Year long esssential questions	How does the world shape people? How do people shape the world?	Is there such a thing as a common humanity? What makes us different and how has that been constructed over time?	What other worlds could have been possible? What is the world you want to live in?	
Year Long Goals	Learn how the world came to be the way it is so you can make it what you want.	Learn the often untold stories of Asia, Africa, the Middle East and the Americas -- know that the world was dominated by brown and black people for about the first 10,000 years of history.	Become a better reader and writer, so that you always know what's really going on, can think critically about the world, and make choices that are right for you.	
By the end of 9th grade…	**Reading (incl. reading of primary sources)**	**Writing**	**Discussion/Speaking**	**Other**
	have strategies for approaching and reading primary and secondary sources	can write an essay that includes an introduction, conclusion, body paragraphs that follow TIED(IED), and use transitions from each paragraph to the next.	have developed and practiced norms for small and large group class discussions	have decided on and practiced a notetaking system that works for them
	can identify evidence that supports the main idea of a text	can develop a thesis statement that includes an argument or position they will prove in their writing;	have practiced holding themselves and each other accountable for time spent in group work.	have built awareness of their strengths and weaknesses; over the course of the year, they've built goals and plans around improvement, with teacher feedback and assistance.

	have decided and regularly practice an annotation system that works for them that includes tracking main ideas, questions or confusing content, and details that stick out or are surprising	can organize their writing plans into an outline, with assistance, and can develop main ideas that support their larger argument	have developed strategies for troubleshooting when group work has hit obstacles.	have gone through the research process and have reflected on what they need to do to be PBA ready by the 11th grade.
	are regularly able to pull a main idea from a text, and have strategies to use when they aren't sure what the main idea is.	can identify evidence that supports the main idea or thesis they are trying to write about and explain how the evidence supports these ideas	have practiced preparing evidence to use in a discussion	have published and presented their work across a variety of formats.
	they have tracked a theme across time periods, groups of people, civilizations, and texts in their reading	can use at least two different ways to introduce evidence into a text (*extension: more sophisticated ways!*)	have combined evidence with analysis in discussion.	developed and used new vocabulary across literacy areas
		they understand that the use of evidence in writing must be accompanied with their analysis, and this is included in all writing.	have developed questions connected to these three kinds of analysis for use in small and large group discussions, with support.	have found topics that they are interested in; have completed work they take pride in.
		they have mastered at least three kinds of analysis: continuity and change; cause and effect; and compare and contrast; they have been introduced to other forms of analysis that they can try out in their writing	they have discussed themes in history in large and small discussions, and applied the theme to real world scenarios.	
		have used the writing process multiple times and seen improvements through revision.		
		can write an essay using professional and academic language instead of conversational language		
		can use in-text citations throughout a paper and include a bibliography at the end, according to MLA format		

Theme	EQs	EUs	Timing	Summative Assessments and Project(s)	Formative Assessments	History Content	Historical Skills	Reading Skills	Writing Skills	Discussion and Group Work Skills	Other Skills
Place	How do places shape people? How do people shape places? How do bias and perspective shape history?	Where you are from shapes who you are and your perspective of the world; Everyone has a perspective that affects how they see the world, sometimes people have bias; Having or not having resources, whether natural or manmade, will affect how people respond to their environment; humans can have incredible positive and negative effects on their environment	Sept-Oct	Power of Place Podcasts; Early Civilization Museum Exhibits	Reading survey, Weekly Quizzes (including check-in questions), TIEDIED paragraphs, student selection of reading levels and check-in questions about their choices, exit questions	Early humans and migrations; Neolithic, River Valley, Migrations, Ancient Civilizations (Egypt, Mesopotamia, Indus River, Yellow/Yangtzee, Olmec, Chavin)	introduction to the ideas of bias and perspective and apply it to different examples in history and social science (CCSS.ELA-LITERACY.RH.9-10.6); analyze the connection between people and places by developing cause and effect relationships (CCSS.ELA-LITERACY.RH.9-10.3)	be able to explain the main idea of a text (CCSS.ELA-LITERACY.RH.9-10.2); begin to practice and find strategies for annotation and notetaking; develop reading stamina; find important and unimmportant details from primary and secondary sources to prove a point and answer self-generated questions (CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.W.9-10.8)	students should be able to summarize a point of view but might not fully understand how to prove it; introduce TIEDIED paragraph (CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.9); develop writing stamina and practice	share personal stories and details with each other to build group norms and connection; develop norms and structures for talking about history within the class (CCSS.ELA-LITERACY.SL.9-10.1); self-monitor progress for pair work using a rubric, goal setting, and feedback;	set short and long-term goals; practice review skills for quizzes; develop questions about world history.
Power	How do people build and use power? Are there right and wrong ways to build and use power?	Power can be built and used in many different ways; It it important to decide your own moral compass of the right and wrong ways to use power so that you can have an opinion about leadership and states, past and present	late Oct-Dec	Power Lines; Continuity and Change Over Time Essay on Power, Athenian Democracy Role Play	TIEDIED paragraphs using change over time analysis; Weekly quizzes (with check in questions); Exit tickets; thesis statement/claim review and feedback	early states (Mesopotamia, Egypt, China, Chavin, Olmec), early empires (Kush, Maya, Han, Mauryan, Assyrian, Persian), how rulers build and used power, democracy in Greece, emperors in Rome	continue cause and effect analysis and add in continuity and change analysis (CCSS.ELA-LITERACY.RH.9-10.3); consider bias and perspective in primary sources; evaluate and form opinions on how leaders in history and characters in plays utilize power, incorporating an understanding of their perspective, biases and point of view (CCSS.ELA-LITERACY.RH.9-10.6);	practice identifying relevant evidence that supports the main idea and our claims (CCSS.ELA-LITERACY.RH.9-10.1); review notetaking and annotation approaches and either revise or continue their approach;	use narrative writing to explore a time period (CCSS.ELA-LITERACY.W.9-10.3); practice creating claims and backing them up with reasons and evidence; create a thesis statement that guides the organizations of the paper; organize main ideas to support the thesis statement (with use of graphic organizer is ok for this unit); use TIEDIED paragraphs in an essay (CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.9); use revision as a critical part of the writing process, with group members providing feedback (CCSS.ELA-LITERACY.W.9-10.5);	develop theories for the right and wrong ways that power should be used and apply them to real world scenarios in a discussion; small group discussions with less structure (timed for 5-10 minutes, depending on the group) (CCSS.ELA-LITERACY.SL.9-10.1); students practice public speaking during a three-day role play (CCSS.ELA-LITERACY.SL.9-10.4)	evaluate work using goals and rubrics
Belief	Are world religions more the same or different?	Religions all involve a belief in something that we cannot see; Whether we consider ourselves "religious" or not, we can all identify things that we believe in; Religions have driven much of world history, both good and bad.	Dec-Jan	personal beliefs journal; final exam: content and timed writing	weekly quizzes, exit questions, graded group discussions, TIEDIED paragraphs using compare and contrast analysis	world religions, spread of religion, adaptations of religions	introduction to and use of compare and contrast analysis;	pull relevant evidence from a variety of sources (CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.W.9-10.8); by the end of this unit, notetaking and annotation styles should be settled for everyone;	continuation/perfection of TIEDIED paragraph to support a central claim/thesis (CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.9); use revision as a critical part of the writing process, with group members providing feedback (CCSS.ELA-LITERACY.W.9-10.5);	small group discussion about personal beliefs, led by more student generated questions. Timed discussion (10-15 minutes) (CCSS.ELA-LITERACY.SL.9-10.1)	practice review skills for a whole semester exam
Money	How are groups and individuals affected by the economies they are a part of? Is there a fair way to structure an economy?	Decisions about wealth have motivated kingdoms, empires, and individuals; Trade can lead to cultural exchange and new technology, but it can also result in terrible exploitation and oppression; economic systems don't have to be unfair	Feb-Mar	World Economies Research and Board Games	written responses connecting history to real world, present day economic situations; discussion questions using three kinds of analysis; graded group discussions, research cards	SIlk Road, Indian Ocean trade routes, West African Trading Kingdoms, Islamic Empires, Swahili commercial routes, Aztec and Incan economies; feudalism and the start of wage labor;	students are introduced to the idea of reliable versus not reliable websites, further applying understanding of bias and perspective (CCSS.ELA-LITERACY.RH.9-10.6); students are introduced to research cards to keep track of the information and sources they find; students find information on their own to fill in the knowledge gaps from our in class readings (CCSS.ELA-LITERACY.W.9-10.7)	students are able to pull relevant evidence from the sources that we have read in class (CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.W.9-10.8) and, as a group, identify information that they still need to find. Students continue to practice strategies for reading primary source documents (especially when there are words they don't know) and paraphrasing what they've found (CCSS.ELA-LITERACY.RH.9-10.2., CCSS.ELA-LITERACY.RH.9-10.4);	students are introduced to research cards; students use evidence to make conclusions in writing (CCSS.ELA-LITERACY.W.9-10.8)	students maintain discussions for 15 minutes and create a list of strategies for continuing discussion and group problem solving; group and individual work norms are regularized in a way that allows for deeper discussions without teacher prompting (CCSS.ELA-LITERACY.SL.9-10.1); students work in groups of 3-4 on a creative project requiring lots of collaboration	students try out design skills in a board game design

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Contact											
Contact	What happens when people who are different from each other come into contact? Is "Us versus Them" an inevitable set up between different people?	It is natural for people to form groups with others, but there are some circumstances that cause those groups to work together and others that cause them to have conflict; to understand relationships between different groups or individuals, we have to analyze who has power; connections between different people can produce new forms of culture, thinking, and invention;	Mar - June.	Conquistador trials; African Diaspora Research Project and Website; Research paper and presentation for roundtables; Final exam	Evidence collectors for trials, Research cards for website and research paper, claim review, historical context paragraph, research card outline, weekly quizzes, exit questions	1400s-1700s: encounter, exploration, colonization; Transatlantic Slave Trade + African Diaspora	researching and finding your own sources, including searches, analysis of sites, etc (CCSS.ELA-LITERACY.W.9-10.7); students develop conclusions about the history that they've studied and describe how it relates to present-day circumstances, in writing and in their presentations.	students choose from a selection of primary and secondary sources to present research on a topic about the African Diaspora (CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.W.9-10.8); For the research paper, students can independently work through primary and secondary sources at a variety of levels and pull relevant information (CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.W.9-10.8); for the research paper, students will include information from at least three secondary sources and one primary source (CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.RH.9-10.9); students can independently identify information they are missing from a draft of their writing or project and know how to find it;	publish African Diaspora research as a website, published online (CCSS.ELA-LITERACY.W.9-10.6); expand research and writing into a minimum four page final research paper, driven by a claim connected to a research question (CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.2); refine integration of evidence into writing; students use citations as hyperlinks in their creation of their African Diaspora websites; students use full citations in their research papers (CCSS.ELA-LITERACY.RH.9-10.1); use revision as a critical part of the writing process, with group members providing feedback (CCSS.ELA-LITERACY.W.9-10.5); practice multiple forms of analysis (including our base three) in long-form writing (CCSS.ELA-LITERACY.W.9-10.9); all students practice creating a bibliography, first with the African Diaspora project and then with their research paper (CCSS.ELA-LITERACY.W.9-10.8)	students can analyze each other's work and provide high quality feedback; students can discuss the ideas they are thinking through in their research with others; students are comfortable in presenting their work to each other(CCSS.ELA-LITERACY.SL.9-10.1, CCSS.ELA-LITERACY.SL.9-10.4, CCSS.ELA-LITERACY.SL.9-10.5)	presentation skills for longer-form work; goal setting and checking work against a rubric; students have a realistic view of the quality of their work at the draft and final level (clear understanding of expectations and their own writing); apply study skills to a final exam