

Mrs. Myers

10th Grade Global History and Geography CURRICULUM MAP

September	
Essential Questions	<ul style="list-style-type: none"> *Why study history? *What do I need to know to study the world around me? *How could my assumptions about other cultures affect my understanding of world geography? *How does climate impact human activity in a region? *What is globalization and how does it affect people and places?
Unit/Topic	<p>History is study of the past so that one can learn about their position in the present. In order to understand how a person has arrived in the place and setting that they are in, it is important to learn about the events and situations that have shaped and influenced our community, society, and human condition.</p> <p>Human and Physical Geography is the study the environment, people, and the resources they use. Geography determines the way in which humans live, the adaptation they have developed to survive, and the alterations to the environment they have made to better their existence. The impact of human interaction with the environment has had mixed results. While human life has been improved and made more comfortable, the environment has been damaged in a variety of ways.</p>
Themes	<p>GEO-Geography, Humans and the Environment TECH-Science, Technology and Innovation</p>
Learning Targets Based on NYS Standards	<p><i>* Students will be able to:</i></p> <p><i>State the reasons as to why history is an essential element in understanding ourselves.</i></p> <p><i>Relate past events so that a greater understanding of the past in relation to the present may take place.</i></p> <p><i>Draw upon personal histories that have shaped the person they are today.</i></p> <p><i>List essential concepts used in learning history.</i></p> <p><i>Identify the skills of inquiry when studying history.</i></p> <p><i>Explain how the geographic factor affected the development of a specific nation/region</i></p> <p><i>Discuss how that geographic factor promoted or hindered cultural diffusion</i></p>

	<p><i>Explain why a society modified their environment</i></p> <p><i>Explain how the people of that specific nation/region modified their physical environment</i></p> <p><i>Discuss the effect this modification had on that nation/region</i></p>
Common Core Standards for Literacy in History and SKILLS	<p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Students will learn new skills of recall, discussion, consideration, collaboration, and investigation.</p> <p>HOW TO INTERPRET DIFFERENT TYPES OF DATA</p> <p>*MAPS, BAR GRAPHS, LINE GRAPHS</p> <p>*PIE CHARTS, TABLES, TIMELINES</p> <p>*POLITICAL CARTOONS, PHOTOS & ILLUSTRATIONS, DIAGRAMS,</p>
Formative Assessments	<p>Vocabulary/ Word Association → Specialized Vocabulary</p> <p>Writing Revolution Sentence Activities</p> <p>Reading Comprehension Questions based upon various pieces</p> <p>Student Questions</p> <p>Informal Questioning during daily lessons</p>
Summative Assessments	<p>Building Blocks of a Thematic Essay Structure Organizer- Thematic Essay</p> <p>Multiple Choice Practice</p> <p>Baseline Assessment to evaluate Social Studies Skills</p>
Skills related to literacy	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: 7 Habits of a Good Reader; Annotation; Basic Reading Comprehension (Direct Text Questions); Sentence Creation with the Writing Revolution Program; Differentiation of higher level students with higher level thinking skilled reading comprehension questions.</p>
Skills related to student habits/ technology	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Note-Taking; Organizational Skills; Protocols; Study Habits; Use of word processing; Introduction of computers and tablets</p>
Skills related to art	<p>An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Evaluating the physical aspects of a piece of art (what is seen); Purpose of the creation of the art; use of Writing Revolution skills to evaluate visuals</p>

	October
Essential Questions	<ul style="list-style-type: none"> *How do religion and culture influence and/or help explain local and international interactions/conflicts? *What might motivate one society/nation to want to control another? *Is isolation ever an appropriate/wise choice?
Unit/Topic	During this era, separate civilizations continued along their own unique paths of development but also came to influence one another more than before. As trade increased and ideas spread, the cultures of Eurasia and Africa became more connected
Themes	<p>ID- Individual Development and Cultural Identity</p> <p>GOV- Power, Authority and Governance</p> <p>MOV- Development, Movement and Interaction of Cultures</p> <p>EXCH- Global Connections and Exchange</p> <p>ECO-Creation, Expansion and Interaction of Economic Systems</p> <p>TECH-Science, Technology and Innovation</p>
Learning Targets Based on NYS Standards	<p>Discuss what led to the rise of the West African Kingdoms?</p> <p>*Describe the effects of the Mongol conquests?</p>
Common Core Standards for Literacy in History And SKILL	<p>9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>HOW TO ANSWER DOCUMENT-BASED ESSAY QUESTIONS</p>
Formative Assessments	<p>Ongoing vocabulary evaluation through reading comprehension</p> <p>Writing pieces from the Writing Revolution (Sentence Activities, Quick Outlines)</p> <p>Exit Tickets</p> <p>Student Questions regarding material, understanding of skill instruction</p> <p>Informal Questioning during daily lessons</p>
Summative Assessments	<p>Multiple Choice assessment</p> <p>DBQ Essay</p>

Skills related to literacy	An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Writing Revolution Sentence Activities, Reading Comprehension (Direct Text Questions as well as Student Opinion Questions); Citing evidence from text; 7 Habits of a Good Reader; Review Methods of Annotation
Skills related to student habits/ technology	An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Note-Taking; Organizational Skills; Protocols; Study Habits; Protocols for Presentations; Use of word processing; Quality research introduction; Applying the 7 Habits of a Good Reader to Videos
Skills related to art	An ongoing process of evaluation, instruction, and emphasis on the following skills will take place in regards to: Observation of art as it relates to advance civilizations- What is the purpose of this symbol or image in regards to the development of an advance civilization?
November & December	
Essential Question	<ul style="list-style-type: none"> • What are the most effective ways for expanding power? • When can changes in power be beneficial? • How is power defined? How is it acquired? • In which ways are migration patterns beneficial and detrimental? • How does access to technology contribute an increase in power? • What defines a successful economy? • To what extent should a country or individuals go to establish and maintain a successful economy? • When can the desire for power become destructive?
Unit/Topic	As Europeans began exploring much of the world, they encountered powerful civilizations in Asia, and the Americas. Student will discover that this began a period of increasing global interaction which continues to this present day. Around the world these developments had significant impacts on the way people lived and led to Western European monarchs increasing their power around the world.
Themes	<p>MOV-Development, Movement and Interaction of Cultures</p> <p>TCC- Time, Continuity and Change</p> <p>GEO- Geography, Humans and the Environment</p> <p>GOV- Power, Authority and Governance</p> <p>ECO- Creation, Expansion and Interaction of Economic Systems</p>

	TECH- Science, Technology and Innovation EXCH- Global Connections and Exchange
Learning Targets Based on NYS Standards	<ul style="list-style-type: none"> *Explain why agriculture was important to Mesoamerican civilization. *Discuss why China chose to isolate itself from foreign trade after 1433. *Explain why Europeans sought new trade routes to East Asia. *Describe the major changes European expansion brought to the people around the world. *Discuss how monarchs in India, Spain, France and Russia worked to increase their political power in the 1500s and 1600s.
Common Core Standard for Literacy in History And SKILLS	<p>9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. HOW TO REMEMBER IMPORTANT INFORMATION</p> <ul style="list-style-type: none"> *REMEMBERING KEY CONCEPTS *REMEMBERING FAMOUS PEOPLE
Formative Assessment	<p>Exit Slips Vocabulary assignments Reading Comprehension variety to assess literacy skills</p>
Summative Assessment	<p>Argumentative DBQ Essay Various Multiple Choice Quizzes Jigsaw Group Research and Collaboration Reciprocal Teaching Project</p>
Skills related to literacy	<p>Vocabulary- developing knowledge of word decoding in context; Continuing to develop Annotation Habits; Writing Revolution Strategies; Citing Evidence from Text; Making inferences based upon informational text</p>
Skills related to student habits/technology	<p>Study Habits for assessments Keeping an organized notebook for use on assignments Utilizing word processors CNN/BBC News web based Utilizing Microsoft Publisher Utilizing Microsoft PowerPoint</p>
Skills related to art	<p>Evaluating the purpose of a leader's portrait Analyzing images of key tools/inventions</p>

	January & February
Essential Questions	<ul style="list-style-type: none"> *What are the causes and consequences of political revolutions? *What are the economic, technological, political, social and geographic causes of change in human societies? *How are societies altered by the change from a rural/agrarian society to an urban/industrial society? *What are the effects of new political and economic ideas? *To what extent should a country or individuals go to establish and maintain a successful economy?
Unit/Topic	The Scientific Revolution and the Enlightenment brought a huge change around the world. Student will discover how feelings of nationalism arose resulting in the growth of new nations and how the Industrial Revolution led to imperialism.
Themes	<p>ID-Individual Development and Cultural Identity</p> <p>TCC- Time, Continuity and Change</p> <p>GOV- Power, Authority and Governance</p> <p>TECH- Science, Technology and Innovation</p> <p>CIV- Civic Ideals and Practices</p>
Learning Targets Based on NYS Standards	<ul style="list-style-type: none"> <i>*Discuss how the Scientific Rev. lead to the ideas of Enlightenment</i> <i>*Identify the short-term/long term effects the revolutions of the late 1700s had on Europe and the Americas.</i> <i>*Discuss how leaders reacted to revolutionary ideas in Europe after the French Revolution and the reign of Napoleon.</i> <i>*Describe how nationalism caused Revolutions.</i> <i>*Describe the economic and social developments which occurred as part of the Industrial Rev.</i> <i>*Discuss how Japan became a global power by the early 1900s.</i> <i>*Describe how imperialistic countries gained power over the people of Africa and Asia.</i>
Common Core Standards for Literacy in History And SKILLS	<p>9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>

	<p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS COMPREHENSION, CONCLUSION OF GENERALIZATION, COMPARE & CONTRAST, CAUSE & EFFECT, CHRONOLOGY, FACT & OPINION</p>
Formative Assessments	<p>Exit Tickets</p> <p>Various Multiple Choice Practice</p> <p>Vocabulary Analysis based upon classroom performance</p>
Summative Assessments	<p>Document Based Question Essay</p> <p>Writing Revolution Sentence Completion Assessment</p>
Skills related to literacy	<p>Paraphrasing information from research and reading; Writer's Process as it relates to Document Based Questions; 7 Habits of a Good Reader continuation; Explaining cause and effect in writing</p>
Skills related to student habits/technology	<p>Study Skills; Creating Timelines using CNN/BBC to compare and contrast historical/current events. Keeping Track of Assignments early in the semester; Using word processing to publish essays with the writer's process</p>
Skills related to art	<p>Evaluation/ Analysis of period Art as a reflection of societal issues and accepted practices</p>
March & April	
Essential Questions	<p>*Did advancements between 1900-1945 in technology, communication, and transportation improve lives or have negative consequences?</p> <p>*How did the conditions in Europe after WWI lead to the rise of totalitarianism in Europe?</p> <p>*What was the physical, cultural, social, and economic damage of World War II on Europe?</p> <p>•Are conflicts between nations and/or people inevitable?</p> <p>*How does the individual influence world events?</p>
Unit/Topic	<p>Science and technology brought benefits to society but combined with the forces of nationalism, militarism and imperialism negatively dominated the actions of many nations. Students will discover how these factors led to conflicts around the world.</p>
Themes	<p>ID- Individual Development and Cultural Identity</p>

	<p>MOV- Development, Movement and Interaction of Cultures TCC- Time, Continuity and Change GOV- Power, Authority and Governance CIV- Civic Ideals and Practices TECH- Science, Technology and Innovation EXCH- Global Connections and Exchange</p>
<p>Learning Targets Based on NYS Standards</p>	<p><i>*Identify advances in technology, communication and transportation.</i> <i>*Explain the impact of new technology on lives of people.</i> <i>*Compare and contrast advantages and disadvantages of technology, communication and transportation.</i> <i>*Know the four causes of the Great War.</i> <i>Explain reasons for military build-up.</i> <i>*Compare advantages and disadvantages of alliances.</i> <i>*Identify events that caused the Russian Revolution.</i> <i>*Explain how appeasement was used.</i> <i>*Explain how and why oppression and discrimination resulted in genocide during WWI and WWII.</i> <i>*Describe how WWII devastated Europe and Asia.</i></p>
<p>Common Core Standards for Literacy in History And SKILL</p>	<p>9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 9-10.WH.1 Write arguments focused on discipline-specific content. 9-10.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>9-10.WH.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WH.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>HOW TO ANSWER THEMATIC ESSAY QUESTIONS</p>
Formative Assessments	<p>Exit Tickets</p> <p>Writing Revolution Activities- Sentence completions, question writing, Quick Outlines, Summary Sentences</p> <p>Vocabulary evaluation through classroom questioning</p>
Summative Assessments	<p>DBQs/Thematic Essay</p> <p>Multiple Choice practice and a formal exam</p>
Skills related to literacy	<p>Continuation of the emphasis of use of the Seven Habits of a Good Reader; Writing Revolution Activity skill-building; Writing clear and cohesive argumentative piece; Explanatory/ informational writing; Evaluating the importance of specific texts</p>
Skills related to student habits/technology	<p>Organization of handouts, notes, etc. in preparation for studying for final exam; Study habit building; Responsibility in keeping track of assignments; Using the Edu Ware clicker system; Using word processors to publish argumentative writing pieces; Using Glogster.Edu to create a biographical snapshot of a historical figure</p>
Skills related to art	<p>Examine works of art created during the WWI/WWII and identify themes reflecting society</p>
May & June	
Essential Questions	<p>Why did the united States and the Soviet Union find it more difficult to cooperate in peace?</p> <p>* How did the Cold War contribute to conflict around the world?</p> <p>* What assumptions do different groups hold about power, authority, governance, and law?</p>
Unit/Topic	<p>After WWII many nations became involved in the Cold War. Students will discover the dominate nations involved, Soviet Union and U.S. and how it ended with the collapse of the Soviet Union in the 1980s. Students</p>

	will also discover that during the Cold War, imperialism ended and new nations were born, along with conflict in the Middle East, and unrest in Latin America
Themes	<p>ID- Individual Development and Cultural Identity</p> <p>TCC-Time, Continuity and Change</p> <p>SOC- Development and Transformation of Social Structures</p> <p>GOV- Power, Authority and Governance</p> <p>CIV-Civic Ideals and Practices</p> <p>ECO-Creation, Expansion and Interaction of Economic Systems</p> <p>EXCH- Global Connections and Exchange</p>
Learning Targets Based on NYS Standards	<p><i>*Explain how differing political systems help cause the Cold War.</i></p> <p><i>*Discuss how the rivalry between the Soviet Union and the U.S led to conflict around the World.</i></p> <p><i>*Describe capitalism and communism.</i></p> <p><i>*Discuss the ways the communist government in china improved the status of women and also violated people's rights.</i></p> <p><i>*Describe how European imperialism collapsed.</i></p> <p><i>*Identify how nationalistic movements in Asia, Africa and Southeast Asia resulted independence.</i></p> <p><i>*Discuss how diversity in the Middle East had affected it recent history.</i></p> <p><i>*Identify the problems Eastern European countries faced in the transition to democracy and a market economy.</i></p>
Common Core Standards for Literacy in History And SKILL	<p>9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics,</p>

	<p>including which details they include and emphasize in their respective accounts.</p> <p>9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WH.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>REVIEW HOW TO ANSWER DOCUMENT-BASED ESSAY QUESTIONS</p>
Formative Assessments	<p>Exit Tickets</p> <p>Vocabulary knowledge demonstrated through classroom discussion</p> <p>Reading Comprehension Activities (Varied)</p>
Summative Assessments	<p>Project based assignments</p> <p>Multiple Choice assessment to evaluate knowledge gained</p> <p>Collaborative paired Cause and Effect PowerPoint presentation</p>
Skills related to literacy	<p>Research to build PowerPoint presentation; Evaluating multiple choice questions; Extracting key information to explain explorer’s journeys; Writing explanatory pieces; Examining cause and effect from text</p>
Skills related to student habits/technology	<p>Use of word processing to create informational writing; Building study habits and note taking skills to prepare for final exam; Organizing notes and vocabulary information to prepare for final exam</p>
Skills related to art	<p>Create own political Cartoon/rap/poem/short story</p>

Essential Questions	<ul style="list-style-type: none"> *To what extent is life a constant struggle between continuity and change? *How does technological change affect people, places, and regions? *How are economic systems structured to meet the needs and wants of different societies? *What is globalization and how does it affect people and places? *How have regional and ethnic conflicts resulted in acts of terrorism? *Why is there a movement for the sustainability of the world's resources? *What world events have resulted in a new environmental consciousness?
Unit/Topic	<p>Since 1980 there has been great change. Students will discover the economic challenges developing nations face, regional conflicts and the threat of international terrorism. Students will discover how advancements in computer technology, space exploration and medicine have changed the way people live, along with the continuous global environmental issues.</p>
Themes	<p>ID- Individual Development and Cultural Identity TCC-Time, Continuity and Change SOC- Development and Transformation of Social Structures GOV- Power, Authority and Governance CIV-Civic Ideals and Practices ECO-Creation, Expansion and Interaction of Economic Systems EXCH- Global Connections and Exchange</p>
Learning Targets Based on NYS Standards	<ul style="list-style-type: none"> <i>*Identify global economic divisions existing today</i> <i>*Discuss why some developing nations failed to achieve their goals.</i> <i>*Identify reasons various groups use terrorist tactics.</i> <i>*Discuss how religious and ethnic differences contributed to instability and conflicts.</i> <i>*Identify the changes resulting from the rapid urbanization that occurred in the late 20th century.</i> <i>*Identify the social and economic changes produced by the computer revolution</i> <i>*Discuss the ways the world has become more interdependent</i>

	<i>*Describe environmental problems existing today</i>
Common Core Standards for Literacy in History And SKILLS	<p>9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>9-10.WH.1 Write arguments focused on discipline-specific content.</p> <p>9-10.WH.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>9-10.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WH.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WH.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>REVIEW HOW TO WRITE DBQ/THEMATIC ESSAYS</p> <p>REVIEW HOW TO RESPONSE TO MULTIPLE CHOICE QUESTIONS</p>
Formative Assessments	<p>Exit Tickets</p> <p>Vocabulary knowledge demonstrated through classroom discussion</p> <p>Reading Comprehension Activities (Varied)</p>
Summative	Project based assignments

Assessments	Multiple Choice assessment to evaluate knowledge gained Collaborative paired Cause and Effect PowerPoint presentation
Skills related to literacy	Research to build PowerPoint presentation; Evaluating multiple choice questions; Extracting key information to explain explorer's journeys; Writing explanatory pieces; Examining cause and effect from text
Skills related to student habits/technology	Use of word processing to create informational writing; Building study habits and note taking skills to prepare for final exam; Organizing notes and vocabulary information to prepare for final exam
Skills related to art	Create a visual review book made up of images and art reflecting the historical events we covered throughout the school year.