

**Overview of Year**  
**10th Grade Global II Curriculum**

Your curriculum overview may have more than 6 units. Please adjust the template accordingly.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1	Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
<b>Power of Ideas- questioning tradition Revolutions</b>	<b>Industrial Revolution Oct 5- Oct 23</b>  <b>New Imperialism (Europe)</b>		<b>World War I Russian Revolution Rise of Dictators World War II</b>		<b>Cold War Bipolar World Nationalism in China, Vietnam, India Middle East and Africa</b>		<ul style="list-style-type: none"> <li>• <b>Cold War completion</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Globalization and friction between developed and developing nations</b></li> <li>• <b>Consequences to the environment</b></li> </ul>
Sept 14-Oct 2	Oct 26 – Nov 20		Nov 30- Jan 22		Feb1 to →		Ap 8		<b>Human Rights Violations Ap 11 to May 13</b>  <ul style="list-style-type: none"> <li>• <b>Review May 16 – June 15</b></li> </ul>
	<u>Enduring Understandings</u> Fr Rev 3 states tennis court National assembly Louis 14 (Blew the \$) Declaration of Rights of Man (Primary Doc) Storming of Bastille Replaced 1 ineffective meeting with another ineffective Robespierre Reign of Terror / Oppression (privileged 1 & 2 vs. Not #3) Food activity; 1 <sup>st</sup> estate born privileged – quick write after								

	<p>food &amp; doc's</p> <p>Guillotine pics</p> <p><b>Transfer Goal</b> <b>Thematic: Change</b></p> <p>Halloween – Top Ten Worst People in History (Robespierre) History channel - -top ten worst people.</p> <p>Compare self to Napoleon Assoc. success with \$</p>				
--	---	--	--	--	--

Unit 1	Understanding(s)	Essential Question(s)
<p>Power of Ideas- questioning tradition Revolutions</p>	<p>Long held beliefs will be challenged by innovative thinkers</p> <p>Concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment.</p> <p>Progressive individuals will apply the concept of people’s rights to reform movements.</p> <p>Revolutions have the potential to address the most pressing needs.</p>	<p>How can new ideas challenge the status quo?</p> <p>What is the role of government?</p> <p>What is the connection between ideas and reform?</p> <p>How do powerful individuals respond to revolutionary ideas?</p> <p>When is a revolution successful?</p> <p>Under which circumstances would you become a follower?</p> <p>How do revolutionary ideas still affect our world today?</p>
<ul style="list-style-type: none"> <li>• Performance Task: Create a persuasive speech in which the scholar identifies a transformative idea and how it has profoundly affected the global community.</li> </ul>		
<p>Common Formative Assessment(s):</p> <p>Persuasive Essay:</p> <p>Jigsaw activity to analyze documents depicting the causes of the French revolution</p> <p>Are revolutions effective in transforming societies?</p>		

Unit 2	Understanding(s)	Essential Question(s)
<p data-bbox="201 139 449 167">Industrial Revolution</p> <p data-bbox="170 245 480 272">New Imperialism (Europe)</p>	<ul data-bbox="632 139 1283 412" style="list-style-type: none"> <li>• Students will understand the implications of new technology.</li> <li>• Students will understand why people migrate.</li> <li>• Students will understand the tensions between modernization and traditional ways of living.</li> <li>• Students will understand that the quest for natural resources helped to lay the foundation of international conflict.</li> </ul>	<ul data-bbox="1373 139 2003 383" style="list-style-type: none"> <li>• Which kind of geographical features propelled the creation of mechanized industry?</li> <li>• Why did your family move to the USA?</li> <li>• How can people adjust to profound technological change?</li> <li>• What was the connection between industrialized countries and imperialism?</li> </ul>

Performance Task: Students will debate pros and cons of industrialization and its effects today

Common Formative Assessment(s):

Stations activity on positive and negative effects (documents) of industrial revolution in England.

Compare and contrast the industrial revolution in England and Japan.

Students will identify 2 tools and justify their use in improving the standard of living in a developing nation.

Unit 3	Understanding(s)	Essential Question(s)
<p data-bbox="212 721 441 854">World War I Russian Revolution Rise of Dictators World War II</p>	<p data-bbox="579 721 1299 821">Students will understand that societal dysfunction (economic as well as the absence of human rights) in one nation has severe consequences in other countries.</p> <p data-bbox="579 862 1188 927">Students will understand the appeal of charismatic individuals during times of crisis.</p> <p data-bbox="579 935 1241 967">Students will understand the danger of absolute power</p>	<ul data-bbox="1373 756 1961 1032" style="list-style-type: none"> <li>• What happens when the economy of one country affects the well-being of another?</li> <li>• Is cult of personality as powerful as economic promises in elections?</li> <li>• How can peace lead to war?</li> <li>• What are single –party states?</li> <li>• Is it possible to limit the power of a ruler in a single-party state?</li> </ul>

Performance Task: Students will debate the scope and limits of authority

Common Formative Assessment(s):

Stations activity analyzing documents relating to the causes of WWI

RAFT- assume the role of a homeless veteran after WWI who writes a letter to a newspaper editor detailing his needs.

Unit 4	Understanding(s)	Essential Question(s)
Cold War Bipolar World Nationalism in China, Vietnam, India Middle East and Africa	<ul style="list-style-type: none"> <li>• Students will understand that wars are never “cold.”</li> <li>• Students will understand that developing nations made use of nationalist ideology.</li> <li>• Students will understand how global security might clash with local and personal security needs.</li> </ul>	<ul style="list-style-type: none"> <li>• How might we describe the differences between a war and a “cold” war?</li> <li>• How did nationalist ideology manifest itself in other continents?</li> <li>• What is security?</li> </ul>
Performance Task: Write a position paper defending or rejecting the use of security cameras in school or in your neighborhood.		
Common Formative Assessment(s): Develop a claim using evidence using historical documents		

Unit 5	Understanding(s)	Essential Question(s)
<ul style="list-style-type: none"> <li>• Globalization: environment, economic competition, and human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the friction between developed and developing nations.</li> <li>• Students will understand the impact of globalization on the planet.</li> <li>• Students will understand the impact of market forces on daily living.</li> </ul>	<ul style="list-style-type: none"> <li>• How might we explain the differences between being a developed or developing nation?</li> <li>• What happens when globalization has an impact on our planet?</li> <li>• What are market forces?</li> <li>• How is a standard of living measured?</li> </ul>
Performance Task: Students will evaluate the labels “developed vs. developing” countries in a debate after researching a country of their choice analyze its HDI and present the results in a gallery walk		
Common Formative Assessment(s): Evaluate the criteria of HDI (the Human Development Index) Compare and contrast the HDI index of various countries		