

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 1

Duration: 3 weeks

Driven by student achievement data from: NY State Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic: Unit 5 -An Age of Revolution 5D- Nationalism</p> <p>I. The Reaction Against Revolutionary Ideas</p> <p>Assured Experiences: Student . . . reads text and selected materials and completes computer-generated graphic organizer on the participants, short term, and long term goals of the Congress of Vienna.</p> <p>discusses how a desire for a balance of power and legitimacy influenced the decisions reached by the Congress of Vienna.</p> <p>reads text and researched materials and completes graphic organizer on the causes and effects of the Revolutions of 1830 and 1848 in Europe, using Inspiration.</p>	<p>What is meant by the term nationalism?</p> <p>Who and what determines the best type of government at a certain time and place in history?</p>	<p>Alexander I Alexander II Balance of Power Otto von Bismarck “The Balkans” “Blood and Iron” Simon Bolivar Cash Crop Economy Camillo de Cavour Committee of Public Safety Congress of Europe Congress of Vienna Conservatives Continental System Coup d'etat Creole Crimean War Declaration of the Rights of Man Estate Estates General Giuseppe Garibaldi Guillotine Kaiser Legislative Assembly Legitimacy Liberals Louis XVI</p>	<p>Student . . . utilizes timelines to organize historical data and as a way to periodize events.</p> <p>interprets and analyzes primary and secondary source materials.</p> <p>develops cause and effect relationships.</p> <p>utilizes sequencing to establish chronology.</p> <p>establishes authoritative stance on subject and provides written document with valid references to back writer’s opinion.</p> <p>interprets political cartoon to establish author’s lens and bias.</p> <p>compares and synthesizes information with the use of a graphic organizer.</p>	<p>Standard 2 World History Key Idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p> <p>Key Idea 2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history.</p> <p>Key idea 2.3 Study of the major social, political,</p>	<p>NYS Performance Indicators</p> <p>2.1.1 Student defines culture and civilization, explaining how they developed and changed over time. Student investigates the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems, religious and spiritual beliefs; and socialization or education practices</p> <p>2.1.2 Student understands the development and connectedness of Western civilization and other civilizations and cultures in many areas of the worlds and over time.</p> <p>2.1.3 - Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.2.1 - Student distinguishes between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.</p> <p>2.2.5 - Student investigates key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <p>2.3.1 Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>2.3.2 - Student explains the dynamics of cultural change and how interactions between, and among cultures has affected various cultural groups throughout the world.</p> <p>2.3.3 Student examines the social/cultural, political, economic, and religious norms and values of Western and other world cultures.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>reads text and selected materials and sequences problems and reforms that occurred in Russia during the late 18th and early 19th century.</p> <p>categorizes political events of 1789-1888 into cause and effect categories.</p> <p>reads text and other selected materials on Latin American Revolutions and discusses how geography, religion, and the class system all prevented unification and lead to the failure of democracy.</p> <p>interprets a map on the changes in Latin America between 1800-1830.</p> <p>completes a chart showing the political, economic, and social bonds that helped create nation-states in Europe during the mid 19th century.</p> <p>reads text and selected materials on the unification of Italy and Germany and sequences events in both the Italian and German nationalist efforts.</p>		<p>Miguel Hidalgo Giuseppe Mazzini Mulattos Napoleon Napoleonic Code National Assembly Nationalism Nation-states Pan-Slavism Peninsulares Radicals Realpolitik Red Shirts Reign of Terror Robespierre Jose de San Martin Waterloo Young Italy Young Turks Zionism</p>		<p>cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 3 Geography Key Idea 3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p>	<p>3.1.1 Student understands how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. 3.1.5 - Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.</p> <p>RH Exit Outcomes Student describes the aims of the Congress of Vienna and the resulting conservative reaction across Europe.</p> <p>Student defines the terms radicals, liberals, and conservatives</p> <p>Student understands the causes and effects of nationalism, as shown in Europe during the late 18th-early 19th century.</p> <p>Student summarizes how nationalism can be considered both a unifying and divisive force, using Europe, Russia, and Latin America as examples.</p> <p>Required Assessments Given a series of primary sources, student identifies different perspectives of the same historical event.</p> <p>Student explains the various roles nationalism played during the time period of 1700-1800 by writing a New York State rubric-scored thematic/DBQ essay.</p> <p>Student debates the political reasoning behind a series of primary/secondary source documents.</p> <p>Student identifies given nationalistic leaders by analysis of primary source quotations.</p> <p>Student summarizes why the peasants of Latin America and serfs of Russia were so slow to react to the ideas of the Enlightenment and the revolutions in America and France.</p> <p>Student visually presents the political beliefs of a teacher-selected nationalistic leader.</p> <p>Student defines the term Zionism and explains why this idea was supported by Jews but opposed by Arab nationalists during this time period.</p>

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<p>completes graphic organizer on non-Western nationalism (India, Zionism, Turkey, and the Balkan region of Europe) before WWI.</p> <p>creates a multi-tiered timeline sequencing the major political events of the late 18-early 19th century.</p> <p>discusses how Pan-Slavism and persecutions of Jews were related to Russian nationalism</p>					

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 1

Duration: 4 Weeks

Driven by student achievement data from: NYS Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic Unit 5- An Age of Revolution 5e- Economic & Social Revolutions</p> <p>Assured Experience Student . . . reads text and selected materials and completes graphic organizer on the reasons why the Industrial Revolution started in Great Britain.</p> <p>reads text and selected materials and describes the technological advances, from the seed drill to the railroads, that occurred during the Industrial Revolution in Great Britain.</p> <p>views “Living History: Living During the Industrial Revolution” (WXXI).</p> <p>explains how the Industrial Revolution</p>	<p>What impact did industrialization have on the environment?</p> <p>In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism?</p> <p>What ongoing effects of industrialization and urbanization are seen in today’s global community?</p>	<p>Agrarian Revolution Assembly line Capitalism Collective bargaining Communism Communist Manifesto Corporation Cottage Industry Crop rotation Charles Darwin Enclosure movement Entrepreneur Factors of production Factory Global economy Imperialism Industrial Revolution Industrialization Irish (Potato) Famine Interchangeable Parts Labor unions Laissez-faire Market economy Karl Marx</p>	<p>Student . . . compares and synthesizes information with the use of a graphic organizer.</p> <p>develops cause and effect relationships.</p> <p>analyzes primary source documents to distinguish between relevant and irrelevant information and between fact and opinion.</p> <p>paraphrases political events from the stories of those who were there.</p> <p>uses headlines to describe historic events.</p> <p>makes cross-era connections.</p> <p>interprets political cartoon.</p>	<p>Standard 2 Global History Key idea 2.3 Key idea 2.4</p> <p>Standard 3 Geography Key idea 3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Standard 4 Economics Key idea 4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision</p>	<p>NYS Performance Indicators 2.1.3 Student analyzes historic events from around the world by examining accounts written from different perspectives. 2.2.3 - Student analyzes evidence critically and demonstrates an understanding of how circumstances of time and place influence perspective. 2.3.1 Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. 2.3.3 Student examines the social/cultural, political, economic, and religious norms and values of Western and other world cultures. 2.4.2 - Student explores the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. 3.1.6 - Student explains how technological change affects people, places and regions. 4.1.1 Student analyzes the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 4.1.6 - Student investigates how production, distribution, exchange, and consumption of goods and services are economic decisions which all societies and nations must deal. 5.1.1 Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs. 5.1.3 Student compares various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.</p>

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<p>caused urbanization and its resulting problems in Western Europe.</p> <p>participates in class discussion of human rights after viewing selected clips from “ A Christmas Carol” or “Oliver Twist”.</p> <p>completes graph on the population growth of teacher-selected cities in Great Britain between 1750 and 1800.</p> <p>describes the impact of industrialization on workers and the environment during the late 18th-early 19th century.</p> <p>views primary sources on working conditions in mines and factories during the late 18th century- mid-19th century, and creates a list of human-right violations.</p> <p>compares and contrasts, with the use of an Inspiration graph, the main ideas of Adam Smith and Karl Marx as a response to industrialization.</p> <p>analyzes the cause and effects of reform movements during the Industrial Revolution through the use of teacher-selected readings and</p>		<p>Mass culture Mass production Middle class Psychology Radioactivity Reform Adam Smith Social Darwinism Socialism Strike Suffrage Theory of Evolution Utopia Urbanization</p>		<p>making, and the interdependence of economics and economic systems throughout the world.</p> <p>Standard 5 Civics, Citizenship and Government Key idea 5.1</p> <p>Key idea 5.4</p>	<p>5.4.5 Student participates in school/classroom/community activities that focus on an issue or problem.</p> <p>RH Exit Outcomes Student identifies key technological changes that occurred during the Industrial Revolution.</p> <p>Student summarizes the effects of industrialization on Europe during the late 1700 – early 1800s.</p> <p>Student describes the competing ideologies of free market economics, socialism, and communism.</p> <p>Required Assessments Student demonstrates mastery by answering a series of scaffolding questions on a NY State rubric-scored DBQ essay on the Industrial Revolution time period.</p> <p>Student analyzes the following primary sources</p> <ul style="list-style-type: none"> - excerpts from Communist Manifesto - writings of Charles Dickens - Sadler Commissions Report on Child Labor - Engels- Condition of the Working Class in Britain <p>and defends a given position of the time period by way of debate/presentation of written assignment.</p> <p>Student provides cross-era connection between a cottage industry and factory work.</p> <p>Student writes a description of the differences of belief between Capitalism and Marxist ideas.</p> <p>Student names three (3) advancements of the time, and explains how these contributed to society.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>primary sources.</p> <p>reads excerpt from the Saddler Commission Report and identifies four characteristics of child labor during this time period.</p> <p>develops a political cartoon on the Industrial Revolution.</p> <p>discusses the scientific and medical advances of the 19th century in atomic theory, physics, genetics, and medicine.</p> <p>discusses why the Industrial Revolution gave rise to so many scientific and medical advances.</p> <p>describes the different forms of expression that came about during the 19th century, and how these forms of expression portrayed daily life.</p> <p>describes how the enclosure movement and Potato Famine provided cheap labor for the factories.</p>					

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 1-2

Duration: 4 weeks

Driven by student achievement data from: NY State Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic Unit 5-An Age of Revolution 5f Imperialism</p> <p>Assured Experience Student . . . reads text and selected materials and summarizes the economic, political, and social reasons for imperialism.</p> <p>interprets a map regarding European imperialism in Asia.</p> <p>completes a timeline on British imperialism in India.</p> <p>given a series of teacher-selected readings and primary sources, identifies the different perspectives of the Sepoy Mutiny</p>	<p>When does one country’s needs become another area’s burden?</p> <p>Does a country ever have the right to overtake or control another country or region?</p>	<p>1884-1885 Emilio Aguinaldo Annexation Apartheid (roots of) Assimilation Berlin Conference Boer War Boers Boxer Rebellion Caudillo Crimean War Porfirio Diaz Extra-territorial Geopolitics Imperialism “Jewel in the crown” Meiji Era Meiji Restoration Menelik II Monroe Doctrine Open Door Policy Opium War Pacific rim Panama Canal Paternalism Racism Rebellion Cecil Rhodes Roosevelt Corollary Russo-Japanese</p>	<p>Student . . . paraphrases political events.</p> <p>understands cause and effect relationships.</p> <p>analyzes political cartoons to interpret information.</p> <p>analyzes and categorizes information from academic text and non-fiction materials.</p> <p>presents clear analyses of ideas, supporting position with well-developed arguments.</p> <p>develops cause and effect relationships.</p> <p>establishes authoritative stance and provides references to establish validity of information presented.</p> <p>debates multiple</p>	<p>Standard 2 World History</p> <p>Key idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>NYS Performance Indicators</p> <p>2.1.2 - Student understands the development and connectedness of Western civilization and other civilizations and cultures in many areas of the worlds and over time.</p> <p>2.1.3 - Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.2.3- Student analyzes evidence critically and demonstrates as understanding of how circumstances of time and place influence perspective.</p> <p>2.2.4 Student explains the importance of analyzing narratives drawn from different ties and places to understand historical events.</p> <p>2.2.5 Student investigates key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <p>2.3.1 Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>2.3.2 Student explains the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.</p> <p>2.3.3 Student examines the social/cultural, political, economic, and religious norms and values of Western and other world cultures.</p> <p>2.4.2 Student interprets and analyzes documents and artifacts related to significant developments and events in world history.</p> <p>3.1.4 Student understands the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.</p>

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<p>reads text and selected materials and describes how British imperialism led to the start of Indian nationalism.</p> <p>reads text on the causes of European Imperialism in Africa and analyzes chart of internal and external motivations of African imperialism.</p> <p>interprets a map of Africa and the changes caused by imperialism between 1870-1914.</p> <p>reads text and selected material and describes the reasoning behind the “Scramble for Africa” as well as the outcomes of the Congress of Berlin.</p> <p>completes timeline on imperialism in the colony and resulting Republic of South Africa.</p> <p>completes a chart on the various methods of imperialistic government within African colonies.</p> <p>reads text and selected materials and describes the causes of the Mexican Revolution.</p>		<p>War</p> <p>Sepoy</p> <p>Sepoy Rebellion</p> <p>Shaka</p> <p>Social Darwinism</p> <p>Spanish-American War</p> <p>Sphere of influence</p> <p>Suez Canal</p> <p>Taiping Rebellion</p> <p>Treaty of Kanagawa</p> <p>Unequal Treaties</p> <p>Francisco "Pancho" Villa</p> <p>"White Man's Burden"</p> <p>Sun Yat-sen</p> <p>Emiliano Zapata</p>	<p>perspectives on same issue.</p> <p>uses graphic organizer as a way to categorize events.</p> <p>interprets maps.</p>	<p>Key idea 2.2</p> <p>Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p> <p>Key idea 2.3</p> <p>Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key idea 2.4</p> <p>The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence,</p>	<p>3.1.5 Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.</p> <p>3.1.6 Student explains how technological change affects people, places and regions</p> <p>3.2.3 Student selects and designs maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.</p> <p>4.1.1 Student analyzes the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>4.1.3 - Student understands the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.</p> <p>4.1.6 Student explains how economic decision making has become global as a result of an interdependent world economy.</p> <p>5.1.1 Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.2 Student considers the nature and evolution of constitutional democracies throughout the world.</p> <p>5.1.4 Student identifies and analyzes advantages and disadvantages of various governmental systems.</p> <p>5.4.5 Student participates in school/classroom/community activities that focus on an issue or problem.</p> <p>RH Exit Outcomes</p> <p>Student summarizes the causes of the imperialistic movement of the late 19th-early 20th centuries.</p> <p>Student describes the relationship between nationalism, industrialism, and imperialism.</p> <p>Student summarizes the commonalities and differences of the European encounters in respect to both forms of imperialism and management methods.</p> <p>Student describes the difference between direct and indirect control of colonies.</p> <p>Required Assessments</p> <p>Student interprets political cartoons on imperialism.</p> <p>Student discusses pros and cons of imperialism from the viewpoint of the colonies.</p>

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<p>reads and discusses text and selected materials on the causes and the effects of the Opium War, the Treaty of Nanjing, and the creation of European spheres of influence in China.</p> <p>views examples in text and other resources of Chinese reactions to European Imperialism.</p> <p>views examples in text and other resources on the causes and effects of the Meiji Restoration in Japan.</p> <p>compares and contrasts China's and Japan's reaction to European imperialism.</p> <p>views text and selected materials and summarizes the causes and effects of Japan's becoming a global power.</p> <p>working within a group, produces Powerpoint presentation on teacher-selected area of the Age of Imperialism, or creates magazine showing overview of age.</p>				<p>and understand the concepts of change and continuity over time.</p> <p>Standard 3 Geography</p> <p>Key idea 3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>Key idea 3.2 Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing and analyzing geographic information.</p>	<p>Student debates the different perspectives on imperialism, contrasting native views versus European views.</p> <p>Student summarizes the pros and cons of imperialism in a graphic organizer and by writing a NYState Rubric-scored essay.</p> <p>Student presents a case-study of a colonized area, discussing the reasons for the take-over and any attempts of rebellion.</p> <p>Student explains, using historical examples, why Japan, which was smaller than China, became an imperialistic nation while the larger China was dominated by imperialist powers.</p>

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				<p>Standard 4 Economics</p> <p>Key idea 4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world</p> <p>Standard 5 Civics, Citizenship and Government</p> <p>Key idea 5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>	

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
				Key idea 5.4 The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.	

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 2

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Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic Unit 6- A half-century of crisis and achievement 6A- World War One</p> <p>Assured Experience Student . . . views text and selected materials and completes a computer-generated graphic organizer on the long and short-term causes of WWI.</p> <p>views text and selected materials and summarizes the role of technology in WWI.</p> <p>produces maps of WWI military fronts.</p> <p>views “America in the 20th Century: World War I: On the Homefront” (WXXI) and examines and discusses the effects of “total” war on both the battlefields and the homefront.</p>	<p>Who was ultimately to blame for World War I?</p> <p>Would the Russian Revolution and the subsequent Communist philosophy have happened if WWI had been avoided?</p> <p>To what extent were the issues that caused WWI resolved?</p> <p>What lessons can the global community learn from WWI?</p>	<p>Alliance System Allies Armenian Massacre Armistice Balfour Declaration Balkans Black Hands “Blank check” Bosporus Strait Central Powers Georges Clemenceau Dardanelles Eastern Front Archduke Franz Ferdinand Fourteen Points David Lloyd George Kaiser Wilhelm II Imperialism League of Nations Militarism Nationalism “Powder keg” Gavrilo Principe Propaganda Rationing Schlieffen Plan “Spark” Straits of Dardanelles</p>	<p>Student . . . shows understanding by rewriting information in own words, developing information with facts and details.</p> <p>analyzes headlines as a measure of popular belief and author’s bias.</p> <p>paraphrases political events.</p> <p>analyzes political cartoons to interpret information and determine author’s bias.</p> <p>uses graphic organizer to compare and contrast information.</p> <p>completes analysis of cause and effect relationship.</p> <p>makes inferences using given geographic information.</p>	<p>Standard 2 World History</p> <p>Key idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>NYS Performance Indicators</p> <p>2.1.3 Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.2.2 Student evaluates the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events were chosen.</p> <p>2.2.5 - Student investigates key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes by creating a timeline of WWI events.</p> <p>2.3.1 Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>2.3.2 Student explains the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.</p> <p>2.4.1 Student identifies historical problems, poses analytical questions or hypotheses, researches analytical questions or tests hypotheses, formulates conclusions or generalizations, raises new questions or issues for further investigation.</p> <p>2.4.2 Student interprets and analyzes documents and artifacts related to significant developments and events in world history.</p> <p>3.1.1 - Student develops and uses maps and other graphic representations to display geographic issues, problems, and questions.</p> <p>3.14 Student understands the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.</p>

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<p>composes a journal from the perspective of a WWI soldier.</p> <p>completes graphic organizer on the long and short-term effects of WWI.</p> <p>produces graph on battlefield deaths in WWI.</p> <p>creates a timeline of WWI showing both events and major political leaders involved in events.</p> <p>completes a graphic organizer on who was to blame for WWI.</p> <p>participates in class discussion after viewing “America in the 20th Century: World War I: The War in Europe” (WXXI).</p> <p>participates in a class discussion around the peace conference and resulting Treaty of Versailles, focusing on why the Treaty of Versailles is considered ineffective by most historians.</p> <p>develops a graphic organizer as a note-taking tool as student views “World War I and Its Aftermath” (WXXI).</p> <p>summarizes the provisions</p>		<p>Total war Treaty of Versailles Trench warfare Triple Alliance Triple Entente Warm water port Ultimatum Unrestricted submarine warfare Western Front Woodrow Wilson</p>	<p>distinguishes fact from opinion.</p> <p>utilizes timelines to establish chronology.</p>	<p>Key idea 2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures.</p> <p>Key idea 2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key idea 2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<p>3.1.5 Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.</p> <p>3.1.6 - Student explains how technological change effects people, places and regions via the change in style of warfare.</p> <p>3.2.2 Student locates and gathers geographic information from a variety of primary and secondary sources.</p> <p>3.2.5 Student develops and tests generalizations and conclusions and poses analytical questions based on the results of geographic inquiry.</p> <p>5.1.4 Student identifies and analyzes advantages and disadvantages of various governmental systems.</p> <p>5.4.4 Student considers the need to respect the rights of others, to respect others' points of view.</p> <p>RH Exit Outcomes Student summarizes the four (4) main and one (1) immediate cause of World War I.</p> <p>Student explains how technology impacted modern warfare.</p> <p>Student identifies the causes for formation and the effectiveness of the League of Nations.</p> <p>Required Assessments Student describes the four (4) main and one (1) immediate cause of WWI.</p> <p>Student correctly identifies two major leaders, with the country of their command, of the WWI era.</p> <p>Student creates a timeline of WWI events, showing both the events and the major political players of the time.</p> <p>Student describes how the US entrance into WWI changed the balance of power of the war.</p> <p>Student forms a historical data-based opinion on who or what was to blame for the start of WWI.</p> <p>Student discusses the role of nationalism in the creation of new nations in Europe, determining both the pros and cons of the new government boundaries.</p>

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<p>of the Balfour Declaration and explains why this solution is also thought to be the start of a new problem.</p>				<p>Standard 3 Geography</p> <p>Key Idea 3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Key idea 3.2 Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing and analyzing geographic information.</p> <p>Standard 5 Civics, Citizenship, and Government</p> <p>Key idea 5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the</p>	

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
				<p>differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Key idea 5.4 The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 2

Duration: 1 week

Driven by student achievement data from: NY State Global History and Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic Unit 6-A half- century of crisis and achievement 6b- Russian Revolution</p> <p>Assured Experience</p> <p>Student . . . views text and selected materials and discusses the causes of the Russian Revolution.</p> <p>describes the Russian civil war and the two sides involved.</p> <p>compares the characteristics of Russian Communism to Czarist Russia.</p> <p>develops timeline of the Russian Revolution, the resulting civil war, and the formation of the USSR.</p> <p>evaluates the leadership of Czar Nicholas II after watching clips from</p>	<p>What factors could lead a people to revolt against an established leader?</p>	<p>Alexandra Bloody Sunday Bolsheviks Communism Communist Czar Nicholas II Duma Hemophilia V.I. Lenin NEP New Economic Plan "Peace, Bread, and Land" Pogrom Provisional government Rasputin "Reds versus Whites" Romanovs Russian Civil War Russo-Japanese War Soviet Treaty of Brest-Litovsk Trotsky USSR Union of Soviet Socialist Republics</p>	<p>Student . . . uses graphic organizers to visually depict and develop information.</p> <p>makes connections between time and place.</p> <p>analyzes primary source quotes to determine author's point of view and bias.</p> <p>analyzes political cartoon to interpret information.</p> <p>paraphrases political events.</p> <p>looks at same event from different points of view.</p> <p>uses map to determine political outcomes of events.</p>	<p>Standard 2 World History Key idea 2.1</p> <p>Standard 2 World History Key idea 2.2</p> <p>Key Idea 2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 3 Geography</p> <p>Key idea 3.1 Geography can be divided into six essential elements which can be used</p>	<p>NYS Performance Indicators</p> <p>2.1.5 Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.2.5 Student investigates key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <p>2.3.1 - Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>3.1.6 -Student explains how technological change affects people, places and regions.</p> <p>4.1.1 Student analyzes the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>5.1.1 Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.4 Student identifies and analyzes advantages and disadvantages of various governmental systems.</p> <p>RH Exit Outcomes</p> <p>Student summarizes the causes and effects of the Russian Revolution, including the connection to WWI.</p> <p>Student describes the views of the various groups involved in the Russian Revolution.</p> <p>Student explains why a communist revolution was more likely to occur in Russia than in a more industrialized nation.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>“Nicolas and Alexandra”.</p> <p>discusses why a communist revolution was much more likely to happen in Russia than in industrialized England.</p> <p>researches and summarizes the main aspects of Lenin’s New Economic Plan in a graphic organizer.</p> <p>compares the leadership styles and attributes of Nicholas II, Lenin, and Trotsky.</p>		War of 1905		<p>to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>Standard 4 Economics</p> <p>Key idea 4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p> <p>Standard 5 Civics, Citizenship and Government</p> <p>Key Idea 5.1 The study of civics, citizenship, and government involves learning</p>	<p>Student describes the characteristics of the Russian economy under the leadership of Vladimir Lenin.</p> <p>Student evaluates the leadership strengths and deficits of Nicholas II, Lenin, and Trotsky.</p> <p>Student summarizes the role geography played during the Russian Revolution.</p> <p>Required Assessments Student develops a graphic organizer on the causes of the Russian Revolution.</p> <p>Student summarizes the leadership styles of Nicholas II, Lenin, and Trotsky.</p> <p>Student writes a NY State rubric-scored Thematic essay on the causes and effects of the Russian Revolutions of 1917.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
				about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.	

Rush-Henrietta Central School District

Curriculum Map Subject: Global History 10R

Grade: 10

Date Revised: 5/05

Quarter: 2

Duration: 3 weeks

Driven by student achievement data from: NY State Global History and Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standards	Performance Expectations
<p>Unit Topic: Unit 6-A half-century of crisis and achievement 6c-Between the Wars</p> <p>Assured Experiences:</p> <p>Student . . . views text and selected materials and summarizes the Modern Totalitarian State under Joseph Stalin.</p> <p>explains the build-up of the Soviet economy under the leadership of Joseph Stalin.</p> <p>produces a visual organizer depicting life in a totalitarian state.</p> <p>describes Stalin’s record of human rights’ violations.</p> <p>creates map to show how nationalism changed the face of Europe after WWI.</p> <p>discusses how WWI brought about the collapse of the Ottoman Empire.</p> <p>creates a graphic organizer on the changes Kemal</p>	<p>What influence or non-influence did the League of Nations have on the growth of totalitarian states during this time period?</p> <p>To what extent can the Russian Revolution, the Treaty of Versailles, and the Great Depression be considered foundations of Nazism and WWII?</p>	<p>Appeasement Armistar Massacre Mustafa Kemal Ataturk Balfour Declaration Civil -disobedience Coalition Collective farm Command economy Existentialism Francisco Franco Great Depression Great Purge Adolf Hitler Kulak Kuomingdang Land twice promised Long March May Fourth Movement Mohandas Gandhi Nazi Youth Salt March Benito Mussolini Socialist realism Soviet Union Spanish Civil War Joseph Stalin</p>	<p>Student . . . analyzes charts to obtain information.</p> <p>uses graphic organizer as an organizational tool.</p> <p>compares and contrasts cross-era events.</p> <p>uses a timeline to sequence events.</p> <p>analyzes primary source quotes to determine author’s points of views and bias.</p> <p>differentiates fact from opinion.</p>	<p>Standard 2 World History</p> <p>Key Idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.</p> <p>Key idea 2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>	<p>Performance Indicators</p> <p>2.1.2 - Student understands the development and connectedness of Western civilization and other civilizations/cultures of many areas of the world.</p> <p>2.1.3 Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.2.5 Student investigates key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <p>2.3.1 - Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>2.3.3 Student examines the social/cultural, political, economic, and religious norms and values of Western and other world cultures.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems, and questions by answering multiple choice questions with aid of a map.</p> <p>3.1.6 Student explains how technological change affects people, places and regions</p> <p>4.1.1 Student analyzes the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>4.1.5 Student compares and contrasts the United States economic system with other national economic systems, focusing on the three fundamental economic questions.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standards	Performance Expectations
<p>Ataturk made in Turkey. reads text and selected materials and presents research on the rise of fascism in Italy and Germany, as an aftermath of WWI.</p> <p>creates a graphic organizer comparing the rise of fascism in Italy and Germany.</p> <p>completes chart comparing Fascism/Nazism to Communism.</p> <p>discusses the causes and effects of Japanese militarism and imperialism after WWI.</p> <p>views selected clips from “Gandhi”, and sequences events in India between WWI and WWII.</p> <p>compares and contrasts Mohandas Gandhi’s methods of resistance to European imperialism to those of other nationalist leaders in Asia.</p> <p>summarizes the birth of Arab and Zionist nationalism in the Middle East.</p> <p>discusses the role the Great Depression had on the unrest of the 1920s-1930s.</p>		<p>Surrealism Totalitarianism Weimar Republic Sun Yixian Mao Zedong Zionism</p>		<p>Key Idea 2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 3 Geography</p> <p>Key Idea 3.1 Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Standard 4 Economics</p> <p>Key idea 4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p> <p>Standard 5 Civics, Citizenship and Government</p> <p>Key Idea 1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place</p>	<p>5.1.1 Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.2 Student considers the nature and evolution of constitutional democracies throughout the world.</p> <p>5.1.3 Student compares various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.</p> <p>5.1.4 Student identifies and analyzes advantages and disadvantages of various governmental systems.</p> <p>RH Exit Outcomes Student identifies the Revolutionary leaders of 1900-1939.</p> <p>Student describes the extent in which human rights of Russians and other national groups were respected by the Soviet regime. Student summarizes the steps the Communist leaders took to modernize the Soviet Union.</p> <p>Student explains the steps used to bring about the modernization and westernization of modern-day Turkey.</p> <p>Student compares the industrialization of Russia with that of Western Europe.</p> <p>Student describes how Gandhi used passive resistance to bring about change in India.</p> <p>Student describes to what extent the Russian Revolution, Treaty of Versailles, and the Great Depression can be considered foundations for Nazism and WWII.</p> <p>Student understands the background for the Middle East crisis of today.</p> <p>Student describes the economic foreign policy followed by Japan during the 1930s.</p> <p>Student completes a common mid-year assessment that parallels the NYS grade 10 social studies Regents assessment.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standards	Performance Expectations
				<p>regarding power, authority, governance, and law.</p>	<p>Required Assessments Student develops a graphic organizer on the differences between a Communist economic system and capitalism.</p> <p>Student completes a graphic organizer on the reign of Stalin.</p> <p>Given a series of political actions, student produces a chronological timeline of events.</p> <p>Student answers speaker questions, matching given quotes to corresponding leaders.</p> <p>Student completes an outline question, identifying the correct leader to given attributes and actions.</p> <p>Student writes a NY State rubric-scored essay explaining to what extent the Russian Revolution, the Treaty of Versailles, and the Great depression can be considered foundations for Nazism and WW II.</p>

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 3

Duration: 4 weeks

Driven by student achievement data from: NY State Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic: Unit 6-A half-century of crisis and achievement 6d- WWII</p> <p>Assured Experiences: Student . . . reads text and selected materials and creates graphic organizer on the causes of WWII.</p> <p>completes a graphic organizer on the Allies and Axis powers and their respective leaders.</p> <p>reads text and selected materials and summarizes why the Axis powers lost in Europe.</p> <p>completes graphic organizer on the major battles of WWII.</p> <p>reads text and selected materials, and views "Video Yearbook Collection: World War II: Before Pearl Harbor;</p>	<p>What were the underlying aspects of WWII and how did they affect the Global Community?</p> <p>To what extent did science and technology redefine the latter half of the 20th century?</p> <p>How did geography play a major role in WWII?</p> <p>What lessons did the world learn from the Holocaust?</p>	<p>Appeasement Aryans Atomic Bomb Axis powers Battle of Britain Battle of the Bulge Battle of Guadalcanal Battle of Midway Battle of Stalingrad Blitzkrieg Winston Churchill Common market D-Day Charles de Gaulle Demilitarization Dwight D. Eisenhower Euro European Economic Community (EEC) European Union (EU) Fascism "Final Solution" Francisco Franco Great Depression Genocide Ghettos Holocaust Adolf Hitler</p>	<p>Student . . . compares and synthesizes information with the use of a graphic organizer.</p> <p>interprets and analyzes primary and secondary source materials.</p> <p>develops cause and effect relationships.</p> <p>establishes authoritative stance on subject and provides written document with valid references to back writer's opinion.</p> <p>interprets political cartoon to establish author's lens and bias.</p> <p>uses headlines to describe historic events.</p> <p>makes cross-era connections.</p> <p>interprets political</p>	<p>Standard 2 World History</p> <p>Key Idea 1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p> <p>Key Idea 2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history.</p>	<p>NYS Performance Indicators (CHECK)</p> <p>2.1.3 – Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 – Student analyzes changing and competing interpretations of issues, events and developments throughout world history.</p> <p>2.2.1 – Student distinguishes between the past, present, and future by creating multi-tier timelines that display important events and developments from world history across time and place.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems and questions.</p> <p>3.1.6 – Student explains how technological change affects people, places and regions.</p> <p>RH Exit Outcomes</p> <p>Student develops a position on whether the United States should or should not have dropped the atom bomb on Japan.</p> <p>Student investigates the use of atomic weaponry in Japan and connects its relevance to the start of the Cold War.</p> <p>Student explains how animosity between cultures can lead to conflicts, persecution, and genocide.</p> <p>Student examines and discusses the responsibilities of citizens during times of total war.</p> <p>Student analyzes the effectiveness of the propaganda efforts during WWII.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>1931-1941” (WXXI) and discusses the reasons and goals of the Japanese bombing of Pearl Harbor.</p> <p>watches selected clips from “Saving Private Ryan” and writes a letter to a soldier who gave his life that day.</p> <p>reads text and selected materials and describes the background and stages of the Holocaust in Europe.</p> <p>discusses the United States role in the recovery of post-WWII Europe and Japan.</p> <p>watches and participates in class discussions on movie clips pertaining to: The rise of Hitler The attack on Pearl Harbor “Fireside chats” Attempts to save the Jewish citizenry D Day The dropping of the Atomic bomb</p> <p>develops a cause-effect chart on the bombing and post-war recovery plan of Europe and Japan as well as the resulting economic and political stability of these areas.</p>		<p>Iwo Jima Isolationism Kamikaze Kristallnacht Lebensraum Douglas MacArthur Mein Kampf Munich conference Benito Mussolini Nazism Friedrich Nietzsche Non-aggression pact Nuremberg Trials Okinawa Pearl Harbor Potsdam Rationing Franklin D. Roosevelt Third Reich “Total War” United Nations VE Day Victory Gardens VJ Day Weimar Republic Yalta Conference Isoroku Yamamoto</p>	<p>cartoon.</p>	<p>Key Idea 4 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 3 Geography</p> <p>Key Idea 1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>	<p>Student summarizes various roles of citizenship during wartime, and how total war affects the citizens of a country.</p> <p>Required Assessments Student develops multi-tiered timelines of WWII time period.</p> <p>Student analyzes primary sources and writes DBQ scored with NY State rubric.</p> <p>Student writes brief of crimes against humanity using the Universal Declaration of Human Rights as a primary source.</p> <p>Student completes outline question on WWII leader and his beliefs.</p> <p>Student places WWII events in chronological order.</p> <p>Student writes position statement on the decision to drop the A Bomb.</p>

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 3

Duration: 5 weeks

Driven by student achievement data from: NY State Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic: Unit 7-The 20th Century since 1945 7a – Cold War: Balance of Power</p> <p>Assured Experiences: Student . . . reads text and other outside resources to complete a graphic organizer on the short and long-term causes and effects of the Cold War.</p> <p>completes graphic organizer on Communist and non-Communist society</p> <p>completes timeline on events of the Cold War.</p> <p>reads text and other teacher-selected materials on the economic and political re-building of Japan and Germany.</p>	<p>What impact did the failure of democracy in Germany in the 1930s and 1940s play in post-WWII Germany?</p> <p>What was the global impact of the Cold War?</p> <p>What role did science and technology play in the Cold War?</p>	<p>38th parallel Ayatollah Ruholla Berlin Airlift Berlin War Leonid Brezhnev brinkmanship Fidel Castro Cold War commune COMECON containment Cuban Missile Crisis Cultural Revolution detente destalinization Ngo Dinh Diem Domino theory Great Leap Forward Ho Chi Minh iron curtain Jiang Jieshi John F. Kennedy Nikita Khrushchev Daniel Ortega Khmer Rouge Korean War Marshall Plan NATO Richard Nixon nonaligned nations</p>	<p>Student . . . given a series of statements, accurately picks the one that BEST answers a given question.</p> <p>establishes authoritative stance on subject and provides written document with valid referencenes to back writer’s opinion.</p> <p>compares and synthesizes information from a map source.</p> <p>analyzes political cartoon</p> <p>develops cause and effect relationships.</p> <p>interprets and analyzes primary and secondary sources.</p> <p>compares and synthesizes information with the use of a graphic organizer.</p>	<p>Standard 2 World History</p> <p>Key Idea 1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p> <p>Key Idea 3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>NYS Performance Indicators</p> <p>2.1.3 – Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 - Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.4.2 – Student interprets and analyzes documents and artifacts related to significant developments and events in world history.</p> <p>2.4.4 - Student analyzes different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems and questions.</p> <p>3.1.5 – Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.</p> <p>4.1.1 - Student analyzes the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>4.1.6 – Student explains how economic decision making has become global as a result of an interdependent world economy.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>analyzes primary source speeches of the post-WWII reconstruction time period.</p> <p>identifies the Communist and Democratic portions of cold war globe.</p> <p>analyzes newspaper headings for Cold War propaganda effects.</p> <p>produces cause and effect chart on hot spots of the Cold War.</p> <p>researches and analyzes the Bay of Pigs invasion and the Cuban Missile Crisis from both the US and Cuban point of view.</p> <p>reads text and other resources and produces a graphic organizer on the causes and effects of the Chinese Communist Revolution in 1949.</p> <p>creates a timeline on the rule of Mao Zedong in China.</p> <p>researches and presents oral and visual presentation on teacher-selected “hot spot” of the Cold War era.</p>		<p>Ronald Reagan Red Guard SALT I&II SDI Space Race Star Wars Third World Truman Doctrine United Nations Vietcong Vietnamization Vietnam War Mao Zedong</p>	<p>interprets historical data with the use of given news headlines.</p> <p>uses a timeline to sequence events.</p>	<p>Key Idea 4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history.</p> <p>Standard 3 Geography</p> <p>Key Idea 1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Standard 4 Economy</p> <p>Key Idea 1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p>	<p>RH Exit Outcomes Student identifies political, economic, and social differences between Communist and non-Communist world during the Cold War.</p> <p>Student identifies causes of the Cold War.</p> <p>Student identifies areas of the world that were affected by the Cold War.</p> <p>Student lists changes of post-WWII China under Mao.</p> <p>Student summarizes post-WWII events of the Cold War, i.e. – Korean War, Vietnam War, Berlin Wall, Iron Curtain, NATO, Warsaw pact, Marshall Plan</p> <p>Required Assessments Student writes NY State rubric scored essay on the Cold War World of the 1950-80’s.</p> <p>Student characterizes Korean and Vietnam War as fight against forced communism or fight for self-determination.</p> <p>Student summarizes post-WWII events of the Cold War, i.e. – Korean War, Vietnam War, Berlin Wall, Iron Curtain, NATO, Warsaw pact, Marshall Plan</p>

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 3

Duration: 3 weeks

Driven by student achievement data from: NY State Global History and Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic: Unit 7-The 20th Century Since 1945 7b – The Collapse of European Imperialism</p> <p>Assured Experiences:</p> <p>Student . . . reads text and other outside resources on the role of Mohandas Gandhi in India’s independence movement.</p> <p>completes timeline on events during India’s Nationalist Movement.</p> <p>completes a map on post- WWII nationalist movements in Asia.</p> <p>views selected clips from “Gandhi” and completes chart on Gandhi’s methods of passive resistance.</p> <p>compares Gandhi’s methods of obtaining</p>	<p>Why did colonial empires collapse after WWII?</p> <p>In what ways was Gandhi both successful and unsuccessful?</p> <p>What role did non- Western nationalism play in the collapse of imperialism after WWII?</p> <p>What created the Pan- Africanist movement?</p>	<p>Chapter 34 ANC Aung San Suu Kyi Aung San Benazir Bhutto Caste system Corazon Aquino Indira Gandhi Rajiv Gandhi Indian National Congress Muhammad Ali Jinnah Kashmir/Punjab Jomo Kenyatta Ferdinand Marcos Mau Mau Kwame Nkrumah Non-alignment Mobutu Sese Seko Muslim League Negritude movement partition Jawaharlal Nehru Self-determination Suharto Sukarno</p>	<p>Student . . . interprets and analyzes primary source materials.</p> <p>utilizes timelines to establish chronology.</p> <p>establishes authoritative stance on subject and provides written document with valid references to back writer’s opinion.</p> <p>utilizes sequencing to establish chronology.</p> <p>establishes cross-era connections.</p> <p>uses political maps to organize and interpret events.</p> <p>forms cause and effect relationships.</p>	<p>Standard 2 World History Key Idea 1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p> <p>Standard 2 World History Key Idea 3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>NYS Performance Indicators</p> <p>2.1.2 - Student understands the development and connectedness of Western civilization and other civilizations and cultures in many areas of the worlds and over time.</p> <p>2.1.3 - Student analyzes historic events from around the world by examining accounts written from different perspectives via multiple choice questions from various speakers.</p> <p>2.1.5 - Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.3.1 - Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems, and questions though multiple choice questions.</p> <p>4.1.1 – Student analyzes the effectiveness and varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>4.1.2 - Student defines and applies basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, cost, competition and world economic systems.</p> <p>4.1.6 - Student explains how economic decision making has become global as a result of an interdependent world economy.</p> <p>5.1.1 - Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.4 – Student identifies and analyzes advantages and disadvantages of various governmental systems.</p> <p>5.1.3 - Student compares various political systems with that of the United States in terms of ideology, structure, function,</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>independence to the methods of other leaders in Africa and Asia during this time period.</p> <p>reads text and other outside materials on religious and political conflicts in South Asia.</p> <p>reads text and other teacher-selected materials on the causes and effects of African independence movements since 1945 (end of WWII).</p> <p>sequences events on Apartheid in South Africa.</p> <p>reads text and other outside materials on nationalist movements and other events in Southeast Asia since 1945.</p> <p>maps developments in post-WWII Eastern and Southeastern Asia.</p>				<p>Standard 3 Geography Key Idea 1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Standard 4 Economics Key Idea 1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p> <p>Standard 5 Civics, Citizenship and Government Key Idea 1 The study of civics, citizenship and government involves learning about political systems; the purposes of government and</p>	<p>institutions, decision-making processes, citizenship roles, and political culture.</p> <p>RH Exit Outcomes Student compares and defends theories and actions of nationalist leaders in Africa and Asia.</p> <p>Student summarizes independence movement in: India (Kenya) Philippines Pakistan Indonesia</p> <p>Required Assessments Student writes a thematic or DBQ essay on the desires of a people to rule themselves.</p> <p>Student completes a graphic organizer on teacher selected independence movements and leaders.</p>

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
				civic life; and the differing assumptions held by people across time and place regarding power, authority, governance and law.	

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 4

Duration: 3 weeks

Driven by student achievement data from: NY State Global History & Geography Regents

Learning Experience	Essential Questions	Vocabulary	Strategies/Skills	Standard	Performance Expectations
<p>Unit Topic: Unit 7-The 20th Century since 1945 7c - Changes of the 70s, 80s, 90s</p> <p>Assured Experiences: China- Student . . . reads text and completes research on the modernization of China after Mao Zedong as well as the events of Tiananmen Square.</p> <p>compares and contrasts Communist China under Mao Zedong and Deng Xiaoping’s rule.</p> <p>researches the quote, “It doesn’t matter if the cat is black or white as long as it catches mice.”</p> <p>discusses why China is willing to adopt elements of the West’s market economies but not their concepts of human rights?</p>	<p>What role should the United States and the United Nations play in trying to resolve global issues?</p> <p>To what extent was the collapse of communism in the Soviet Union a major turning point in global history?</p>	<p>China- Cultural revolution Four Modernizations “Fifth modernization” Hong Kong Martial law Responsibility system Tiananmen Square Taiwan Deng Xiaoping</p> <p>Middle East- Balfour Declaration Menachem Begin Camp David Accords Fundamentalism Iranian hostages Khomeini Kurds Bin Laden Golda Meir PLO Anwar Sadat Shah of Iran Six-Day War Suez Crisis Yom Kippur War</p>	<p>Student... utilizes timelines to organize historical data and as a way to periodize events.</p> <p>interprets and analyzes primary and secondary source materials.</p> <p>develops cause and effect relationships.</p> <p>utilizes sequencing to establish chronology.</p> <p>establishes authoritative stance on subject and provides written document with valid references to back writer’s opinion.</p> <p>interprets political cartoon to establish author’s lens and bias.</p> <p>compares and synthesizes information with the use of a graphic organizer.</p>	<p>Standard 2 World History</p> <p>Key Idea 1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.</p> <p>Key Idea 3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>NYS Performance Indicators</p> <p>2.1.2 - Student understands the development and connectedness of Western civilization and other civilizations and cultures in many areas of the worlds and over time.</p> <p>2.1.3 - Student analyzes historic events from around the world by examining accounts written from different perspectives.</p> <p>2.1.5 - Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.3.1 - Student analyzes the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.</p> <p>3.1.2 – Student describes the physical characteristics of the Earth’s surface and investigates the continual reshaping of the surface by physical processes and human activities.</p> <p>3.1.5 – Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.</p> <p>4.1.2 - Student defines and applies basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, cost, competition and world economic systems.</p> <p>4.1.3 – Student understands the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.</p> <p>4.1.6 - Student explains how economic decision making has become global as a result of an interdependent world economy.</p> <p>4.1.7 – Student understands the roles on the economic system of consumers, producers, workers, investors and voters.</p>

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<p>reads text and other outside resources on the return of Hong Kong to China and the status today of Taiwan.</p> <p>hypothesizes on what role cities such as Hong Kong, Shanghai, and Guangzhou will play in the 21st-century global economy?</p> <p>Middle East-Student . . . interprets a map regarding the Middle East conflict</p> <p>completes a timeline on the Middle East conflict.</p> <p>completes a Pwerpoint presentation and discusses the political roles played by Meir, Hussein, Arafat, Rabin, Sadat, Bin Laden, and the PLO.</p> <p>explains the quote, “The enemy of my enemy is my friend.”</p> <p>Russia-Student . . . completes a timeline on the developments in Poland between the years 1970- 1990.</p> <p>Researches the policies of Mikhail Gorbachev, namely Perestroika and Glasnost.</p> <p>reads text and other</p>		<p>Russia- Chernobyl CIS Dissident Ethnic cleansing in Kosovo, Bosnia Glasnost Mikhail Gorbachev Perestroika Politburo Vladimir Putin Reunification Solidarity Movement Lech Walesa Boris Yeltsin</p> <p>Africa- ANC Apartheid F.W. deKlerk Ethnic cleansing in Rwanda Hutus Nelson Mandela Desmond Tutu Tutsis</p> <p>Latin America- Fidel Castro Iran-Contra Affair Mothers of the Plaza De Maya Nicaragua Organization of American States Panama Canal Peron Roman Catholic Church Sandinistas</p> <p>SE Asia- Khmer Rouge Pol Pot</p>	<p>paraphrases political events.</p> <p>analyzes and categorizes information from academic text and non-fiction materials.</p> <p>presents clear analyses of ideas, supporting position with well-developed arguments.</p> <p>establishes authoritative stance and provides references to establish validity of information presented.</p> <p>debates multiple perspectives on same issue.</p>	<p>Standard 3 Geography</p> <p>Key Idea 1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography</p> <p>Standard 4 Economics</p> <p>Key Idea 1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p>	<p>5.1.1 - Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.2 - Student considers the nature and evolution of constitutional democracies throughout the world.</p> <p>5.1.3 - Student compares various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.</p> <p>5.1.4 - Student identifies and analyzse advantages and disadvantages of various governmental systems.</p> <p>5.4.4 - Student prepares a plan of action that defines an issue or problem, suggest alternative solutions or course of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem.</p> <p>RH Exit Outcomes Student summarizes the major changes in China from 1950-2005.</p> <p>Student articulates the causes and effects of the modern Middle East conflict.</p> <p>Student summarizes the causes and effects of the fall of Communism in the Soviet Union.</p> <p>Student identifies the roots, effects, and demise of Apartheid.</p> <p>Student summarizes the major political and economic trends that have emerged in Latin America in the past 30 years.</p> <p>Student describes the political and economic background of the European Union.</p> <p>Student describes the backgrounds to the ethnic cleansing in Rwanda, Kosovo, Iraq, and Bosnia, and explains the role the United Nations has taken to preserve global human rights.</p> <p>Required Assessments Student writes thematic essay on teacher-selected events of the post-Cold War era.</p>

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<p>outside resources on the fall of Communism in the U.S.S.R.</p> <p>reads text and other teacher-selected material on the fall of the Berlin wall and German unification.</p> <p>researches and provides site numbers for a news-clip on the fall of the Berlin Wall.</p> <p>reads text and other resources on ethnic conflicts in former Soviet satellite states.</p> <p>hypothesizes on problems Russia will face as it moves towards capitalism?</p> <p>Africa- Student . . . interprets primary sources on Apartheid and Nelson Mandela after watching selected clips from “Cry Freedom”.</p> <p>discusses how the end of the Cold War and the collapse of the Soviet Union were indirect causes of the fall of Apartheid.</p> <p>Latin America- Student . . .</p> <p>Discusses how the Cold War affected politics in</p>		<p>Europe- European Union Euro</p>			<p>Student categorizes the major events of the 1980-1990’s into political, social, and economic categories.</p> <p>Student interprets political cartoons on events leading to and as a result of the end of the Cold War.</p> <p>Student completes a graphic organizer on the reasons for and the results of the fall of Communism in Eastern Europe.</p> <p>Student evaluates the post-war changes in Latin America to determine which had the greatest long-term effect on the Western Hemisphere and global community.</p> <p>Student researches and writes a hypothesis on which area of the world will be the most economically powerful by the mid 21st century.</p> <p>Student explains the causes and results of global ethnic cleansing, and writes a suggestion on how to end this human suffering.</p>

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<p>Latin America.</p> <p>reads text and other outside resources on problems in Latin America today</p> <p>SE Asia- Student . . . summarizes the economic superpower of the Japanese nation of today.</p> <p>Europe- Student . . . discusses how the European Union came about, and what the goals of the organization are today.</p> <p>discusses the similarities of global patterns surrounding human rights violations in SE Asia with those of Africa, Latin America, and Europe.</p>					

Rush-Henrietta Central School District

Curriculum Map Subject: Global History

Grade: 10

Date Revised: 5/05

Quarter: 4

Driven by student achievement data from: NY State Global History & Geography Regents

Duration: 2 weeks plus 3 weeks review

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<p>Unit Topic: Unit 8-Global Connections and Interactions-Other World Relations/Issues</p> <p>Assured Experiences:</p> <p>Student... reads text and other outside resources on environmental issues and problems facing the world today.</p> <p>completes cause and effect chart on modern environmental problems.</p> <p>interprets graphs on changes in world population in the 20th century.</p> <p>reads text and other teacher-selected materials on problems resulting from urbanization and modernization (vs. tradition in third world countries).</p> <p>completes a chart on imports and exports in the United States to explain</p>	<p>To what extent does conflict exist between developed and developing nations over environmental issues?</p> <p>How has the world economy become globally interdependent?</p> <p>What threat does nuclear proliferation pose for world peace?</p>	<p>Environmental- Chernobyl Deforestation Desertification Green Revolution Nuclear non-proliferation treaty One-child policy Overpopulation Ozone layer Toxic waste Urbanization</p> <p>Economic- Global economy 3rd World Developed nation Developing nation European Union Free trade Globalization Interdependency Materialism NAFTA North-South dichotomy OPEC Pacific Rim</p> <p>Political- Afghanistan Bin Laden Civil Rights Movement</p>	<p>Student . . . utilizes timelines to organize historical data and as a way to periodize events.</p> <p>interprets and analyzes primary and secondary source materials.</p> <p>develops cause and effect relationships.</p> <p>utilizes sequencing to establish chronology.</p> <p>establishes authoritative stance on subject and provides written document with valid references to back writer’s opinion.</p> <p>interprets political cartoon to establish author’s lens and bias.</p> <p>compares and synthesizes information with the use of a graphic organizer.</p> <p>paraphrases political events.</p>	<p>Standard 2 World History</p> <p>Key Idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives</p> <p>Key Idea 2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of</p>	<p>NYS Performance Indicators</p> <p>2.1.2 - Student understands the development and connectedness of Western civilization and other civilizations and cultures in many areas of the worlds and over time.</p> <p>2.1.4 - Student understands the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.</p> <p>2.1.5 - Student analyzes changing and competing interpretations of issues, events, and developments throughout world history.</p> <p>2.4.4 - Student analyzes different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.</p> <p>3.1.1 - Student understands how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.</p> <p>3.1.4 - Student understands the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.</p> <p>3.1.5 - Student analyzes how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.</p> <p>3.1.6 - Student explains how technological change affects people, places and regions.</p> <p>4.1.2 - Student defines and applies basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, cost, competition and world economic systems.</p> <p>4.1.3 - Student understands the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.</p>

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<p>the concept of interdependence.</p> <p>reads text and other resources on religious and ethnic conflicts in the world today.</p> <p>discusses the concept of international terrorism as a political tool.</p> <p>reads text and other resources on the status of women and children in different areas of the world today.</p> <p>discusses technological advancements of the 21st century.</p> <p>discusses health concerns of the 21st Century.</p> <p>participates in teacher selected distance learning activity dealing with the current concerns of the 21st century.</p>		<p>Desert Shield Desert Storm Fundamentalism Gulf War Northern Ireland Saddam Hussein Mother Theresa Terrorism Tibet Universal Declaration of Human Rights</p> <p>Health-related- AIDS Cloning Genetic engineering</p>	<p>analyzes and categorizes information from academic text and non-fiction materials.</p> <p>presents clear analyses of ideas, supporting position with well-developed arguments.</p> <p>establishes authoritative stance and provides references to establish validity of information presented.</p> <p>debates multiple perspectives on same issue.</p>	<p>history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p> <p>Standard 3 Geography Key Idea 1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues.</p> <p>Standard 4 Economics Key Idea 1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.</p>	<p>4.1.6 – Student explains how economic decision making has become global as a result of an interdependent world economy.</p> <p>5.1.1 - Student analyzes how the values of a nation and international organization affect the guarantee of human rights and make provisions for human needs.</p> <p>5.1.3 - Student compares various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.</p> <p>5.4.3 - Student takes, defends, and evaluates positions about attitudes that facilitate thoughtful and effective participation in public affairs.</p> <p>5.4.4 - Student considers the need to respect the rights of others, to respect others' points of view.</p> <p>RH Exit Outcomes Student summarizes global issues of the 21st Century.</p> <p>Student shows awareness of plights of women and child laborers.</p> <p>Student defines how advancements in technology have affected global communities.</p> <p>Student shows awareness of plights of women and child laborers.</p> <p>Student defines how advancements in technology have affected global communities.</p> <p>Required Assessments Student completes a DBQ on environmental problems in the world today.</p> <p>Student describes teacher selected global issues of 21st Century.</p> <p>Student finds current newspaper accounts to show connections to unit-related global issues.</p>

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				<p>Standard 5 Civics, Citizenship & Government</p> <p>Key Idea 1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Key Idea 4 The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	