

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	
Power of Ideas-questioning tradition Revolutions		Industrial Revolution Oct 5- Oct 23 New Imperialism (Europe)		World War I Russian Revolution Rise of Dictators World War II		Cold War Bipolar World Nationalism in China, Vietnam, India Middle East and Africa		• Cold War completion		• Globalization and friction between developed and developing nations • Consequences to the environment	
Sept 14-Oct 2		Oct 26 – Nov 20		Nov 30- Jan 22		Feb1 to		Ap 8		Human Rights Violations Ap 11 to May 13	
		<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 Robesspierre Reign of Terror / Oppression (privileged 1 & 2 vs. Not #3) Food activity; 1 st estate born privileged – quick write after				→				• Review May 16 – June 15	

	<p>food & doc's</p> <p>Guillotine pics</p> <p>Transfer Goal</p> <p>Thematic: Change</p> <p>Halloween – Top Ten Worst People in History (Robespierre)</p> <p>History channel - - -top ten worst people.</p> <p>Compare self to Napoleon</p> <p>Assoc. success with \$</p>				
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Unit 1	Understanding(s)	Essential Question(s)
Power of Ideas- questioning tradition Revolutions	<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"> Performance Task: Create a persuasive speech in which the scholar identifies a transformative idea and how it has profoundly affected the global community. 		
<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>Industrial Revolution</p> <p>New Imperialism (Europe)</p>	<ul style="list-style-type: none"> Students will understand the implications of new technology. Students will understand why people migrate. Students will understand the tensions between modernization and traditional ways of living. Students will understand that the quest for natural resources helped to lay the foundation of international conflict. 	<ul style="list-style-type: none"> Which kind of geographical features propelled the creation of mechanized industry? Why did your family move to the USA? How can people adjust to profound technological change? What was the connection between industrialized countries and imperialism?
Performance Task: Students will debate pros and cons of industrialization and its effects today		
<p>Common Formative Assessment(s):</p> <p>Stations activity on positive and negative effects (documents) of industrial revolution in England.</p> <p>Compare and contrast the industrial revolution in England and Japan.</p> <p>Students will identify 2 tools and justify their use in improving the standard of living in a developing nation.</p>		

Unit 3	Understanding(s)	Essential Question(s)
<p>World War I</p> <p>Russian Revolution</p> <p>Rise of Dictators</p> <p>World War II</p>	<p>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>Students will understand the appeal of charismatic individuals during times of crisis.</p> <p>Students will understand the danger of absolute power</p>	<ul style="list-style-type: none"> What happens when the economy of one country affects the well-being of another? Is cult of personality as powerful as economic promises in elections? How can peace lead to war? What are single –party states? Is it possible to limit the power of a ruler in a single-party state?
Performance Task: Students will debate the scope and limits of authority		
<p>Common Formative Assessment(s):</p> <p>Stations activity analyzing documents relating to the causes of WWI</p> <p>RAFT- assume the role of a homeless veteran after WWI who writes a letter to a newspaper editor detailing his needs.</p>		

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"> Students will understand that wars are never “cold.” Students will understand that developing nations made use of nationalist ideology. Students will understand how global security might clash with local and personal security needs. 	<ul style="list-style-type: none"> How might we describe the differences between a war and a “cold” war? How did nationalist ideology manifest itself in other continents? What is security?
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"> Globalization: environment, economic competition, and human rights 	<ul style="list-style-type: none"> Students will understand the friction between developed and developing nations. Students will understand the impact of globalization on the planet. Students will understand the impact of market forces on daily living. 	<ul style="list-style-type: none"> How might we explain the differences between being a developed or developing nation? What happens when globalization has an impact on our planet? What are market forces? How is a standard of living measured?
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		