

10 WEEK - UNIT 1	Unit Description:
The World in 1750 (3 Weeks)	10.1 - The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • How do empires consolidate their power? • How do these empires respond to increased diversity and interconnectedness? • How did military technology contribute to the success of the empires? • How was the Ottoman capture of Constantinople a turning point in world history? • How did connections with Europe affected the political, religious, and social makeup of Asian empires? • How were the Ming and Qing dynasties similar and different? 	<p>10.1 a Powerful Eurasian states and empires faced and responded to challenges ca. 1750.</p> <p>10.1 b Perceptions of outsiders and interactions with them varied across Eurasia.</p>	<ul style="list-style-type: none"> ➤ Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate. (10.1a) ➤ Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies. (10.1a) ➤ Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions. (10.1b) ➤ Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750. ➤ Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world. (10.1b) 	<p>New Visions:</p> <ul style="list-style-type: none"> • Vocabulary and Content Synthesis • Contextualize and Connect Cause and Effect • End of Unit Assessment - Global II Exam Aligned-Teacher Materials

Text Resources:	10.1 a Chapter/ Topic 7 Tokugawa Japan 381, 412-14
	10.1 b Chapter/ Topic 11 Asian Empires
Additional Resources:	10.1 a ABC-Clio Shoguns in Tokugawa Japan
	10.1 a ABC-Clio Class System in Tokugawa Japan
ABC-Clio <u>Teacher Access</u>	10.1 b ABC- Clio Ottoman Rule
	10.1 b ABC- Clio The Mughal Empire of India
	10.1 b SHEG Beyond the Bubble Qing Engraving ABC- Clio Qing Dynasty
	10.1 b ABC- Clio The Emergence of Russia- Peter the Great
	New Visions Unit 10.1 Resources

<p>10 WEEK - UNIT 2</p> <p>Enlightenment, Revolution, and Nationalism</p> <p>(2 weeks)</p>		<p>Unit Description:</p> <p>10.2 - The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)</p>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • According to the Enlightenment thinkers, how should a government rule its people? • How did the Enlightenment affect 18th century social reform movements and Enlightened Despots? • Was the French 	<ul style="list-style-type: none"> • 10.2a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. • 10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements, such as women’s rights and abolition; some leaders may be considered enlightened despots. • 10.2c Individuals and groups drew upon principles of the Enlightenment to 	<ul style="list-style-type: none"> ➤ Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works. (10.2a) ➤ Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. (10.2b) ➤ Students will examine enlightened despots including Catherine the Great. (10.2b) ➤ Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte. (10.2c) ➤ Students will examine the evidence related to the impacts of the French Revolution on resistance and 	<p>New Visions:</p> <ul style="list-style-type: none"> • Vocabulary and Content Synthesis • Contextualize and Connect Cause and Effect • End of Unit Assessment - Global II Exam Aligned-Teacher Materials <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Louis XIV & Absolute Monarchy: Media Messages from the Time

<p>Revolution successful?</p> <ul style="list-style-type: none"> • What impact did the French Revolution have on world history? 	<p>spread rebellions and call for revolutions in France and the Americas.</p> <ul style="list-style-type: none"> • 10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states. 	<p>revolutionary movements, noting the roles of Toussaint L’Ouverture and Simon Bolivar. (10.2c)</p> <ul style="list-style-type: none"> ➤ Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires. (10.2d) 	
<p>Text Resources:</p> <ul style="list-style-type: none"> 10.2 a Chapter 10, Introducing Absolutism, the Enlightenment, and Revolution, 450-460 10.2 a Chapter 10, The Scientific Revolution, 475-480 10.2 a/b Chapter 10, The Enlightenment, 487-498 10.2 c Chapter 10, The American Revolution, 499-501 10.2 c Chapter 10, The French Revolution, 503-508, 515-520 10.2 c Chapter 14, Nation Building in Latin America, 547-550 10.2 d Chapter 14, Unification of Germany and Italy, 540-541 <p>Additional Resources:</p> <ul style="list-style-type: none"> 10.2 a ABC-Clio Ideas of the Enlightenment 10.2 b ABC-Clio Mary Wollstonecraft ABC-Clio Catherine the Great 10.2 c SHEG Beyond the Bubble Louis XVI, Beyond the Bubble Tennis Court Oath, Reading Like a Historian Reign of Terror ABC- Clio Causes of Latin American Revolution ABC- Clio, Beyond the Bubble Haitian Revolution, Beyond the Bubble Haitian Constitution ABC-Clio Napoleon Bonaparte Empire 10.2 d ABC-Clio Unification of Italy ABC- Clio German Unification <p>New Visions Unit 10.2 Resources</p>			

<p>10 WEEK - UNIT 3</p> <p>CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION</p> <p>(4 Weeks)</p>		<p>Unit Description:</p> <p>10.3 - Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)</p>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • How did the Agrarian Revolution change Great Britain? • What ideas and technological innovations fueled the Industrial Revolution? • Why did different countries industrialize at a different rate? • How did the Industrial 	<ul style="list-style-type: none"> • 10.3 a -Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale. • 10.3 b - Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects. • 10.3 c - Shifts in population from rural to urban areas led to social changes in class structure, family 	<ul style="list-style-type: none"> ➤ Students will examine the agricultural revolution in Great Britain. (10.3a) ➤ Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. (10.3b) ➤ Students will examine the economic theory presented in <i>The Wealth of Nations</i>. (10.3b) ➤ Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization. (10.3b) ➤ Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them. (10.3c) 	<p>New Visions:</p> <ul style="list-style-type: none"> • 10.3 Closer: Vocabulary and Content Synthesis - Google Docs • 10.3 Enduring Issues Check-In - Google Docs • 10.3 End of Unit Assessment -Global II Exam Aligned Teacher Materials - Google Docs <p style="background-color: yellow;">Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Agriculture: Sustainable v. Industrial

<p>Revolution change society?</p>	<p>structure, and the daily lives of people.</p> <ul style="list-style-type: none"> • 10.3 d - Social and political reform, as well as new ideologies, developed in response to industrial growth. 	<ul style="list-style-type: none"> ➤ Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society. (10.3d) ➤ Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution. (10.3d) 	
<p>Text Resources: 10.3 a Chapter 15, British Agricultural Revolution, 562-563 10.3 b Chapter 15, The Industrial Revolution and Mass Society, 556-580 Chapter 15, Reviewing the Industrial Revolution and Mass Society, 595-596 10.3 c Chapter 15, The Rise of Modern Japan, 585-588 10.3 d Chapter 15, Irish Potato Famine, 567</p> <p>Additional Resources: 10.3 a ABC-Clio Agricultural Revolution 10.3 b SHEG Factory Life 10.3 b ABC-Clio Factory System ABC-Clio Teacher Access: 10.3 c ABC- Clio Meiji Restoration 10.3 d ABC- Clio Irish Potato Famine, 10.3 d ABC- Clio Push- Pull Factors of Immigration, 10.3 d ABC-Clio Marxism</p> <p>New Visions Unit 10.3 Resources</p>			

20 WEEK - UNIT 4		Unit Description:	
IMPERIALISM (4 Weeks)		10.4 - Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • Why and how did industrialized states colonize others? • How did imperialism affect people and societies? • How did the colonized react to imperial power? • How did imperialism impact international relations? • How did Western influence affect the political, 	<ul style="list-style-type: none"> • 10.4 a- European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. • 10.4 b - Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. • 10.4 c - International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on 	<ul style="list-style-type: none"> ➤ Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.(10.4a) ➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China. (10.4a) ➤ Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). (10.4b) ➤ Students will investigate how Japan reacted to the threat of Western imperialism in Asia. (10.4b) ➤ Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the 	<p>New Visions:</p> <ul style="list-style-type: none"> • Unit Closer • Enduring Issues Check-In • End of Unit Assessment -Global II Exam Aligned-Multiple Choice Teacher Materials <p style="background-color: #ffffcc;">Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • ABC-Clio The Berlin Conference

economic and social structure of China?	political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).	changes and continuities of ethnic groups and regions, African states, and European claims. (10.4c)	
<p>Text Resources: Chapter 16, Imperialism, 600-644 10.4.a 600-630, 638-640 10.4 b 631-636 10.4 c 641-642</p> <p>Additional Resources: 10.4 a ABC-Clio Belgium and the Congo Free State 10.4 b SHEG Sepoy Rebellion, 10.4 b SHEG Battle of Adwa,</p> <p>ABC-Clio <u>Teacher Access:</u> 10.4 b ABC-Clio Modern Japan The Role of Matthew Perry 10.4 c ABC-Clio Map of Africa 1905, ABC-Clio Berlin Conference</p> <p>New Visions Unit 10.4 Resources</p>			

<p>20 WEEK - UNIT 5</p> <p>UNRESOLVED GLOBAL CONFLICT (1914–1945)</p> <p>(6 Weeks)</p>	<p>Unit Description:</p> <p>10.5 - World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)</p>		
<p>ESSENTIAL QUESTIONS</p>	<p>COMMON CORE & NCSS STANDARDS</p>	<p>CONTENT</p>	<p>STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS</p>
<ul style="list-style-type: none"> • How does cooperation and competition between nations impact the international community and the lives of individuals in the countries involved? • What were the historical causes and key events of World War I and World War II? • What impact did technological developments have on World War I and World War II? • What are the social, economic, and political consequences of World War I and World War II? 	<ul style="list-style-type: none"> • 10.5 a International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars. • 10.5 b Technological developments increased the extent of damage and casualties in both World War I and World War II. • 10.5 c The devastation of the world wars and use 	<ul style="list-style-type: none"> ➤ Students will compare and contrast long- and short-term causes and effects of World War I and World War II. (10.5a) ➤ Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation. (10.5b) ➤ Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations. (10.5c) ➤ Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin. (10.5d) ➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. (10.5d) 	<p>New Visions:</p> <ul style="list-style-type: none"> • Closer • Enduring Issues Check-In • End of Unit Assessment -Global II Exam Aligned-Multiple Choice Teacher Materials <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Ukraine’s Holodomor – Famine or Stalinist Genocide?

<ul style="list-style-type: none"> • Can peace come from war? • What effects did nationalism and ideology have during the interwar years? • What do the human atrocities of the first half of the 20th century tell us about humanity, nationalism, war, and power? • What are the long-term and short-term causes of the Russian Revolution? • What are the effects of the Russian Revolution on society and government? 	<p>of total war led people to explore ways to prevent future world wars.</p> <ul style="list-style-type: none"> • 10.5 d Nationalism and ideology played a significant role in shaping the period between the world wars. • 10.5 e Human atrocities and mass murders occurred in this time period. 	<ul style="list-style-type: none"> ➤ Students will examine the role of nationalism and militarism in Japan. (10.5d) ➤ Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators. (10.5d) ➤ Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust. (10.5e) 	
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<p>Text Resources:</p> <p>10.5 a Chapter 17, World War I and its Aftermath, 648, 651-654 Chapter 18, World War II, 709-715</p> <p>10.5 b Chapter 17, World War I and its Aftermath, 658-659 Chapter 18 The Homefront, 722-726</p> <p>10.5 c Chapter 17, World War I and its Aftermath, 660 Chapter 17, Consequences of WWI, 671-685 Chapter 17, The Rise of Totalitarianism 687-692</p> <p>10.5 d Chapter 17, The Russian Revolution, 667-670 Chapter 17, The Great Depression, 681-686</p> <p>10.5 e Chapter 17, The Armenian Genocide, 661-665 Chapter 18, The Holocaust, 727-730</p> <p>Additional Resources: 10.5 a ABC-Clio Causes of World War I</p>
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**ABC-Clio Teacher
Access**

10.5 a ABC-Clio [The War to End All Wars](#)
10.5 a SHEG [Nazi Propaganda](#),
10.5 b ABC-Clio [Technology of World War I](#),
10.5 b SHEG [Battle of the Somme](#),
10.5 b [SHEG Armistice](#),
10.5 b SHEG Beyond the Bubble [Dome Hospital](#),
10.5 b ABC-Clio [Dropping the Bomb on Hiroshima & Nagasaki](#),
10.5 c ABC-Clio [Treaty of Versailles](#),
10.5 c SHEG Beyond the Bubble [The League of Nations](#)
10.5 d ABC-Clio [Rise of Fascism in Europe](#),
10.5 d SHEG Beyond the Bubble [Appeasement at Munich](#)
10.5 e ABC- Clio [Holocaust](#)

New Visions [Unit 10.5 Resources](#)

<p>30 WEEK - UNIT 6</p> <p>UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR)</p> <p>(4 Weeks)</p>		<p>Unit Description:</p> <p>10.6 - The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)</p>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • How does cooperation and competition between nations impact the international community and the lives of individuals in the countries involved? • What caused the Cold War? • What were the motivations of the Soviet Union and the United States during the Cold War? 	<ul style="list-style-type: none"> • 10.6 a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. • 10.6 b The Cold War was a period of confrontations and 	<ul style="list-style-type: none"> ➤ Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO). (10.6a) ➤ Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. (10.6b) ➤ Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. (10.6b) ➤ Students will examine the reasons countries such as Egypt and India chose nonalignment. (10.6b) ➤ Students will explore the era of détente from both American and Soviet perspectives. (10.6b) 	<p>New Visions:</p> <ul style="list-style-type: none"> • 10.6 Enduring Issues Check-In - Google Docs • 10.6 End of Unit Assessment -Global II Exam Aligned- Teacher Materials - Google Docs <p style="background-color: yellow;">Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Birth of the USSR

<ul style="list-style-type: none"> • What impact did the Cold War have on the United States, the Soviet Union, their allies, and non-aligned nations? • Why did the Soviet Union collapse? 	<p>attempts at peaceful coexistence.</p> <ul style="list-style-type: none"> • 10.6 c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact. 	<ul style="list-style-type: none"> ➤ Students will investigate the political reforms of glasnost and economic reforms of perestroika. (10.6c) ➤ Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world. (10.6c) 	
<p>Text Resources: 10.6 a Chapter 18, World War II, 731-736, 740-741 Chapter 20, The Cold War, 801-803 10.6 b Chapter 20, The Cold War, 794-804 Chapter 20, Cold War Conflicts 817-822 10.6 c Chapter 20, The End of the Cold War, 827-836</p> <p>Additional Resources: 10.6 a SHEG Berlin Airlift 10.6 a ABC-Clio Yalta Conference, Potsdam Conference,</p> <p>ABC-Clio Teacher Access: 10.6 a SHEG The Cold War 10.6 a ABC-Clio The Beginning of the Cold War 10.6 b ABC-Clio Cold War Timeline, 10.6 b ABC-Clio Vietnam War, 10.6 b SHEG Vietnam War 10.6 b ABC-Clio Expansion of Soviet Influence, 10.6 b ABC-Clio Korean War, 10.6 b SHEG The Cold War, Berlin Wall 10.6 b SHEG The Korean War, 10.6 b ABC-Clio The Space Race 10.6 c ABC-Clio Role of Mikhail Gorbachev</p> <p>New Visions : Unresolved Global Conflict (1945-1991) New Visions - Social Studies</p>			

<p>30 WEEK - UNIT 7</p> <p>DECOLONIZATION AND NATIONALISM (1900–2000)</p> <p>(4 Weeks)</p>	<p>Unit Description:</p> <p>10.7 - Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)</p>		
<p>ESSENTIAL QUESTIONS</p>	<p>COMMON CORE & NCSS STANDARDS</p>	<p>CONTENT</p>	<p>STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS</p>
<ul style="list-style-type: none"> • Can peace come from war? • What effects did nationalism and ideology have during the interwar years? • What do the human atrocities of the first half of the 20th century tell us about humanity, nationalism, war, and power? • 4. What were the major social, economic and 	<ul style="list-style-type: none"> • 10.7 a Independence movements in India and Indochina developed in response to European control. • 10.7 b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful. • 10.7 c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. • 10.7 d Nationalism in China influenced the removal of the imperial regime, led to 	<ul style="list-style-type: none"> ➤ Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. (10.7a) ➤ Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders. (10.7a) ➤ Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya. (10.7b) ➤ Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. (10.7c) ➤ Students will examine the creation of the State of Israel and the Arab-Israeli conflict. (10.7c) 	<p>New Visions:</p> <ul style="list-style-type: none"> • Enduring Issues Check-In • End of Unit Assessment -Global II Exam Aligned-Teacher Materials <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Islam and Cultural Identity in Europe (scroll to lesson) • Islamic Majorities and Minorities

<p>political trends of the post-Cold War?</p>	<p>numerous conflicts, and resulted in the formation of the communist People's Republic of China.</p>	<ul style="list-style-type: none"> ➤ Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist-run People's Republic of China and a nationalist-run Taiwan. (10.7d) ➤ Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies. (10.7d) 	
<p>Text Resources: 10.7 a Chapter 16, Imperialism, 617-620 10.7 b Chapter 16, Imperialism, 612-616 Chapter 19, Independence and New Challenges, 771-775 10.7 c Chapter 19, Independence and New Challenges, 760-761 10.7 d Chapter 20, The Cold War, 805-810</p> <p>Additional Resources: 10.7 a SHEG Partition of India, 10.7 a ABC Clio Ho Chi Minh, 10.7 a ABC-Clio Mohandas Gandhi ABC-Clio Teacher Access: 10.7 b ABC-Clio Kenya Independence, 10.7 b ABC- Clio Ghana Independence, 10.7 b ABC-Clio Algeria Independence 10.7 c ABC-Clio Zionism, ABC-Clio Arab Israeli Conflict 10.7 d SHEG China's Cultural Revolution, 10.7 d SHEG Beyond the Bubble US China Relations, 10.7 d ABC-Clio Mao Zedong, 10.7 d ABC-Clio Economic Rise of China</p> <p>New Visions: Decolonization and Nationalism New Visions - Social Studies</p>			

<p style="text-align: center;">40 WEEK - UNIT 8</p> <p>TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION</p> <p style="text-align: center;">(4 Weeks)</p>		<p>Unit Description:</p> <p>10.8 - Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context. (Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)</p>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How did political, economic, and social issues influence the world in the 21st century? How has modernization impacted underdeveloped nations? 	<p>10.8 a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.</p> <p>10.8 b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.</p>	<ul style="list-style-type: none"> Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea). (10.8a) Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs. (10.8b) Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic). (10.8b) 	<p>New Visions:</p> <ul style="list-style-type: none"> 10.8 End of Unit Assessment - Global II Exam Aligned-Teacher Materials - Google Docs <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> Latin American Immigration in Editorial Cartoons

Text Resources: 10.8 a Chapter 21, The Post-Cold War World, 865-870
10.8 b Chapter 19, Independence and New Challenges, 750-759

Additional Resources: 10.8 a ABC-Clio [Rise of China](#),
10.8 a ABC-Clio [Ghana Resolution on Imperialism](#),

ABC-Clio Teacher Access: 10.8 a ABC-Clio [Independence of African Nations](#)
10.8 b ABC-Clio [Kemal Ataturk](#),
10.8 b ABC-Clio [Pahlavi](#),
10.8 b ABC-Clio [Ayatollah Khomeini](#),
10.8 b SHEG [Iranian Revolution](#)

[Tensions Between Cultural Traditions and Modernization | New Visions - Social Studies](#)

<p>40 WEEK - UNIT 9</p> <p>GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT)</p> <p>(2 Weeks)</p>	<p>Unit Description:</p> <p>10.9 - Technological changes have resulted in a more interconnected world, affecting economic and political cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have affected the environment. (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • How does globalization impact institutions, nations, international relations, and the lives of individuals? • How do global challenges differ between developed and underdeveloped nations? 	<ul style="list-style-type: none"> • 10.9 a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance. • 10.9 b Globalization is contentious, supported by some and criticized by others. • 10.9 c Population pressures, 	<ul style="list-style-type: none"> ➤ Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology. (10.9a) ➤ Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS). (10.9a) ➤ Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: <ul style="list-style-type: none"> ○ free market, export-oriented economies vs. localized, sustainable activities ○ development of a mixed economy in China and China’s role in the global economy ○ multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries) ○ roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions 	<p>New Visions:</p> <ul style="list-style-type: none"> • 10.9 End of Unit Assessment -Global II Exam Aligned-Teacher Materials - Google Docs <p>Seal Of Civic Readiness: Civic Knowledge</p> <ul style="list-style-type: none"> • Food Crisis in Africa • India's Rise in the Global Economy • Geoengineering: Can Techno Fixes Save Us From Climate Change?

<ul style="list-style-type: none"> • How have technological innovations impacted modern society? • How has globalization affect nations around the world? • How have political and social challenges exacerbated environmental challenges? 	<p>industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.</p> <ul style="list-style-type: none"> • 10.9 d Globalization has created new possibilities for international cooperation and for international conflict. 	<ul style="list-style-type: none"> ○ economic growth and economic downturns (e.g., recession, depression) on a national and a global scale ○ economic development and inequality (e.g., access to water, food, education, health care, energy) ○ migration and labor ○ ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture) <ul style="list-style-type: none"> ➤ Students will examine how the world’s population is growing exponentially for numerous reasons and how it is not evenly distributed. (10.9c) ➤ Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications). (10.9a) ➤ Students will examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization. (10.9a) ➤ Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. (10.9d) ➤ Students will investigate one organization and one international action that sought to provide solutions to 	
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		<p>environmental issues, including the Kyoto Protocol. (10.9d)</p> <p>➤ Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001. (10.9d)</p>	
<p>Text Resources: 10.9 a Chapter 21, The Post-Cold War World, 842-849 10.9 b Chapter 21, The Post-Cold War World, 865-869 10.9 c Chapter 21, The Post-Cold War World 869-880 10.9 d Chapter 21, The Post-Cold War World, 845-889</p> <p>Additional Resources: 10.9 a ABC-Clio AIDS 10.9 b ABC-Clio World Trade Organization, 10.9 b ABC-Clio Global Challenges of the 21st Century, ABC-Clio <u>Teacher</u> Access: 10.9 b ABC-Clio World Bank 10.9 c ABC-Clio Green Revolution 10.9 d ABC-Clio September 11th Attacks,</p> <p>New Visions: Globalization and the Changing Environment New Visions - Social Studies</p>			

<p>40 WEEK - UNIT 10</p> <p>HUMAN RIGHTS VIOLATIONS</p> <p>(4 Weeks)</p>		<p>Unit Description:</p> <p>10.10a - Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>	
<p>ESSENTIAL QUESTIONS</p>	<p>COMMON CORE & NCSS STANDARDS</p>	<p>CONTENT</p>	<p>STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS</p>
<ul style="list-style-type: none"> • How have people's human rights been violated in the 20th century ? • How have individuals, nations, and the international 	<ul style="list-style-type: none"> • 10.10 a Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups. • 10.10 b Governments, groups, and individuals have responded in various ways to the human 	<ul style="list-style-type: none"> ➤ Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights. (10.10a) ➤ Students will examine the articles contained in the UN Universal Declaration of Human Rights. (10.10a) ➤ Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. (10.10b) ➤ Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence. (10.10b) ➤ Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights. (10.10c) 	<p>New Visions:</p> <ul style="list-style-type: none"> • 10.10 End of Unit Assessment -Global II Exam Aligned-Teacher Materials - Google Docs <p>Seal of Civic Readiness: Civic Knowledge:</p>

<p>community responded to human rights violations?</p>	<p>atrocities committed in the 20th and 21st centuries.</p> <ul style="list-style-type: none"> 10.10 c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights. 	<ul style="list-style-type: none"> ➤ Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights. (10.10c) ➤ Students will examine the policy of apartheid in South Africa and the growth of the anti- apartheid movements, exploring Nelson Mandela’s role in these movements and in the post-apartheid period. (10.10c) ➤ Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo. (10.10c) 	<ul style="list-style-type: none"> • Slavery in the 21st Century: What Can We Do? • Fighting Back Against Religious Intolerance
<p>Text Resources: 10.10 a Chapter 19, Independence and New Challenges, 741-742 10.10 b Chapter 22, Contemporary Issues, 901-904 10.10 c Chapter 19, Independence and New Challenges, 748-774 Chapter 22, Contemporary Issues, 842-893</p> <p>Additional Resources: 10.10 a ABC-Clio United Nations, 10.10 a ABC-Clio Nuremberg Trial, 10.10 a ABC-Clio Universal Declaration of Human Rights</p> <p>ABC-Clio Teacher Access: 10.10 b 10.10 c ABC-Clio Bosnian & Rwandan Genocides, 10.10 c ABC-Clio Apartheid</p> <p>New Visions: Human Rights Violations New Visions - Social Studies</p>			