



Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Global History and Geography 1 and 2

Content/Discipline

<http://mcsportal.net>

Term 1 Marking Period 1

Topic and Essential Question:

Introduction to History

How do we define culture?

How are societies affected when cultures interact?

Why do we study history?

How do we study history?

How does geography affect history?

How did geography influence the civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Yellow River Valleys?

How did these societies fulfill their basic needs?

How does the Paleolithic Age differ from the Neolithic Age?

Why was the Agricultural Revolution a turning point in history?

Why did civilizations develop along river valleys?

What are the basic features of a civilization?

How did the Egyptian New Kingdom rise to power and decline?

How did the Assyrians use their military power to keep control?

How did the Persian empire rise to power and decline?

Unit/Topics

Introduction to History-Humanities, Prehistory, First Civilizations

SWBAT/Objectives

Understand the beginning of civilization and how humans have adapted to different societies.

Understand how geography impacts the development of historical events

Understand the impact of culture on various societies

Understand the rise of the early river valley civilizations

Understand the rise of trading societies and their impact

To describe the spread of Indo-Europeans and their language

To describe key scientific findings about human origins

Understand the emergence of modern humans.

To identify key events in the history of Egypt's New Kingdom

To evaluate Assyrian rule and cultural achievements

To explain the rise of the Persian Empire

To describe the impact of the Qin Dynasty on Chinese history

Vocabulary/Key
Terms

Artisan bureaucracy, artisan, bureaucracy, domestication, ideograms, hominid, hunter-gatherer, pictograms, polytheism, revolution, shrine, slash-and-burn farming, technology, theocracy, barter, economy, cataract, city-state, civilization, cuneiform, delta, dynastic cycle, dynasty, empire, Fertile Crescent, feudalism, hierarchy, hieroglyphics, irrigation, Mandate of Heaven, monsoon, mummification,

pharaoh, pyramids, scribes, silt, subcontinent, tribute, ziggurat, Mandate of Heaven, Shi Huangdi

Assessments: Neolithic Revolution, River Valley Civilizations- Unit Test- (Assess the extent to which the reasoning and evidence in a text support the author's claims; Compare and contrast treatments of the same topic in several primary and secondary sources)
DBQ Neolithic Revolution (Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text)
Rise and Fall of Empires and Classical civilization- Unit test (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)

Common Core Standards: RH 9-10.1; RH 9-10.2; RH 9-10.3; RH. 9-10.4; RH 9-10.5; RH 9-10.6; RH 9-10.7; RH 9-10.8; RH 9-10.9; RH 9-10.10

Differentiated Instruction:

ELLs: Assign the Spanish Guided Reading worksheet
Assign the Spanish Skillbuilder Practice: Interpreting Maps on page 17 in Access for Students Acquiring English.
Allow extra time for work and assessment

SWDs: Preview the Key Terms to give students access to context.
Assign chapter summary to give less proficient readers access to content

High-Achievers: Have gifted students assist students
Ask students to take on leadership roles when working in groups
Students create questions to ask class based upon readings/assignments

PowerPoint/Video(Visual Learners)
Pair Work (Interpersonal Learners and Lower Level Readers)
One-on-One Teacher Support/Redirection (English Language Learners)

Resources/Books

Homework: Per Teacher

Term 1/Marking Period 2**Topic and Essential Question:**

Classical Civilizations:

How did Classical Civilizations develop?

How did geography affect these civilizations? *

What did these classical civilizations have in common?

How do these civilizations affect our society today?

How did geography affect the rise of empires?

How did acquiring an empire reflect the Roman and Han society?

Why did the Roman and Han empires decline?

What were achievements of each empire?

Unit/Topics

Greece, Rome,

SWBAT/Objectives

To identify the ways geography and climate shaped Greek life.

To identify the different political systems that developed in the Greece city-states.

To describe the military government of Sparta.

To explain how Athenian and Spartan governments differed.

To summarize the battles and results of the Persian Wars.

To identify the three goals Pericles had for Athens.

To describe Greek styles in sculpture and drama.

To explain the major conflicts in the Peloponnesian War.

To identify the contributions of Socrates, Plato, and Aristotle

To describe Hellenistic culture in Alexandria.

To identify the achievements of Hellenistic scholars

Vocabulary/Key Terms

acropolis, aqueduct, aristocracy, classical art, colonies, democracy, direct democracy, Greco-Roman, Hellenism, helots, indirect democracy, monarchy, phalanx, philosophy, polis, oligarchy, tyrants, absolute ruler, aqueducts, consul, dictator, empire, gladiators, inflation, legion, mare nostrum, mercenaries, monopoly, patrician, Pax Romana, plebeian, republic, senate, Silk Road, tribune, triumvirate, veto

Assessments:

Classical Civilization Greece, Rome, China- Unit Test (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)
Rise and Fall of Empires and Classical civilization- Unit test (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)

Common Core Standards:

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Resources/Books	World History Textbook
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Homework: Per Teacher

Term 1/Marking Period 3

Topic and Essential Question:

What were the achievements of the Roman empire?
How did the Roman empire decline?
How did the Gupta and Mauryan empire contribute to society?
How does religion affect society? *How does religion address basic needs? *
What are the basic beliefs of Hinduism, Buddhism, Confucianism, Judaism, Christianity, Islam, Taoism?
How did geography impact the development of West African kingdoms?
How did the West African kingdoms impact the gold/salt trade?
How did the kingdoms of Ghana Mali and Songhai prosper?

Unit/Topics

Roman Empire
Gupta Empire
Han Dynasty
Mauryan Empire
World Major Religions/Belief Systems
West African Kingdoms: Ghana Mali Songhai

SWBAT/Objectives

Understand the contributions of the Roman Empire
Understand the decline of the Roman Empire
Understand that the fall of the Roman empire can be looked from more than one perspective
Describe the legacy of the Greco- Roman civilization
Understand the Roman achievements in the arts, sciences and law
Understand the achievements made by the Mauryan and Gupta empire
Understand the rise and rule of the Han dynasty
Understand the beliefs of the world major religions
Understand the impact of the world major religion
Understand the impact of the West African kingdoms
Understand the rule under Mansa Musa

Vocabulary/Key Terms

Constantine, Diocletian, Mercenaries, Bible, Allah, apostles, Bedouins, bishop, Brahma, caste, covenant, dharma, Diaspora, filial piety, Five Pillars of Islam, Golden Rule, hajj, heresy, hijrah, Islam, karma, matriarchal, messiah, mosque, monotheism, Muslim, nirvana, patriarchal, Pope, prophet, Qur'an, reincarnation, Shiva, Vishnu, Torah, Ten Commandments, Ghana, Mali, Songhai, Mansa Musa, Sahel, savanna, coastline gold/salt trade, griots, lineage, , matrilineal, mita, patrilineal, quipus, civil service. Silk road

Assessments:

DBQ Essay on Roman achievements- Students' show analysis of the achievements made by the Romans. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
Regional Civilization, Rise and Fall of empires, Belief Systems- Unit MC Test(Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)

DBQ essay on West African Kingdoms- Students will show understanding of the growth of the West African kingdoms and their impact on the world. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

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