

Implementation of NYS Social Studies Frameworks
Index of Global History and Geography 9
Schroon Lake Central School
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2017

Local Topic Numerical Identifier	Topic Title -- Content Scope	NYS Social Studies Frameworks Unit Identifiers
9.1	Development of Civilization - Paleolithic hunter-gatherers, rise of civilization in Mesopotamia	9.1
9.2	Belief Systems - Judaism, Christianity, Islam, Hinduism, Confucianism, Daoism	9.2
9.3	Greek Classical Civilization - Early Greeks through Hellenistic Era	9.3
9.4	Roman Classical Civilization - Rise of Rome through fall of Western Roman Empire	9.3
9.5	Eastern Classical Civilizations - Qin and Han Dynasties, Mauryan and Gupta Empires	9.3
9.6	Post Classical States - Western Europe's Medieval Era, the Abbasid Caliphate, the Byzantine Empire, the Crusades.	9.5, elements of 9.6
9.7	Afro-Eurasian Trade Networks - includes Indian Ocean Complex, Silk Roads, Trans-Saharan routes (Ghana and Mali); Effects of contact through trade including new technologies, travelers, traders, missionaries, and nomads; divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity; spread of the Black Death (Bubonic Plague); .	9.4, 9.6
9.8	Post Classical Asia - Mongol Empire, Song and Tang dynasties, Ming Dynasty, Ottoman Empire	elements of 9.4, 9.6, 9.7
9.9	The Renaissance and the Reformation - includes Age of Exploration	9.9,9.10
9.10	The Scientific Revolution and the Enlightenment	9.9

Remarks

From 2013-2016, I taught my units following the NYS Social Studies Frameworks more literally than one normally would. The first reason was to break away from a single textbook's scheme. The second reason was to ensure that I fulfilled the objectives such as to meet the instructional shift being introduced by the frameworks, an instructional shift which I support.

Through experience, I have settled upon this local implementation of the Global 9 course starting in the 2017-2018 academic year. Following the Frameworks in the literal sense left some topics under-explored and ordered differently than seemed to flow logically. In the category of the under-explored, for example, ancient Greece and Rome and western Europe's Medieval period stand out. With regards to ordering content, it proved to be disjointed having the Byzantine Empire and Ottoman Empire in several different units.

This local implementation is devised to fit into a broader strategy of universal design for learning (UDL) and instruction at the level of the Common Core State Standards. A respect for the balanced approach to eastern versus western civilization studies, evident in the intent of the Frameworks, is preserved while exercising a slightly increased depth in the exploration of western civilization as an exercise in local curricular discretion.