

**Huntington UFSD
Huntington High School**

**Ninth Grade Humanities
Thematic Links
English and Social Studies Curricula**

*Course Themes: The Ongoing Human Experience –
The Individual and The Group*

9 th grade	English	Social Studies
To focus on:	Personal expression and experiences	Group interaction
To strive for:	Self confidence and voice	Harmony

**HUFSD – Social Studies Department Curricula
Grade 9: Global History and Geography**

Pacing by month Quarter 1	Unit/theme Essential Question	Content: Era studied Concepts/ themes “Declarative Knowledge”	Writing Skills & Strategies “Procedural Knowledge” BENCHMARKS	Assessments M/C & Essays
September	<i>Unit One</i> <i>Civilizations and Religions of the Ancient World</i> <i>400 BCE – 500 CE</i>	* Early Humans & Neolithic Revolution	Writing introductions to thematic essays	M/C quizzes
		* Early Civilizations - Middle East Mesopotamia, Egypt	Summarizing main points	Thematic essay opening paragraph
		* Africa – Bantu migration; kingdoms	Understanding what a thesis statement is	Document scaffolding
October	Essential Questions: “What are the origins and destiny of humanity?”	* Ancient India & contributions Include Maurya and Gupta	Composing topic and transition sentences	Standard Regents-style assessments
		* Ancient China & contributions Up to Tang and Song dynasties	Comparing & contrasting	M/C exams with post exam analysis of mistakes
		* Case studies of ancient world: global trade; cultural values; ideas & beliefs	Research topic selection from among entire course syllabi based on theme: ‘Conflict & Compromise’	Cumulative follow-up
November	“Are we as humans fundamentally good?”	* Religions contrasted: animism; Judaism; Hinduism; Buddhism Chinese philosophies- <ul style="list-style-type: none"> • Daoism • Confucius • Legalism 	Citing documents in text of an essay/research paper	Authentic Assessments
		* Classical Civilization-Ancient Greece	Writing thematic expository essays which incorporate content learned	Thematic Essay

Pacing by month Quarter 2	Unit/theme Essential Question	Content: Era studied Concepts/ themes “Declarative Knowledge”	Writing Skills and Strategies BENCHMARKS	Assessments M/C & Essays
November	<i>Unit Two</i> <i>Expanding Zones of Exchange and Encounter</i> <i>500 – 1200 CE</i>	- Ancient Greece - <i>continued</i> Philosophies; democracy; city-states; Other contributions – art, architecture * Ancient Rome: <ul style="list-style-type: none"> • Republic to Empire • Christianity 	Research and writing -paraphrasing Catagorization of common concepts Thesis development, refinement and supporting evidence Generalizations with supporting evidence- Ex: Golden Ages Thematic essays – writing component paragraphs with linking ideas	Regents Style M/C National History Day Research and drafts with final presentations STUDENT created: -papers -exhibits -theatrical performance -documentaries
December	Essential Questions: Why Greece? “Are there some human ideas and truths about social interaction that permeate time and place?”	* Fall of Rome & East/West Split * Byzantium & Early Russia * Barbarian invasions		Practice DBQ
January	Unit question: “Were the dark ages dark? For whom?”	* Medieval Europe Feudalism * Islamic Empires and Crusades <ul style="list-style-type: none"> • Thematic link- Golden Ages * Mongols	Writing DBQs by weaving in outside information Tying document scaffolding to the DBQ essay	Summative and cumulative Midterm Exam 35 M/C + DBQ

Pacing by month Quarter 3	Unit/theme Essential Question	Content: Era studied Concepts/ themes “Declarative Knowledge”	Writing Skills and Strategies BENCHMARKS	Assessments M/C & Essays
February	<p><i>Unit Three</i></p> <p><i>Global Interactions</i></p> <p><i>(1200-1600)</i></p> <p>Essential questions:</p> <p>“What is the most essential loyalty – to a person’s economic, religious, or national identity?”</p> <p>“How are conflicts best resolved- through compromise or not?”</p>	Japanese Feudalism	Learning to generalize after completing a case study (ex: The Individual in History)	Thematic essays
March		<p>Mongol Empire & Influences</p> <ul style="list-style-type: none"> • Yuan Dynasty • Russia revival after Mongol yoke 	Compare and contrast	Comprehensive DBQ
1 st ½ April		European Renaissance & humanism Protestant Reformation	Determine cause and effect	Regents Style M/C
		<p>African Empires</p> <ul style="list-style-type: none"> • Ghana • Mali • Songhai 	Global geography – following the path of a traveler.	Authentic Assessments Student created
	<p>Global interaction</p> <ul style="list-style-type: none"> • Mansa Musa • Ibn Battuta • Zheng He 	Global geography – Using a special purpose map to understand the size of an empire – what does such ‘control’ of such a large area mean and require?	<ul style="list-style-type: none"> • Performance • Exhibits • Documentaries • Advertisements • Websites • Historical trials • Etc. 	
	<p>Rise of European Nation States</p> <ul style="list-style-type: none"> • Royal power in England & France • Holy Roman Empire • The Plague 	Thematic essays – writing drafts and editing		

Pacing by month Quarter 4	Unit/theme Essential Question	Content: Era studied Concepts/ themes “Declarative Knowledge”	Writing Skills and Strategies BENCHMARKS	Assessments M/C & Essays
Last ½ April	Unit four	China’s Ming Dynasty	Student group or individual cooperative team research and presentation on European interaction with – Asia, Latin America, or Africa	Practice DBQ
May	The First Global Age (1450-1770) Essential Questions: “Why do certain groups dominate others? Must it be this way?” “How does cultural diffusion and interaction benefit all?”	European interaction with – Asia, Latin America, and Africa 1500 CE Iberian Nation States <ul style="list-style-type: none"> Spain and Portugal Islam and Reconquista The Americas on the Eve of Conquest <ul style="list-style-type: none"> Aztec Maya Inca 	Decoding and citing primary sources See parallels over time Compare political and economic systems – Venn diagrams	Thematic essays Regents Style M/C Authentic Assessments At teacher’s discretion
June	“What ideas have really helped humankind to progress?”	Age of European Exploration and Discovery <ul style="list-style-type: none"> Columbian Exchange Triangular Trade Mercantilism Absolutism or Parliamentary Democracy <ul style="list-style-type: none"> Case study- England 17th Century Case study –Peter the Great Scientific Revolution	Experiential learning of cultural diffusion Exam preparation Thematic essays – written comprehensively	Departmental Final Exam Summative and cumulative 35 M/C + Thematic Essay