**Overview of Year**

**10 Grade Global II Curriculum 2016-17**

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| **SEPT** | **OCT** | | **NOV** | | | **DEC** | | | **JAN/FEB/MARCH** | | | **APR./MAY** | | | **JUNE** |
| **Unit 1 (6 weeks)**  **Power of Ideas- questioning tradition**  **Revolutions**  **(Scientific Rev., Absolutism & the Enlightenment, French Rev., Latin American and Haitian Revolutions)**  **Sept. 12-Oct. 21**  **CFA: Sourcing**  **Performance Assessment: Argumentative Essay**  **SSP:**  **Gathering & Using Evidence**  **Chronological Reasoning**  **Comparison and Contextualization**  **Civic Participation** | | **Unit 2 (4 Weeks)**  **Change: Science & Technology**  **(Industrial Revolution)**  **Oct. 24-Nov. 22**  **Performance Assessment: Innovative Thinking Presentation**  **SSP:**  **Gathering & Using Evidence**  **Chronological Reasoning**  **Comparison and Contextualization** | | | **Unit 3 (4 weeks)**  **Imperialism & Geography**  **Nov. 28- Dec. 23**  **Performance Assessment: Practice Regents Exam**  **SSP:**  **Gathering & Using Evidence**  **Chronological Reasoning**  **Comparison and Contextualization**  **Geographical Reasoning** | | | **Unit 4 (8 Weeks)**  **Conflict, Human Rights Violations, Nationalism**  **(World War I, Russian Revolution, Rise of Dictators, World War II)**  **Jan. 3-March 10**  **Performance Assessment: Technology of Warfare Blog/Google Hangout Project**  **SSP:**  **Gathering & Using Evidence**  **Chronological Reasoning**  **Comparison and Contextualization**  **Geographical Reasoning**  **Economics** | | **T**  **R**  **A**  **N**  **S**  **F**  **E**  **R**  **A**  **S**  **S**  **E**  **S**  **S**  **M**  **E**  **N**  **T** | **Unit 5 (5 weeks)**  **Power of Ideas-Cold War (communism vs. democracy), Decolonization**  **(partition of India and Apartheid), The Middle East (Arab-Israeli Conflict)**  **Mar. 24-May 5**  **Performance Assessment: Ideology Debate**  **SSP:**  **Gathering & Using Evidence**  **Chronological Reasoning**  **Comparison and Contextualization**  **Geographical Reasoning**  **Economics**  **Civic Participation** | | | **Unit 6 (4 Weeks)**  **Global Connections and Interactions**  **(Environment, Science and Technology, Global Economy, Global Security, Ethnic and Religious Tensions & Human Rights)**  **May 8-June 2**  **Performance Assessment: Practice Regents Exam**  **\*This leaves one week for “review” prior to Regents Exam** | |

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| **Unit 1** | **Understanding(s)** | **Essential Question(s)** |
| **Power of Ideas- questioning tradition**  **Revolutions**  **Transfer Goal: At the end of this unit, students will think purposefully and critically about domestic and global issues.** | **U1:** Forming an educated and clear argument requires analysis of background information from all perspectives involved.  **U2:** Their realities are based on their perception of the world.  **U3:** Social and political revolutions have causes, conditions, and consequences .  **U4:** Science and philosophy have influenced social and political thought over time. | **E1:** How do we explain the world around us?  **E2:** When is revolution necessary? How do new ideas impact society?  **E3:** Who are the winners and losers of revolution?  **E4:** What is the most effective way to seek change?  **E5:** Does power corrupt?  **E6:** What makes turning points in our histories so powerful? |
| * **Performance Task:**   Students will independently craft a written claim after sourcing and contextualizing two documents based on two revolutions they have not yet studied from the curriculum.     * G : scholars will formulate and defend an argument based on historical documents. * R: scholars will use historical thinking and evidence skills to defend their claim. * A: Other students * S: Filling out the the sourcing/contextualization graphic organizer independently for at least two articles provided by teacher. Students will then corroborate and compare the sources to develop a claim. After developing their claim, they will support their claim by providing evidence from the documents in an argumentative essay (will receive teacher feedback). Students will reflect on the work they have completed. * P: 2 Sourcing and Contextualization organizers, essay, student reflection * S: NYS Writing Rubric | | |
| **Common Formative Assessment(s):**   * Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |

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| **Unit 2** | **Understanding(s)** | **Essential Question(s)** |
| **Change: Science & Technology**  **(Industrial Revolution)**  **Transfer Goal: Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.** | * **U1:** Students will understand that there were social, economic, and political factors contributing to revolutions. * **U2:** Students will understand that new technology affected stakeholders and the environment in both positive and negative ways. | * **E1:** Which kind of geographical features propelled the creation of mechanized industry? * **E2:** Why do people feel the need to industrialize? * **E3:** How can people adjust to profound technological change? * **E4:** What was the connection between industrialized countries and imperialism? |
| **Performance Task:** “Innovative Thinking” Presentation: students will think of a problem that needs to be solved and develop innovative ways to solve this problem   * Throughout the unit, students will be exposed to current event articles which discuss innovative thinking in the world today. * For each article, students will identify relevant information and record on a graphic organizer (OVPL) * Students will reflect upon ONE of the ideas they read about and write an argument in which they defend which idea is most important to people today and why. * Students will identify a different problem OR work with that same problem and develop and new way to solve that issue. * Students will write a proposal to their class in which they identify the problem, why it is a problem (including social, economic, political, and geographical factors), and the way in which they would go about solving that problem (including WHO they would reach out to for help) * RUBRIC (Level 5): Engaged Audience?, Clear development of thesis?, Exceptional use of material that is focused around thesis?, Presented within allotted time?, Clear articulation of ideas with confidence? | | |
| **Common Formative Assessment(s):** Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |

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| **Unit 3** | **Understanding(s)** | **Essential Question(s)** |
| **Imperialism and Geography**  **Transfer Goal: Thinks purposefully and critically about domestic and global issues.** | **U1:** Students will understand how the desire for power drives aggression towards other people and societies.  **U2:** Students will understand the positive and negative impacts foreigner invaders can have on indigenous societies, their cultures, economies and political structures. | * **E1**: What was the connection between industrialized nation and imperialism? * **E2:** How did superior nations use political power to imperialize weaker nations? * **E3:** What social, political, and economic impact did imperialism have on indigenous societies? |
| **Performance Task:**  Practice Regents Exam   * Throughout the units, students will take assessments through Castle Learning which will provide them with practice and feedback on the multiple choice test taking skills. * Throughout the units, students will practice sourcing and contextualizing documents from past and present. * Students will have received feedback and opportunities for revision on one persuasive essay. | | |
| **Common Formative Assessment(s):** Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |

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| **Unit 4** | **Understanding(s)** | **Essential Question(s)** |
| **Conflict, Human Rights Violations, Nationalism**  **Transfer Goal: Effectively communicate for different purposes and audiences using**  **diverse media.** | * **U1:** Students will understand the main causes and effects of global conflict. * **U2:** Students will understand the positive and negative impact of technological and scientific ideas. * **U3:** Students will understand the causes and ramifications of total control. * **U4:** Students will understand the economic, social and political crisis that exists as a result of conflict. | * **E1**: How does militarism, alliances, imperialism, and nationalism lead to conflict between nations? * **E2:** How can technology have both a positive and negative impact on mankind? * **E3:** Who are the winners and losers in war? * **E4:** What circumstances allow for a totalitarian dictator to rise to power? * **E5:** How does a deteriorating economic, social, and political world lead to global conflict? |
| **Performance Task:** Technology of Warfare Blog/Google Hangout Project   * Students will view an excerpt of “War Horse” to better appreciate the size, power, and destruction caused by technology of World War 1. * Students will view images representing the technology of World War 1 whilst filling out a “note catcher” that asks them to write down what they see, notice, and wonder about the technology. * Students will play a short online game in which they must choose only three of those weapons to use during the simulated war. The game allows them to see if they would survive or not. * Students will use a “back-to-back” protocol to discuss with a partner: 1) there initial thoughts on what the most powerful weapon was and 2) how this may have changed after learning more about the weapons * Students will use their Google Classroom to write a post identifying which weapon they believe would be most feared by soldiers and why. * Students will responds to at least three of their classmates’ post using academic vocabulary and ancillary terms | | |
| **Common Formative Assessment(s):** Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |

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| **Unit 5** | **Understanding(s)** | **Essential Question(s)** |
| **Power of Ideas-Cold War (communism vs. democracy), Decolonization**  **Transfer Goal: Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.** | **U1:** Students will understand that competing political and economic agendas often lead to conflict.  **U2:** Students will understand that conflict can often impact those not directly involved.  **U3:** Students will understand the implications of continued aggression between people and societies.  **U4:** Students will understand the different methods individuals have used to affect change. | * **E1:** How were competing political and economic ideologies different? * **E2:** What were proxy wars and how did they take advantage of inferior nations? * **E3:** What social, political, and economic impact did imperialism have on the indigenous societies of India and South Africa? * **E4:** How did Gandhi and Mandela seek change? |
| **Performance Task:** Ideology Debate   * Students will complete a graphic organizer that identifies the similarities and differences between communism and democracy * Students will be given a role. The teacher will read a statement specific to an ideology studied and students will have to decide where to stand along an imaginary line that goes from “agree” to “disagree” (from the perspective of that role) * Students will have to defend their decision. * Students will be divided up into groups and given narratives from the perspective of various ideologies that exist today. They will have to work together to identify the idea represented and defend the validity of this idea to their peers. | | |
| **Common Formative Assessment(s):** Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |

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| **Unit 6** | **Understanding(s)** | **Essential Question(s)** |
| **Globalization: environment, economic competition, and human rights**  **Transfer Goal: Thinks purposefully and critically about domestic and global issues.** | **U1:** Students will understand the friction between developed and developing nations.  **U2:** Students will understand the impact of globalization on the planet.  **U3:** Students will understand the impact of market forces on daily living. | **E1:** How might we explain the differences between being a developed or developing nation?  **E2:** What happens when globalization has an impact on our planet?  **E3:** What are market forces?  **E4:** How is a standard of living measured? |
| **Performance Task:** Practice Regents Exam | | |
| **Common Formative Assessment(s):** Sourcing & Contextualization Graphic Organizer AND 10 Regents Questions | | |