>Activity: In groups, students discuss the key religious concepts of Judaism, Christianity, and Islam.</p> <p>Timeline: Analyze patterns of events to show periodization (Spodek pages 273, 275, 308-309, 339, 346)</p>	
--	---	--	--	--

<p><b>NYS: 1,2,3,4,5</b></p> <p><b>CCLS: W1, W2, W4, R2, R4, 7, R9</b></p>	<p><b>Period 4 – Global Interactions, c. 1450 to c. 1750</b> Time Period: 15 weeks</p> <p><b>Key Concept 4.1.</b> Globalizing Networks of Communication and Exchange <b>Key Concept 4.2.</b> New Forms of Social Organization and Modes of Production <b>Key Concept 4.3.</b> State Consolidation and Imperial Expansion</p> <p><b>Topics for Discussion</b></p> <ul style="list-style-type: none"> <li>• Historical analysis of world trade</li> <li>• Trade in the Americas before 1500</li> <li>• Trade in Sub-Saharan Africa</li> <li>• Trade specifically in West and East Africa</li> <li>• Mansa Musa</li> <li>• Ibn Battuta</li> <li>• Muslim and Jewish Traders</li> <li>• The Polynesians of the South Pacific</li> <li>• Malay Sailors</li> <li>• Sailors and Merchants of the Indian Ocean</li> <li>• International and internal trade in China</li> <li>• Zheng He</li> <li>• Pax Mongolica</li> <li>• Chinggis (Genghis) Khan</li> <li>• The spread of the Mongol Empire</li> <li>• Plague along the Silk Road</li> <li>• Atlantic trade</li> <li>• Decline of trade in the Mediterranean</li> <li>• Guilds in Europe</li> <li>• Philosophy and Learning in Europe</li> <li>• Famine and Plague in Europe</li> <li>• Social unrest following the plague</li> <li>• Discuss the rise of the Renaissance</li> <li>• Artistic styles of the Renaissance</li> <li>• Important people of the Renaissance</li> <li>• Voyages and trades routes to the New World</li> <li>• Oceania</li> </ul>	<p><b>Sources</b></p> <ul style="list-style-type: none"> <li>• Spodek Textbook Chapter 12-15</li> <li>• Maps in textbook Chapter 12-15</li> <li>• Class notes from Stearns Textbook 12-15</li> <li>• Spodek CD Chapter 12-15</li> </ul> <p><b>Supplemental Readings</b></p> <p>Long Distance Travel and Exchange</p> <p>An African Pilgrim to Mecca</p> <p>Mansa Musa: The King Who Sits on a Mountain of Gold</p> <p>The Land of Ghana: Eleventh-Century Western Sudan</p> <p>Ibn Battuta in Mali</p> <p>Kilwa, Mombasa, and the Portuguese Realities of Empire</p> <p>The Rise and the Fall of African Civilizations</p> <p>William of Rubrick: Impressions of the Medieval Mongols</p> <p>A Summons from Chinggis Khan</p> <p>Traveling the Silk Road</p> <p>Asian Empires: Japan, China, and Mongolia</p> <p>Zheng He’s Western Voyage</p> <p>European’s in the Americas</p> <p>African Reactions to European Presence</p> <p>The Peoples of Asia, the Americas, and Africa Encounter Europeans</p> <p>Chinese and Japanese Reactions to the West</p> <p>A Most Terrible Plague: Giovanni Boccaccio</p>	<p><b>Analysis and classification of data in assigned readings</b></p> <p><b>Quizzes</b></p> <p><b>Tests</b></p> <p>W1: Write arguments focused on discipline-specific content. W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p><b>Selected Activities/Assessments</b></p> <p>Apple iPad “5 Steps to a 5” Flashcard review on Chapters 12-13 Mind Maps on: Mansa Musa, the rise of Chinggis Khan, Zheng He, the Plague Essay writing on: Document Based Question on African trade before and after 1500 Essay writing on: Write a comparative essay on Ibn Battuta and Zheng He. Write a short summary on the effects of the Black Plague on Europe and Asia.</p> <p>Apple iPad: using the iPad, make our own flashcards on the terms we are not comfortable with in preparation for the Chapter 12-13 Test</p> <p>Apple iPad: Multiple Choice Question Review on Chapter 12-13. Activity: Using the smart board, students draw a Venn diagram of Hinduism and Buddhism Activity: In groups, students discuss the key facts of West and East African trade and why it was so successful.</p>	<p>Time Period: 10 weeks</p>
--	---	---	---	------------------------------

