

Olean City School District  
Global History and Geography 9  
Curriculum Map

<b>Month</b>	<b>Topic Content</b>	<b>Skills</b>	<b>Concept</b>	<b>Major Assessments</b>	<b>Learning Standards</b>	<b>Resource/Text Page</b>
<b>Sept.</b>	II. <i>Geography Ancient World: Civilizations and Religion</i>	Application of learned information, synthesis of geographic data	Change, Urbanization	Students create their own country	3,5,2	Pages 4-51, 54-59, 67-71
<b>Oct.</b>	Greece, Rome, Han, Maurya	Evaluate the origins of Western Societies, government, law, and cultural traditions	Economic and political Systems, Justice and Human Rights	Project correlating architecture with famous people, multiple choice test from old Regents exams	2,3,4,5	80-89, 199-202, 108-137, 140-167
<b>Nov.</b>	Hinduism, Buddhism, Judaism, Christianity, Confucianism, Daoism	Compare and contrast belief systems, analyze interdependence of various cultures	Cultural and Intellectual Life, Belief Systems	Illustrated map project, multiple choice test, thematic essay	2,3,4,5	72-76, 140167, 59-66, 97101, 170-189
<b>Dec.</b>	III. <i>Expanding Zones of Exchange and Encounter: IV. Global Interactions: Islam, Byzantium, Empires of the Far East</i>	Understanding Cause and Effect relationships, Distinguishing opinions from fact	Cultural and Intellectual Life, Interdependence and Diversity	Belief systems project, multiple choice test, thematic essay	2,3,4,5	232-247, 266283, 287-311
<b>Jan.</b>	Medieval Civilization, Crusades, Feudalism, Black Death	Analyzing class structure, significance of	Economic systems, Political Systems, Cultural	Essay requiring students to assume the role of a person	2,3,4,5	314-337, 341361

		turning points in history	Exchange, Change	from the Middle Ages		
<b>Feb.</b>	V. <i>The First Global Age</i> African Kingdoms and Mesoamerican empires	Comparing and contrasting using a Venn diagram	Cultural and Intellectual life, Diversity	Essay comparing and contrasting empires of East and West Africa	2,3,4,5	190-203, 208-225, 364-378, 395-411
<b>Mar.</b>	IV. <i>Global Interactions Renaissance, and Reformation</i>	Research, organization and analysis of information	Cultural and Intellectual life, Belief Systems	Project booklet, coordinating changes in various intellectual fields during the Renaissance	2,3,4,5	4414-437
<b>Apr.</b>	V. <i>The First Global Age: Global Exploration</i>	Analyzing and contrasting cultural elements	Economic Systems, Political Systems, Cultural Exchange, Change, Interdependence	Map demonstrating transfer and impact of cultural elements during Global Exploration	2,3,4,5	460-501
<b>May.</b>	Absolutism and Nation States	Understanding similarities and differences in governments	Economic Systems, Political Systems, Change	Student-designed graphic organizers tracing impact of individual Absolute monarchs on their Societies	2,3,4,5	510-536
<b>June.</b>	Review	As above	As above	Answer a DBQ and old Regents multiple choice questions	2,3,4,5	1-536

No performance indicators are in the Scope and Sequence. Test questions and essay work throughout the school year monitors student performance. Teachers in the grade level constantly monitor and adjust based on performance.