**RHHS CURRICULUM MAP**

Course: H4 Unit 1

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| Period of Study: Geography/Diversity/Movement of People and Goods | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
|  | 2.1 – (understanding broad patterns and interactions of cultures/civilizations during particular eras)  2.1- (define culture/civilizations and components of political, economic, social, and religious systems)  2.2 – (distinguish between multiple time periods using timelines)  2.2 – (evaluate different models of periodization of historical events and identify their relevance)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (explain how cultural interaction has affected groups around the world)  2.3 – (examine the social, cultural, political, economic, and religious cultures around the world)  2.4 – (pose analytical questions for further investigation)  3.1 – (understand how to use various maps)  3.1 – (describe physical characteristics of the earth)  3.1 – (investigate migration of human populations)  3.1 – (understand the interactions of social, cultural, political, economic, and religious systems in different regions)  3.1 – (explain how technological change affects people, places, and regions)  3.2 – (gather geographic information from various primary/secondary sources)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations)  3.2 – (pose analytical questions based on the results of geographic inquiry)  4.1 – (explore basic concepts of economic principles)  5.1 – (examine different ideas about political systems)  5.2 – (understanding democratic principles: due process, equality before the law) |
| **REGENTS THEMES:**  **Change; conflict; culture; decision making; diversity; economic systems; environment and society; Imperialism; interdependence; justice and human rights; movement of people and goods; scarcity & needs and wants; science and technology** | **ESSENTIAL Questions:**   1. **Were civilizations an inevitable development in human history?** 2. **Is interaction between cultures necessary for progress?** |
| **Focus Questions/ Topic Questions**   1. **How did geography influence the development of civilizations? (1)**   *Topics/Activities: Discuss Neolithic Revolution; jigsaw analysis of Mesopotamia, Egypt, Indus River, Shang China, Maya civilization based on giving different assignments to groups.*   1. **How did the rise and fall of the Han and Roman Empires impact the world? (1)**   *Topics/Activities: Discuss how the two empires grew so large and powerful, assess the importance of the Silk Road, the Roman system of road, and the Mediterranean Sea; examine the causes of the empires’ decline*   1. **How did the Crusades help the movement of people, goods, and ideas? (1)**   *Topics/Activities: end of feudalism, religious wars, increase in European trade with Asia*   1. **Who benefited most from the Columbian Exchange? (1)**   *Topics/Activities: Encounter, identify the exchange of plants, animals, diseases, goods, and religious ideas*   1. **How did slavery in the ancient world compare to the Atlantic Slave Trade? (1)**   *Topics/Activities: slavery in the ancient world compared to the Triangle Trade and Middle Passage; devastating impact on African and Native American populations* | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
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| **VOCABULARY Tier II and Tier III:** | |
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| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Mapping and Charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard* | |