

# Mount Pleasant Central School District

## Global IR, Social Studies



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                                 | Month     | Content  | Vocabulary   | Standards  | Skills  | Big Ideas   | Assessments  |
|--|-----------|--|--|--|---|---|--|
| <b>9.1 DEVELOPMENT OF CIVILIZATION</b>     | September | - Causes and Effects of the Neolithic Revolution | - Paleolithic Revolution, Neolithic Revolution, Elements of a Civilization | 9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the First civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics. | - Analyze cause and effect; evaluate evidence from diverse sources; chronological reasoning | The transition from hunting-gathering to agriculture transformed human societies and enabled civilization | Source analysis essay; compare Paleolithic and Neolithic lifestyles; timeline activity |
| <b>9.2 BELIEF SYSTEMS: RISE AND IMPACT</b> | October   | - Emergence and spread of belief systems         | - Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, Daoism   | 9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief  | - Compare and contrast belief systems; analyze cultural and social                          | Belief systems shape cultural identity, social structure, and ethical                                     | Comparative chart; essay on belief systems' role in society, World                     |

*Educating Each Student Today for Endless Possibilities Tomorrow*

**Mount Pleasant Central School District**  
**Global IR, Social Studies**



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title  | Month    | Content   | Vocabulary                                    | Standards   | Skills  | Big Ideas  | Assessments   |
|---|----------|---|---|---|---|--|---|
|   |          |   |   | <p>systems influenced and shaped the development of cultures, as well as their traditions and identities.</p> <p>Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.</p> | impact  | frameworks   | Religions project                                     |
| <b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT,</b> | November | - Expansion, achievement, decline of classical empires; cultural achievements | - Greece, Rome, Han, Gupta, Maya, Qin, Maurya | <b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE:</b> Classical  | - Analyze political power, causes of decline, cultural achievements | Classical empires rise and fall due to complex factors; cultural achievements endure | DBQ on empire rise and fall; map of classical empires |

*Educating Each Student Today for Endless Possibilities Tomorrow*

**Mount Pleasant Central School District**  
**Global IR, Social Studies**



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                                      | Month    | Content  | Vocabulary                               | Standards  | Skills   | Big Ideas  | Assessments  |
|---|----------|--|--|--|--|--|--|
| DECLINE   |          |  |  | civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. |  |  |  |
| <b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS</b> | December | - Growth and expansion of trade networks during classical/postclassical eras | - Silk Road, Indian Ocean, Trans-Saharan | 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged  | - Analyze economic impact of trade; geographic reasoning | Trade networks facilitated cultural diffusion, economic growth, and political change | Map trade routes; cause-effect essay on trade networks |

*Educating Each Student Today for Endless Possibilities Tomorrow*

**Mount Pleasant Central School District**  
**Global IR, Social Studies**



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                                   | Month   | Content   | Vocabulary   | Standards  | Skills   | Big Ideas  | Assessments  |
|--|---------|---|--|--|--|--|--|
|  |         |   |  | and/or expanded. These networks of exchange influenced the economic and political development of states and empires  |  |  |  |
| <b>9.5 POLITICAL POWERS AND ACHIEVEMENTS</b> | January | - Emergence of new power arrangements; political control; scientific and cultural innovations | - Abbasid Caliphate, Byzantine Empire, Mongol Empire, Tang, Song | 9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, | - Evaluate political strategies; analyze social and cultural innovations | Political stability fosters cultural and scientific advancements | Research project on one empire's political strategies and achievements |

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Global IR, Social Studies



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title   | Month    | Content   | Vocabulary                               | Standards  | Skills  | Big Ideas   | Assessments  |
|--|----------|---|--|--|---|---|--|
|  |          |   |  | technological, and scientific innovations.   |   |   |  |
| <b>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT</b> | February | - Growth of empires, trade networks; spread of religions and disease; demographic changes | - Black Death, Crusades, Delhi Sultanate | <b>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT:</b><br>During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development. | - Analyze cross-cultural interactions and conflicts; evaluate demographic impacts | Trade and interaction spread ideas, religions, diseases, and conflict | Map the spread of the Black Death; essay on cultural/religious conflicts |
| <b>9.7 THE OTTOMAN</b>                             | March    | - Political, religious,   | - Islam,                                 | <b>9.7 THE OTTOMAN</b>   | - Analyze religious   | Religion and culture  | Comparative essay;   |

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Global IR, Social Studies



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                                  | Month | Content   | Vocabulary   | Standards   | Skills   | Big Ideas   | Assessments   |
|---|-------|---|--|---|--|---|---|
| <b>EMPIRE AND THE MING DYNASTY PRE-1600</b> |       | and cultural influence of Ottoman Empire and Ming Dynasty | Neo-Confucianism, Christianity, Suleiman the Magnificent, Zheng He | EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world. | and political influence; compare empires' worldviews | shape political systems and international relations | map of empire expansions and trade                          |
| <b>9.8 AFRICA AND THE AMERICAS</b>          | April | - Development of complex societies; environment, trade    | - Aztec, Inca, Songhai, animism, trade networks                    | 9.8 AFRICA AND THE AMERICAS PRE-1600: The environment,  | - Analyze environmental and economic factors;        | Geography and trade shape diverse societies and     | Research poster on one civilization's adaptations and trade |

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Global IR, Social Studies



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                                      | Month | Content  | Vocabulary   | Standards   | Skills  | Big Ideas   | Assessments   |
|---|-------|--|--|---|---|---|---|
| PRE-1600  |       | networks, and belief systems   |  | trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.                      | evaluate cultural achievements  | economies   |   |
| 9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA | May   | - Political, economic, cultural transformation; state-building, conflicts, shifts in power | - Renaissance, Reformation, absolutism, Peter the Great, Louis XIV | 9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation | - Analyze political changes; evaluate cultural and intellectual movements | Political and cultural transformations shape modern Europe and Russia | DBQ on absolutism; timeline of Renaissance and Reformation events |

*Educating Each Student Today for Endless Possibilities Tomorrow*

**Mount Pleasant Central School District**  
**Global IR, Social Studies**



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title                               | Month | Content  | Vocabulary   | Standards   | Skills  | Big Ideas   | Assessments  |
|--|-------|--|--|---|---|---|--|
|  |       |  |  | included state building, conflicts, shifts in power and authority, and new ways of understanding their world.   |   |   |  |
| <b>9.10 INTERACTIONS AND DISRUPTIONS</b> | June  | - European exploration; encounters between Europe, Africa, and the Americas; transatlantic slave trade | - Columbian Exchange, Atlantic Slave Trade, indigenous populations | 9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave | - Analyze cause and effect of exploration; evaluate social and demographic consequences | Global exploration transformed economies, populations, and cultures | Essay on Columbian Exchange effects; map of slave trade routes |

*Educating Each Student Today for Endless Possibilities Tomorrow*

Mount Pleasant Central School District  
Global IR, Social Studies



*We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.*

| Unit Title | Month | Content | Vocabulary | Standards   | Skills | Big Ideas | Assessments |
|------------|-------|---------|------------|---|--------|-----------|-------------|
|            |       |         |            | trade,<br>and the reorientation<br>of trade networks. |        |           |             |