

Southern Cayuga Central School District – Curriculum Map

Subject: Global II

Teacher: C. Zappolo

School Year: 2023-2024

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Projects, etc.)	Time Frame
Unit 10.0 : Content Specific Historical Thinking Strategies	How do historians construct histories? What is “point of view”? How does point of view affect our understanding of historical events? What is an enduring issue?	Point of View, Evidence, Bias, Contextualize, Historical Context, Enduring Issue <ul style="list-style-type: none"> - Vocabulary Introduction - Analyzation Strategies (Sourcing) - Enduring Issue Practice w/ Current Events - Danger of a Single Story 	<ul style="list-style-type: none"> - Unit 0 Quiz with writing and matching activities - Current Event with Enduring Issues 	1-2 weeks
Unit 10.1: The World in 1750 (tie in with next unit)	What are the similarities and differences between the Mughal and Ottoman Empires? What are the similarities and differences between the Tokugawa Shogunate and the Bourbon Dynasty in France and how did they maintain their power?	Shogun, Sultan, Deshrime, Millet, Suliman the Magnificent <ul style="list-style-type: none"> - Ottoman Empire and Mughal Empire comparison venn diagram - Tokugawa Shogunate “deep dive” w/ document analysis (Priority Standard 10.1a.3) - 	<ul style="list-style-type: none"> - Unit 10.1 Quick Write - Which empire, the Mughal or Ottoman was more successful? 	1 week
Unit 10.2: Enlightenment, Revolutions and Nationalism 10.2a and 10.2b: The Enlightenment/Scientific Revolution	What were the key ideas of various Enlightenment thinkers? What was the legacy of the Enlightenment?	Natural Rights of Man, Enlightened Despots, John Locke, Baron de Montesquieu, Voltaire, Simon Bolivar, Mexican Revolution, Haitian Revolution, Toussaint L'Overture <ul style="list-style-type: none"> - Association Activity for Enlightenment Thinkers - New 	<ul style="list-style-type: none"> - Unit 2 Quiz w/ stimulus MCQ - Enlightenment Thinkers/Haitian Revolution/Simon Bolivar 	2-3 weeks

	How did the Enlightenments' influence American, French, and Latin American Government?	<p>Visions (Priority Standard 10.2a.1)</p> <ul style="list-style-type: none"> - John Locke, Montesquieu, Rousseau document analysis - 10.2a.1) 	<ul style="list-style-type: none"> - Quick Write: What are ways we see the Enlightenment in world governments today? 	
Unit 10.2: Enlightenment, Revolutions and Nationalism Unit 10.2c and 10.2d: French Revolution and Global Nationalism	<p>What were the political, economic, and social causes for the start of the French Revolution?</p> <p>What changes did the French Revolution have on society?</p> <p>What conditions in France allowed for Napoleon to take over?</p> <p>What was the purpose of the Congress of Vienna?</p> <p>How can nationalism be a uniting and dividing force?</p>	<p>Estate, Three Estates, Nationalism, Coup d'Etat, guillotine, Napoleonic Code, blockade, Maximillian Robespierre, Napoleon Bonaparte, Nationalism, Nation-state</p> <ul style="list-style-type: none"> - French Revolution Physical Timeline Activity - Napoleon Stations (sources/docs) - Trial of Louis XIV (Priority Standard 10.2c.1) - Otto Von Bismarck Document Analysis 	<ul style="list-style-type: none"> - Unit Exam with CRQ - Common Assessment #1 w/ Port Byron for data collection*** - Quick Write: Was Napoleon an influential leader? Why or why not? 	2-3 weeks
Unit 10.3: Industrial Revolution	<p>Why did the Industrial Revolution begin in Great Britain?</p> <p>What are the social and economic effects of industrialization?</p> <p>What are the positive and negative effects of the Industrial Revolution?</p> <p>What are the origins and concepts of capitalism and communism?</p>	<p>Agrarian Revolution, Enclosure Movement, Industrial Revolution, Urbanization, Factors of Production, Laissez- faire, Labor Union, Suffrage</p> <ul style="list-style-type: none"> - Meiji Japan, Agrarian Rev, Laissez-faire, and urbanization slideshow with document analysis (Priority Standard 10.3c.1) - Communist Manifesto and The Wealth of Nations analysis and comparison - Child Labor Webquest (HISTORY) 	<ul style="list-style-type: none"> - Unit Test in addition to DBQ Essay - Karl Marx v Adam Smith Project 	2 weeks

		<ul style="list-style-type: none"> - Adam Smith vs Karl Marx Debate or Rap Battle Project 		
Unit 10.4: Imperialism	<p>Why did European countries want to colonize areas around the world?</p> <p>How did weaker nations resist European imperialism?</p> <p>Why is India known as the “Jewel of the Crown”?</p> <p>What was the importance of the Meiji Restoration?</p>	<p>Imperialism, Sphere of Influence, Social Darwinism, Berlin Conference, “White Man’s Burden”, Meiji Restoration, Geopolitics, Monroe Doctrine, Boxer Rebellion, Boer War, Sepoy Mutiny, Opium War</p> <ul style="list-style-type: none"> - Chinese Imperialism Webquest - Imperialism Around the World gallery walk (Priority Standard 10.4a.2) - White Man’s Burden Analyzation (Priority Standard 10.4a.1) 	<ul style="list-style-type: none"> - Unit Exam w/ MCQ’s and CRQ - Common Assessment #2 w/ Port Byron for Data collection*** 	3 weeks
Unresolved Global Conflict: 10. 5 (1914-1945) World War I	<p>What were the MAIN causes of World War 1?</p> <p>Who made up the Triple Alliance and Triple Entente?</p> <p>How did the Allies push towards victory?</p> <p>What were the effects of the war?</p> <p>What were the effects of the Treaty of Versailles?</p>	<p>Militarism, Triple Alliance, Triple Entente, Self-determination, propaganda, League of Nations, Powder Key, Treaty of Versailles, Reparations, Total War, Contraband</p> <ul style="list-style-type: none"> - World War I Trench Warfare Simulation (Priority Standard 10.5b.1) - WWI Technology Stations w/ jigsaw - WWI Trench Virtual Tour & Observations Sheet - WWI Documentary 	<ul style="list-style-type: none"> - Unit Exam w/ MCQ and CRQ - Enduring Issues Essay - Technology Jigsaw 	2 weeks
Unresolved Global Conflict: 10.5 (1914-1945) Russian Revolution	<p>What crises paved the way for the Bolshevik Revolution?</p> <p>Who was Lenin and what reforms did he implement?</p>	<p>Bolshevik, Command Economy, Totalitarianism, Collectivization, New Economic Policy, Five Year Plan, Czar, Russification</p> <ul style="list-style-type: none"> - Joseph Stalin Propaganda Gallery Walk (analyze sources) 	<ul style="list-style-type: none"> - Quick Write - Who was the most impactful leader? 	1 weeks

	What were Stalin's goals for transforming the Soviet Union into a totalitarian state?	<ul style="list-style-type: none"> - Vladimir Lenin Document Analysis - Compare and Contrast: Lenin, Trotsky, Stalin (Priority Standard 10.5d.1) 		
Unit 10.5: Unresolved Global Conflict (1914-1945) Between the Wars	<p>What were the social, political, and economic causes for the rise to power of fascists like Hitler and Mussolini?</p> <p>What was the economic effect of WWI on the European economy?</p> <p>What were the reasons for the ineffectiveness of the League of Nations following WWI?</p> <p>What changes were made by fascist dictators?</p>	<p>Disarmament, Kulak, Self-Determination, Fascism, Westernization, Pacifism, Civil Disobedience, Benito Mussolini, Adolf Hitler</p> <ul style="list-style-type: none"> - Weimar Republic DBQs - Authoritarian Leaders Jigsaw - Nightmare in Manchuria/Unit 731 Viewing 	<ul style="list-style-type: none"> - Unit Quiz - Documentary Qs 	1 week
Unresolved Global Conflict: 10.5 (1914-1945) World War II	<p>What was the significance of the Munich Pact?</p> <p>How did Hitler, Stalin, Mussolini, and Hirohito start WWII?</p> <p>How are the causes of WWI and WWII similar?</p> <p>How did the Japanese expansion into Manchuria impact China and Korea?</p> <p>What are the significances of Pearl Harbor, Dunkirk, and D-Day?</p>	<p>Appeasement, Cash-Carry Policy, Lend-Lease Policy, Nazi-Soviet Non-Aggression Pact, Rome-Berlin Axis, Central Powers, Axis Powers, Munich Pact, Blitzkrieg, Genocide, Holocaust, Nuremberg Trials, Demilitarization, United Nations, Woodrow Wilson, Winston Churchill, Adolf Hitler, Benito Mussolini</p> <ul style="list-style-type: none"> - FDR Day of Infamy Analyzation - Technologies of WWII Stations (Priority Standard 10.5b.1) - Nuremberg Trials Simulation - Atomic Bomb RAFT - Ducktators 	<ul style="list-style-type: none"> - Unit exam MCQ's and CRQ's - Video Qs - Debate of the four leaders (Churchill, Wilson, Mussolini, Hitler) 	2-3 weeks

		<ul style="list-style-type: none"> - WWII in the Movies (Saving Private Ryan, Imitation Game, Enemy of the Gates) - Viewing of "Schindler's List" 		
Unit 10.6: Unresolved Global Conflict (1945-1991)	<p>What were the goals of both the U.S and Soviet Union after WWII?</p> <p>What alliance systems existed at the beginning of the Cold War?</p> <p>What threat does North Korea pose today?</p> <p>What is the domino theory?</p>	<p>Cold War, Iron Curtain, Satellite, NATO, Warsaw Pact, Containment, Marshall Plan, Truman Doctrine, Non-Aligned Nations, Berlin War, Space Race, Hungarian Revolution, Long March, Great Leap Forward, Cultural Revolution, Domino theory, Khmer Rouge, NAFTA, Glasnost, Perestroika</p> <ul style="list-style-type: none"> - View NBC footage of Berlin Wall - Regan speech analyzation - The Butter Battle Book Analysis - Proxy Wars Jigsaw (Priority Standard 10.6b.1) - Cold War Artifacts(Priority Standard 10.6c.2) - Hotel Rwanda Documentary w/ Qs 	<ul style="list-style-type: none"> - Unit Exam MCQ and MCQ - Common Assessment #3 w/ Port Byron for data collection*** 	2 weeks
Unit 10.7: Decolonization and Nationalism (1900-2000)	<p>How did Gandhi's use non-violence in the Indian Independence Movement?</p> <p>What were the methods used and results of various African independence movements?</p> <p>How was the state of Israel created?</p> <p>What historical circumstances led to the</p>	<p>Pan-Africanism, Apartheid, Mau Mau, Kasmir, Ethnic Cleansing, PLO, Islamic Fundamentalism, Taliban, OPEC, Détente, Salt Treaties, Rwandan Genocide</p> <ul style="list-style-type: none"> - Trevor Noah's "Born a Crime" excerpts and primary source document analysis (Priority Standard 10.10c.3) - Gandhi and Indian Independence packet (Priority Standard 10.7a.1) - Modern China Vocabulary - Interactive Modern China lecture 	<ul style="list-style-type: none"> - Unit Exam w/ MCQ's and CRQ - DBQ Essay or Quick Write 	3 weeks

	creation of the People's Republic of China?			
Unit 10.8 and 10.9: Tensions between traditional cultures and modernization and Globalization and a changing global environment	What causes overpopulation in developing countries? What are the similarities and differences between the tensions of modernization and traditional cultures in Turkey and Iran?	Partisan, Interdependence, Terrorism, Ethnic Cleansing, Hutu/Tutsis, Green Revolution, Deforestation, Desertification, Kemal Ataturk, Ayatollahs, globalization, World Trade Organization, World Bank - Globalization packet (Priority Standard 10.9b. 1) - Turkey and Iran Modernization source analysis (Priority Standard 10.8b.1)	- Thematic Essay, Unit Exam - Common Assessment #4 w/ Port Byron for data collection***	1 weeks
Global 10 Regents Review	How do we construct an Enduring issues essay? How can we set ourselves up for success with the Global 10 Regents Exam?	- Enduring Issues Essay (1-2) - Multiple Choice Prep - Enduring Issues Essay Prep - Document Sourcing Strategies	- Enduring Issues Essay	3 weeks

Unit 10.10 Human Rights Violations is engrained throughout the previous units demonstrated above

Various Social Studies Practices 9-12 utilized throughout the analysis of content and historical knowledge (provided by the NYS Department of Education)

Social Studies Practices Grades 9-12

1. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

2. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

3. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.

6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

4. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

5. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

6. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.

6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Reading Standards for Literacy in History/Social Studies (provided by the NYS Department of Education)

Key Ideas and Details

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.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
 2. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
 3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
 5. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
 1. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.
 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(See note: not applicable as a separate requirement)

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.

5. 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.

*Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Research to Build and Present Knowledge

6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 2. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.

4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
5. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.