

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: World Civilizations and Global Studies		
School: Thomaston High School	Grade: 9	Curriculum Pacing: 36 weeks
Unit One: Foundations of Civilization	Unit Two: Ancient Empires	Unit Three: The Middle East and the Foundations of Religion
Unit Pacing: 8 weeks	Unit Pacing: 8 weeks	Unit Pacing: 5 weeks
<p>Unit Overview: In this opening unit, students will determine what impact geography had on the development of early civilizations - how early man used the geography to his/her advantage. Students will further recognize the importance of government in organizing the activities of humans and identify the contributions of the early river valley civilizations: Mesopotamia, Indus River Valley, and early China (and Egypt).</p>	<p>Unit Overview: While empires were forming around the world, the Ancient Greeks and Romans were building city-states on the lands surrounding the Mediterranean Sea. Over centuries these empires produced a culture and governments that would have a profound impact on the rest of the world. Their developments in art, literature, language, and government continue to have a modern day influence around the world.</p>	<p>Unit Overview: The cradle of civilization is also the location where three of the world's most practiced monotheistic religions began: Judaism, Christianity and Islam. Throughout history, religion has guided the beliefs and actions of millions of people. It has brought people together, but it has also torn them apart.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> How did the Neolithic Revolution change the way man lived? How have the contributions of early civilized peoples impacted the way I live today? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> How do the land formations of a place impact how people live? What is my role in government? What did it mean to be a great person in the Ancient World? Is it the same as greatness now? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> How has my world been shaped by the existence of, and interactions between, major religions? How did the religions of the Middle East give life meaning and value for people? What makes the religions of the Middle East similar and unique? How does religion unite or divide people?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> I can develop and refine questions that help me direct my research about an issue or topic. (INQ.9-12.4) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> I can critique the accuracy of a secondary interpretation of a past event by examining primary source documents associated with 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> I can connect specific historical questions to bigger historical issues. (INQ.9-12.1)

<ol style="list-style-type: none"> 2. I can select and analyze relevant primary and secondary sources to answer critical questions about an issue or topic. (INQ.9-12.5) 3. I can explain how advances in technology, capital goods and human capital increase economic growth and standards of living. (ECO. 9-12.3) 4. I can use maps, satellite images, photographs, and other representations to support my conclusions about the locations and environments of places and regions and their related political, cultural, and economic systems. (GEO.9-12.2MWH.2) 5. I can analyze relationships between historical events and circumstances within the times/places those events occurred. (HIST.9-12.1MWH.1) 6. I can gather information from a variety of sources representing a wide range of views in order to pursue an inquiry or support an argument, (INQ 9-12.6) 	<p>that event. (HIST 9-12.9)</p> <ol style="list-style-type: none"> 2. I can analyze a historical text in order to discover the author’s perspective and its influence upon what he or she presents. (HIST.9-12.6) 3. I can analyze a given social and political system along the lines of civic virtue and democratic principles.(CIV9-12.2) 4. I can analyze different expert viewpoints on a common question, topic or issue. (INQ 9-12.3) 5. I can analyze experts’ opinions of a source to determine its credibility. (INQ 9-12.7) 6. I can compare and contrast information drawn from multiple sources to see where inconsistencies and discrepancies lie. (INQ 9-12.8) 	<ol style="list-style-type: none"> 2. I can analyze how change or continuity defines specific historical eras. (HIST.9-12..2) 3. I can analyze how complex and interacting factors shaped perspectives particular to specific historical eras. (HIST.9-12.4) 4. I can analyze different expert viewpoints on a common question, topic or issue. (INQ 9-12.3) 5. I can interpret geographic data to compare and contrast spatial patterns of different cultures and/or environmental patterns. (INQ9-12.MWH.3) 6. I can use maps, satellite images, photographs and other representations to support my conclusions about the locations of places and regions and their related political, cultural and economic systems. (9-12.MWH.2)
<p>Unit Four: India</p>	<p>Unit Five: China/Japan</p>	<p>Unit Six: Africa</p>
<p>Unit Pacing: 5 Weeks</p>	<p>Unit Pacing: 5 Weeks</p>	<p>Unit Pacing: 5 Weeks</p>
<p>Unit Overview: India is the site for the foundations of two of the world’s most practiced religions: Hinduism and Buddhism. Throughout history, religion has guided the beliefs and actions of millions of people. In the case of India, the Hindu religion also ensconced individuals in roles of leadership for life, while sentencing others to lives of drudgery, carrying out menial, degrading work. Buddhism offered hope in the current life rather than individuals having to wait to be</p>	<p>Unit Overview: Ancient Asian cultures feature unique value systems (Confucianism, Daoism) that have not changed for thousands of years. The Silk Road played a crucial role in the exchange of these ancient ideas as well as goods which were prized by Ancient Romans and medieval Europeans. Today it is a region of the world with extensive modern global influence.</p>	<p>Unit Overview: Africa is a land of contrasting geography and cultures. Although the first African civilizations emerged along the Nile River in northern Africa, other diverse cultures were developing south of the Sahara Desert - each adapting to the varied environments unique to a particular area. The modern geography of Africa has continued to create challenges throughout the continent.</p>

<p>released from the cycle of life, death and rebirth.</p>		
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How did religion in India give life meaning and value for people? 2. What makes the religions of India similar and unique? 3. How does religion unite or divide people, 4. How did Buddhism provide hope to individuals at the bottom of the Hindu social pyramid? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How did the religions and philosophies of the Far East give life meaning and value for people? 2. What role did the kingdoms of Asia play in determining the cultures of Asia? 3. How did the movement of people between East and West impact the exchange of ideas? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How is diversity reflected in the cultures of Africa? 2. How do cultures reflect the migration of Africans? 3. How are colonial-era relationships reflected in modern Africa?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can develop and refine critical questions that help direct my research about an issue or topic. (INQ.9-12.4) 2. I can analyze relationships between historical events and circumstances within the times and places those events occurred. (HIST9-12.1) 3. I can use maps, satellite images, photographs, and other representations to support my conclusions about the locations and environments of places and regions and their related political, cultural, and economic systems. (GEO. 9-12.3) 4. I can connect specific historical questions to bigger historical issues. (INQ 9-12.1) 5. I can connect specific historical questions to bigger historical issues. (INQ 9-12.1) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can develop strong claims upon which I build an argument and strengthen my argument by addressing counterclaims. (INQ.9-12.9) 2. I can compare and contrast information drawn from multiple sources to see where inconsistencies and discrepancies lie. (INQ.9-12.8) 3. I can argue how comparative advantage helps or hinders the trade of specific goods and services in international markets. (ECO.9-12.4) 4. I can connect specific historical questions to bigger historical issues. (INQ 9-12.1) 5. I can analyze how historical events, cultural practices, technologies and/or the spread of specific ideas have influenced and are reflected my migratory patterns. (GEO9-12.MWH.5) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue how man-made and natural catastrophes have impacted global trade, politics and human migration. (GEO.9-12.8) 2. I can analyze multiple and complex causes and effects of past historical events. (HIST.9-12.14) 3. I can evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. (GEO 9-12.4) 4. I can connect specific historical questions to bigger historical issues. (INQ 9-12.1) 5. I can interpret geographic data to compare and contrast spatial patterns of different cultures and/or environmental patterns. (INQ9-12.MWH.3)

<p>6. I can interpret geographic data to compare and contrast spatial patterns of different cultures and/or environmental patterns. (INQ9-12.MWH.3)</p>	<p>6. I can evaluate the impacts of manmade and natural catastrophes on global trade, politics and human migration. (GEO 9-12.MWH.8)</p>	<p>6. (Inquiry practice)</p>
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