# Grade 9/10 Social Studies: Global History and Geography

<table>
<thead>
<tr>
<th>NYS Learning/ Core Standards</th>
<th>Content (What needs to be taught?)</th>
<th>Curriculum Materials Used</th>
<th>(All) Assessments Used (Daily/Weekly/Benchmarks)</th>
<th>Literacy Skills demonstrated</th>
<th>Time Line</th>
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</thead>
</table>
| 1,2                         | **Methodology of Global History and Geography**<br>A. History<br>1. Skills of historical analysis<br>a. Investigate differing and competing interpretations of historical theories—multiple perspectives<br>b. Hypothesize about why interpretations change over time<br>c. Explain the importance of historical evidence<br>2. Understand the concepts of change and continuity over time<br>3. The connections and interactions of people across time and space<br>4. Time frames and periodization<br>5. Roles and contributions of individuals and groups<br>6. Oral histories<br>B. Geography<br>1. Elements of geography<br>a. Human geography<br>b. Physical geography<br>c. Political geography<br>d. Migration<br>  
|                            |                                    | Textbook                  | W1: Write arguments focused on discipline-specific content. W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. | Throughout the course: |
| 4                          | C. Economics<br>1. Major economic concepts (scarcity, supply/demand, | | | | |

*All tests are constructed from NYS Regents questions.
| 5 | opportunity costs, production, resources)  
2. Economic decision making  
3. The interdependence of economics and economic systems throughout the world  
4. Applying critical thinking skills in making informed and well-reasoned economic decisions |  
D. Political science  
1. The purposes of government  
2. Political systems around the world  
3. Political concepts of power, authority, governance, and law  
4. Rights and responsibilities of citizenship across time and space  
5. Critical thinking skills  
a. Probing ideas and assumptions  
b. Posing and answering analytical questions  
c. Assuming a skeptical attitude toward questionable political statements  
d. Evaluating evidence and forming rational conclusions  
e. Developing participatory skills |  
Throughout the course |
<table>
<thead>
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<tbody>
<tr>
<td>2,3,4</td>
<td>Unit One: Ancient World- Civilizations and Religions (4000BC- 500AD)</td>
<td></td>
</tr>
</tbody>
</table>
A. Early peoples  
1. Human and physical geography  
2. Hunters and gatherers—nomadic groups  
3. Relationship to the environment  
4. Migration of early human populations  
a. Out of Africa  
b. Other theories  
5. Early government  
a. Purposes  
b. Decision making  
c. Move toward more complex government systems  
B. Neolithic Revolution and early river civilizations  
1. Compare and contrast (Mesopotamia, Egypt, the Indus Valley, and Yellow River civilizations)  
a. Human and physical geography of early river civilizations |  
Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents  
Skulls  
Non-Fiction Literature  
"Engineering an Empire" video series |  
Homework  
Quizzes  
Tests*  
Essay  
Web quest  
R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  
R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. |  
September/October |
b. Traditional economies
c. Political systems
d. Social structures and urbanization
e. Contributions
1) Writing systems
2) Belief systems
3) Early technology—irrigation, tools, weapons
4) Architecture
5) Legal systems—Code of Hammurabi
2. Identify demographic patterns of early civilizations and movement of people—Bantu migration (500 BC-1500 AD)
   a. Human and physical geography
   b. Causes of migration
   c. Impact on other areas of Africa

C. Classical civilizations
1. Chinese civilization
   a. Human and physical geography
   b. Chinese contributions (engineering, tools, writing, silk, bronzes, government system)
   c. Dynastic cycles
   d. Mandate of Heaven
2. Greek civilization
   a. Human and physical geography
   b. The rise of city-states—Athens/Sparta
   c. Contributions: art, architecture, philosophy, science—Plato, Socrates, Aristotle
   d. Growth of democracy in Athens versus the Spartan political system
   e. Alexander the Great and Hellenistic culture—cultural diffusion
3. Roman Republic
   a. Human and physical geography
   b. Contributions—law (Twelve Tables), architecture, literature, roads, bridges
4. Indian (Maurya) Empire
   a. Human and physical geography (monsoons)
   b. Contributions—government system
5. Rise of agrarian civilizations in Mesoamerica—Mayan (200 BC - 900 AD)
   a. Human and physical geography
   b. Contributions (mathematics, astronomy, science,
### Unit Two: Expanding Zones of Exchange and Global Interaction

| 2,3,4 | arts, architecture, and technology)  
c. Role of maize  
d. Religion  
6. The status and role of women in classical civilizations  
7. The growth of global trade routes in classical civilizations  
a. Phoenician trade routes  
b. Silk Road  
c. Maritime and overland trade routes  
1) Linking Africa and Eurasia  
2) Linking China, Korea, and Japan  

D. The rise and fall of great empires  
1. Han Dynasty  
a. Human and physical geography  
b. Factors leading to growth  
c. Contributions  
d. Causes of decline  
e. Role of migrating nomadic groups from  
a. Human and physical geography  
b. Factors leading to growth (engineering, empire building, trade)  
c. Contributions  
d. Causes of decline  
e. Role of migrating nomadic groups from Central Asia  

E. The emergence and spread of belief systems  
1. Place of origin and major beliefs  
a. Animism—African  
b. Hinduism  
c. Buddhism  
d. Chinese philosophies (Confucianism, Daoism)  
e. Judaism  
f. Christianity  
g. Islam  
h. Legalism  
i. Shintoism  
j. Jainism  
2. Expansion of Christianity, Islam, Confucianism, and Buddhism  

| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents  "Foldables" book on religion  

| Homework  
Quizzes  
Tests*  
Essay/DBQ  
W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
W8: Draw evidence from informational texts to support analysis, reflection, and research.  

| Homework  

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November/December
<table>
<thead>
<tr>
<th>Encounter (500-1200)</th>
<th>Textbook</th>
<th>Map packet</th>
<th>Power Points</th>
<th>Lecture notes</th>
<th>Primary source documents</th>
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<tbody>
<tr>
<td>2,3</td>
<td>A. Gupta Empire (320-550 AD)</td>
<td>Textbook</td>
<td>Map packet</td>
<td>Power Points</td>
<td>Lecture notes</td>
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<tr>
<td>2,3</td>
<td>1. Human and physical geography</td>
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<td>2,3</td>
<td>2. Artistic, scientific, and mathematical contributions</td>
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<td>2,3</td>
<td>3. Ties to Hinduism</td>
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<td>2,3</td>
<td>4. Organizational structure</td>
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<td>2,3,4,5</td>
<td>B. Tang and Song Dynasty (618-1126 AD)</td>
<td>Textbook</td>
<td>Map packet</td>
<td>Power Points</td>
<td>Lecture notes</td>
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<tr>
<td>2,3</td>
<td>1. Human and physical geography</td>
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<td>2,3</td>
<td>2. Contributions</td>
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<td>2,3</td>
<td>3. Chinese influence on Korea and Japan</td>
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<td>2,3</td>
<td>4. Cultural flowering</td>
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<td>2,3,4,5</td>
<td>5. Growth of commerce and trade</td>
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<td>2,3,4,5</td>
<td>C. Byzantine Empire (330-1453 AD)</td>
<td>Textbook</td>
<td>Map packet</td>
<td>Power Points</td>
<td>Lecture notes</td>
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<tr>
<td>2,3,4,5</td>
<td>1. Human and physical geography</td>
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<tr>
<td>2,3,4,5</td>
<td>2. Achievements (law—Justinian Code, engineering, art, and commerce)</td>
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<td>2,3,4,5</td>
<td>3. The Orthodox Christian Church</td>
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<td>2,3,4,5</td>
<td>4. Political structure and Justinian Code</td>
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<td>2,3,4,5</td>
<td>5. Role in preserving and transmitting Greek and Roman cultures</td>
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<td>2,3,4,5</td>
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<td>2,3</td>
<td>D. Early Russia</td>
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<td>3. Kiev</td>
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<td>2,3</td>
<td>4. Russian Orthodox Church</td>
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<td>2,3</td>
<td>E. The spread of Islam to Europe, Asia, and Africa</td>
<td>Textbook</td>
<td>Map packet</td>
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<tr>
<td>2,3</td>
<td>1. Human and physical geography</td>
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<td>3. The development of Islamic law and its impact</td>
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<td>4. Social class: women and slavery in Muslim society</td>
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<td>5. Position of “people of the book”</td>
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<td>6. The golden age of Islam</td>
<td>Textbook</td>
<td>Map packet</td>
<td>Power Points</td>
<td>Lecture notes</td>
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<tr>
<td>2</td>
<td>a. Contributions to mathematics, science, medicine, art, architecture, and literature</td>
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<td>b. Role in preserving Greek and Roman culture</td>
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<td>c. Islamic Spain</td>
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<td>7. Trade</td>
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<td>Quizzes</td>
<td>Tests*</td>
<td>Essay/DBQ</td>
<td>Common Midterm (MC and DBQ)</td>
<td>R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</td>
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<td>Essay/DBQ</td>
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<td>Quizzes</td>
<td>Tests*</td>
<td>Essay/DBQ</td>
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</tbody>
</table>
| 2,3,4,5 | F. Medieval Europe (500-1400)  
1. Human and physical geography  
2. Frankish Empire—Charlemagne  
3. Manorialism  
4. Feudalism  
an. Social hierarchy and stratification  
b. Role of men and women  
5. Spiritual and secular role of the Church  
6. Monastic centers of learning  
7. Anti-Semitism  
8. Art and architecture  

G. Crusades  
1. Causes  
2. Impacts on Southwest Asia, Byzantium, and Europe  
3. Perspectives  
4. Key individuals—Urban II, Saladin, and Richard the Lion-Hearted |
| --- | --- |
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents |
| Homework  
Quizzes  
Tests*  
Essay/DBQ  
W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
R9: Compare and contrast treatments of the same topic in several primary sources.  
R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  
R9: Compare and contrast treatments of the same topic in several primary sources.  
March |

**Unit Three: Global Interactions (1200-1650)**

| 1,2,3,4,5 | A. Early Japanese history and feudalism  
1. Human and physical geography  
2. Early traditions (Shintoism)  
3. Ties with China and Korea: cultural diffusion, Buddhism, and Confucianism  
4. Tokugawa Shogunate  
5. Social hierarchy and stratification  
6. Comparison to European feudalism  
7. Zen Buddhism |
| 2,3,4,5 | B. The rise and fall of the Mongols and their impact on Eurasia  
1. Human and physical geography  
2. Origins—Central Asian nomadic tribes  
3. The Yuan Dynasty: a foreign non-Chinese dynasty  
4. Extent of empire under Genghis Khan and Kublai Khan  
5. Impact on Central Asia, China, Korea, Europe, India, Southwest Asia  
6. Impact on the rise of Moscow |
<table>
<thead>
<tr>
<th>2,3,4</th>
<th>7. Interaction with the West and global trade, Pax Mongolia (e.g., Marco Polo) 8. Causes of decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3,4</td>
<td>E. Social, economic, and political impacts of the plague on Eurasia and Africa</td>
</tr>
<tr>
<td>2,3,4,5</td>
<td>F. Renaissance and humanism 1. Human and physical geography 2. Shift in worldview—otherworldly to secular 3. Greco-Roman revival (interest in humanism) 4. Art and architecture(e.g., da Vinci and Michelangelo) 5. Literature (e.g., Dante, Cervantes, Shakespeare) 6. Political science (e.g., Machiavelli) 7. New scientific and technological innovations (Gutenberg's moveable type printing press, cartography, naval engineering, and navigational and nautical devices)</td>
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</table>

Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents  
Homework  
Quizzes  
Tests*  
Essay/DBQ  
March  

Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents  
Homework  
Quizzes  
30 Week Test  
Tests*  
Essay/DBQ  
WB: Draw evidence from informational texts to support analysis, reflection, and research.  
March
| 2 | G. Reformation and Counter Reformation  
1. Human and physical geography  
2. Martin Luther’s *Ninety-Five Theses*: the challenge to the power and authority of the Roman Catholic Church  
3. Anti-Semitic laws and policies  
4. Henry VIII and the English Reformation  
5. Calvin and other reformers  
6. Counter Reformation (Ignatius Loyola, Council of Trent)  
7. Roles of men and women within the Christian churches  
8. Religious wars in Europe: causes and impacts  
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents | Homework  
Quizzes  
Tests*  
Essay/DBQ  
R9: Compare and contrast treatments of the same topic in several primary sources.  
R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.  
April |
| 5 | H. The rise and impact of European nation-states/decline of feudalism. Case studies: England—Elizabeth I; France—Joan of Arc  
a. Forces moving toward centralization  
b. Role of nationalism  
| Unit Four: The First Global Age (1450-1770) |  
1. Human and physical geography  
2. Restoration of Chinese rule, Chinese world vision  
3. The impact of China on East Asia and Southeast Asia  
4. China’s relationship with the West  
5. Contributions  
6. Expansion of trade (Zheng He, 1405-1433)  
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents | Homework  
Quizzes  
Tests*  
Essay/DBQ  
R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  
April |
| 2,3,4 | B. The impact of the Ottoman Empire on the Middle East and Europe  
1. Human and physical geography  
2. Contributions  
3. Suleiman I (the Magnificent, the Lawgiver)  
4. Disruption of established trade routes and European search for new ones  
5. Limits of Ottoman Europe  
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents | Homework  
Quizzes  
Tests*  
Essay/DBQ  
April |
| 5 | C. Spain and Portugal on the eve of the encounter  
1. Human and physical geography  
2. Reconquista under Ferdinand and Isabella  
3. Expulsion of Moors and Jews  
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents | Homework  
Quizzes  
Tests*  
Essay/DBQ  
April |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
<th>Resources</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 2,3,4,5 | 4. Exploration and overseas expansion  
   a. Columbus  
   b. Magellan circumnavigates the globe | Textbook, Map packet, Power Points, Lecture notes, Primary source documents | Homework, Quizzes, Tests*, Essay/DBQ, R9: Compare and contrast treatments of the same topic in several primary sources. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. |
| 2 | D. The rise of Mesoamerican empires: Aztec and Incan empires before 1500  
   1. Human and physical geography  
   2. Organizational structure  
   3. Contributions  
   4. Trade | Textbook, Map packet, Power Points, Lecture notes, Primary source documents | Homework, Quizzes, Tests*, Essay/DBQ, R9: Compare and contrast treatments of the same topic in several primary sources. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. |
| 5 | E. The encounter between Europeans and the peoples of Africa, the Americas, and Asia. Case study: The Columbian exchange  
   1. Human and physical geography  
   2. European competition for colonies in the Americas, Africa, East Asia, and Southeast Asia—The "old imperialism"  
   3. Global demographic shifts  
   Case study: The triangular trade and slavery  
   4. The extent of European expansionism  
   5. European mercantilism  
   6. Spanish colonialism and the introduction of the Encomienda system to Latin America  
   7. Dutch colonization in East Asia (Japan and Indonesia)  
   8. Exchange of food and disease | Textbook, Map packet, Power Points, Lecture notes, Primary source documents | Homework, Quizzes, Tests*, Essay/DBQ, R9: Compare and contrast treatments of the same topic in several primary sources. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. |
| 2,5 | F. Political ideologies: global absolutism  
   1. Human and physical geography  
   2. Thomas Hobbes, *The Leviathan*  
   3. Jacques-Benigne Bossuet: Absolutism and Divine right theory  
| 5 | G. The response to absolutism: The rise of parliamentary democracy in England  
   1. Background—Magna Carta  
   2. Divine Right of Monarchy—Stuart rule  
   3. Puritan Revolution—Oliver Cromwell  

Chenango Valley HS/MS  
Social Studies Department  
3/10/2014
### Unit Five: An Age of Revolution (1750-1914)

1. **A. The Scientific Revolution**
   1. The development of scientific methods
   2. The work of Copernicus, Galileo, Newton, and Descartes

2. **B. The Enlightenment in Europe**
   1. The writings of Locke, Voltaire, Rousseau, and Montesquieu
   2. The impact of the Enlightenment on nationalism and democracy
   3. The enlightened despots—Maria Theresa and Catherine the Great

3. **C. Political revolutions**
   1. Human and physical geography of revolutions
   2. American Revolution
      a. Impact of the Enlightenment on the American Revolution
      b. Impact of the American Revolution on other revolutions
   3. French Revolution
      a. Causes
      b. Key individuals (Robespierre and Louis XVI)
      c. Impact on France and other nations
      d. Rise to power of Napoleon and his impact (Napoleonic Code)
   4. Independence movements in Latin America. Case studies: Simon Bolívar, Toussaint L'Ouverture, José de San Martín
      a. Causes
      b. Impacts

4. **D. The reaction against revolutionary ideas**
   1. Human and physical geography
   2. Balance of power politics and the Congress of Vienna (Klemens von Metternich)
   3. Revolutions of 1848
   4. Russian absolutism: reforms and expansion
      a. Impact of the French Revolution and Napoleon

| Textbook |
| Map packet |
| Power Points |
| Lecture notes |
| Primary source documents |

### Assessments

- **June**
  - Essay/DBQ
  - Tests*
  - R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
  - R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.
  - R10: By the end of grade 10, read and comprehend history/social studies texts in 9-10 complexity band independently and proficiently.
  - W8: Draw evidence from informational texts to support analysis, reflection, and research.

- **September**
  - Homework
  - Quizzes
  - Tests*
  - Essay/DBQ
  - R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.

- **September**
  - Homework
  - Quizzes
  - Tests*
  - Essay/DBQ
| 2,3,4,5 | b. 19th-century Russian serfdom  
c. Expansion of Russia into Siberia  

E. Latin America: The failure of democracy and the search for stability  
1. Human and physical geography  
2. Roles of social classes: land-holding elite, creoles, mestizos, native peoples, and slaves  
3. Roles of the Church and military  
4. Role of cash crop economies in a global market  
5. The Mexican Revolution (1910-1930)  
   a. Cause and effect  
   b. Roles of Porfirio Diaz, Francisco "Pancho" Villa, and Emiliano Zapata  
c. Economic and social nationalism  

F. Global nationalism  
1. Human and physical geography  
2. Role in political revolutions  
3. Force for unity and self-determination  
   a. Unification of Italy and Germany (Camillo Cavour, Otto von Bismarck)  
   b. Asian and Middle Eastern nationalism  
      1) India (Indian National Congress, Moslem League)  
      2) Turkey—Young Turks  
4. Zionism  
5. Force leading to conflicts  
   a. Balkans before World War I  
   b. Ottoman Empire as the pawn of European powers  

G. Economic and social revolutions  
1. Human and physical geography  
2. Agrarian revolution  
3. The British Industrial Revolution  
   a. Capitalism and a market economy  
   b. Factory system  
   c. Shift from mercantilism to laissez-faire economics—Adam Smith, *The Wealth of Nations*  
   d. Changes in social classes  
   e. Changing roles of men, women, and children  
   f. Urbanization  
   g. Responses to industrialization  
   1) Utopian reform — Robert Owen  

| Textbook  
| Map packet  
| Power Points  
| Lecture notes  
| Primary source documents  

| R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.  

| Homework  
| Quizzes  
| Essay/DBQ  
| R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.  

| R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.  
| R10: By the end of grade 10,  

| October  

| October/November  

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<table>
<thead>
<tr>
<th>2,3,4,5</th>
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</table>
| 2) Legislative reform  
3) Role of unions  
4) Karl Marx and Friedrich Engels and command economies  
5) Sadler Report and reform legislation  
6) Parliamentary reforms—expansion of suffrage  
7) Writers (Dickens and Zola)  
8) Global migrations (19th century)  
9) Writings of Thomas Malthus (Essay on the Principles of Population)  
3. Mass starvation in Ireland (1845-1850)  
a. Growth of Irish nationalism  
b. Global migration |
| H. Imperialism  
2. Spatial characteristics—“new imperialism”  
3. British in India  
a. British East India Company  
b. Sepoy Mutiny  
4. British, French, Belgians, and Germans in Africa  
a. Scramble for Africa  
b. The Congress of Berlin  
c. African resistance—Zulu Empire  
d. Boer War  
e. Cecil Rhodes  
f. 19th-century anti-slave trade legislation  
5. European spheres of influence in China  
a. Opium Wars (1839-1842 and 1858-1860) and the Treaty of Nanjing  
1) Unequal treaties  
2) Extraterritoriality  
b. Boxer Rebellion  
c. Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910-1911)  
6. Multiple perspectives toward imperialism  
a. Immediate/long-term changes made under European rule  
b. Long-term effects in Europe and the rest of the world |
| Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents |
| read and comprehend history/social studies texts in 9-10 complexity band independently and proficiently.  

draft |
| 10 Week Test  
Homework  
Quizzes  
Tests*  
Essay/DBQ  
R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.  
R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  
R10: By the end of grade 10, read and comprehend history/social studies texts in 9-10 complexity band independently and proficiently.  

November/December |
### I. Japan and the Meiji restoration
1. Human and physical geography
   - a. Commodore Matthew Perry
2. The opening of Japan
   - b. Impact upon Japan of Treaty of Kanagawa
3. Modernization, industrialization
4. Japan as an imperialist power
   - a. First Sino-Japanese War (1894-1895)
   - b. Russo-Japanese War
   - c. Annexation of Korea
   - d. Dependence on world market

### Unit Six: A Half Century of Crisis and Achievement (1900-1945)

#### A. World War I
1. Europe: the physical setting
2. Causes
3. Impacts
4. Effects of scientific/technological advances on warfare
5. Armenian Massacre
6. Collapse of the Ottoman Empire
7. The war as reflected in literature, art, and propaganda

#### B. Revolution and change in Russia— causes and impacts
1. Czar Nicholas II
2. The Revolution of 1905
3. March Revolution and provisional government
4. Bolshevik Revolution
5. V.I. Lenin’s rule in Russia
6. Stalin and the rise of a modern totalitarian state: industrialization, command economy, collectivization
7. Russification of ethnic republics
8. Forced famine in Ukraine
9. Reign of Terror

#### C. Between the wars
1. Human and physical geography
2. Treaty of Versailles and the League of Nations
3. Modernization and westernization of a secular
**Unit Seven: The 20th Century Since 1945**

**D. World War II—causes and impact**
1. Human and physical geography
2. The Nazi and Japanese states
3. Key individuals—Hitler, Mussolini, Stalin, Churchill, and Roosevelt
4. Key events—Dunkirk, the Blitz, DDay, Hitler’s second front, the war in the Pacific
5. The Nazi Holocaust: the extermination of Jews, Poles, other Slavs, Gypsies, disabled, and others
6. Resistance
7. Japan’s role—Nanjing, Bataan, Pearl Harbor
8. War in China—Long March
9. Impacts of technology on total war
10. Hiroshima and Nagasaka
11. War crime trials
12. Global spatial arrangements—post-World War II world

**Unit Seven: The 20th Century Since 1945**

**A. Cold War balance of power**
1. Human and physical geography
2. The world in 1945: physical setting
3. United States occupation of Germany and Japan
   a. The adoption of democratic systems of government
   b. Economic rebuilding of Germany and Japan
4. Emergence of the superpowers

**Lecture notes**
**Primary source documents**
**English Department materials:** Holocaust films, *Night*

**R7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.**

**February/March**
| 1,2,3,4,5 | 5. Political climate of the Cold War  
| | a. Marshall Plan  
| | b. Truman Doctrine  
| | c. Berlin airlift and a divided Germany  
| | d. North Atlantic Treaty Organization (NATO)/Warsaw Pact—expanding membership and role of NATO  
| | e. Hungarian Revolt  
| | f. Soviet invasion of Czechoslovakia  
| | g. Nuclear weapons and space  
| | h. Surrogate superpower rivalries. Case studies: (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala)  
| | i. Role of nonaligned nations  
| 6. Korean War  
| | a. United States role in the division of Korea  
| | b. Comparison of Korea and Germany  
| | c. Conduct of the war  
| B. Role of the United Nations  
| | 1. Peace keeping  
| | 2. Social and economic programs  
| | 3. Contemporary social conditions  
| C. Economic issues in the Cold War and Post-Cold War era  
| | 1. Human and physical geography  
| | 2. A comparison of market versus command economies (Western Europe versus Soviet Union)  
| | 3. Economic recovery in Europe and Japan  
| | a. Western Germany becomes a major economic power  
| | b. European economic community/Common Market/Common Market/  
| | European Union—steps toward European integration  
| | c. Japan becomes an economic superpower  
| | 5. Pacific Rim economies/economic crisis  
| 2,3,4,5 | D. Chinese Communist Revolution  
| | 1. Human and physical geography  
| | 2. Communist rise to power (1936-1949), Jiang Jieshi  

Textbook  
Map packet  
Power Points  
Lecture notes  
Primary source documents  

Homework  
Quizzes  
Tests*  
Essay/DBQ  
R6: Compare the point of view of two or more authors for how they treat the same or similar topics, including the details they include and emphasize in their accounts.  

March
### 3. Communism under Mao Zedong
- **Great Leap Forward**
- The Cultural Revolution and the Red Guard

### 4. Communism under Deng Xiaoping
- Economic reforms—Four Modernizations
  1. Limited privatization
  2. Dismantling of Communes
  3. Introduction of "responsibility system"
  4. Foreign investment
- Fifth modernization—democracy
  1. April/May 1989
  2. Tiananmen Square

### 5. Return of Hong Kong—July 1, 1997

### 6. The social system in communist China versus dynastic China

### E. Collapse of European imperialism
1. Human and physical geography
2. India—independence and partition
   - Political system
   - Muslim/Hindu conflicts
   - Status of the caste system
   - Roles of Mohandas Gandhi and Jawaharlal Nehru
   - Nonalignment
   - Kashmir and Punjab
3. African independence movements and Pan Africanism
   - Changing political boundaries in Africa (Nigeria, Ghana, and Kenya)
   - Roles of Jomo Kenyatta and Kwame Nkrumah
   - Continuance of economic linkages with former colonial powers
   - Ethnic tensions versus nationalism: Nigeria and civil war
   - Apartheid—policy of racial separation and segregation
     1) Historical circumstances
     2) African National Congress
     3) Leadership—Nelson Mandela, Desmond Tutu, F. W. de Klerk
     - Political and economic instability—Congo (Zaire) or any other examples

### April
- Textbook
- Map packet
- Power Points
- Lecture notes
- Primary source documents
- 30 Week Test
- Homework
- Quizzes
- Tests*
- Essay/DBQ
- R9: Compare and contrast treatments of the same topic in several primary and secondary sources.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>1,2,3,4,5</td>
<td>g. Ethnic tensions: Rwanda—Hutu-Tutsi</td>
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<tr>
<td>4</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>1</td>
<td>a. Vietnam/Ho Chi Minh</td>
</tr>
<tr>
<td>2</td>
<td>b. Cambodia/Pol Pot/Khmer Rouge</td>
</tr>
<tr>
<td>3</td>
<td>c. Aung San Suu Kyi—Myanmar</td>
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<tr>
<td>2</td>
<td>F. Conflicts and change in the Middle East</td>
</tr>
<tr>
<td>1</td>
<td>1. Human and physical geography</td>
</tr>
<tr>
<td>2</td>
<td>a. The creation of the State of Israel, Arab Palestinians, and Israel's Arab neighbors</td>
</tr>
<tr>
<td>3</td>
<td>3. Roles of individuals—Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin, Palestine Liberation Organization (PLO)</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>a. Arab-Israeli wars</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>b. Peace treaties</td>
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<td>4</td>
<td>4. Role of terrorism</td>
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<td>5</td>
<td>5. Turkey and Iraq—Kurds</td>
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<tr>
<td>6</td>
<td>6. Migration of Jews from Europe, the United States, the Soviet Union, and Africa</td>
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<tr>
<td>7</td>
<td>7. The Iranian Revolution</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>a. Causes and impact</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>b. Ayatollah Ruhollah Khomeini versus Reza Pahlavi</td>
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<tr>
<td>8</td>
<td>8. Persian Gulf War—Saddam Hussein</td>
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<tr>
<td>9</td>
<td>9. Islamic fundamentalism (Iran, Libya, Afghanistan, Algeria, Turkey)</td>
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<tr>
<th>Chapter</th>
<th>Content</th>
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<tbody>
<tr>
<td>1,2,3,4,5</td>
<td>G. Collapse of communism and the breakup of the Soviet Union</td>
</tr>
<tr>
<td>1</td>
<td>1. Human and physical geography</td>
</tr>
<tr>
<td>2</td>
<td>2. Background events, 1970 to 1987</td>
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<tr>
<td>3</td>
<td>3. Poland’s Solidarity and Lech Walesa</td>
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<td>4</td>
<td>4. Mikhail Gorbachev (perestroika and glasnost)</td>
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<tr>
<td>5</td>
<td>5. Fall of the Berlin Wall and the reunification of Germany—causes and impacts</td>
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<tr>
<td>6</td>
<td>6. Ethnic conflict in former satellite states, e.g., Kosovo, Bosnia</td>
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<td>4</td>
<td>7. Changing political boundaries</td>
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<tr>
<td>8</td>
<td>8. Challenges faced by post-communist Russia—the world of Boris Yeltsin</td>
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<tr>
<td>5</td>
<td>H. Political and economic change in Latin America</td>
</tr>
<tr>
<td>1</td>
<td>1. Latin America: physical setting</td>
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<tr>
<td>2</td>
<td>2. Argentina</td>
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<thead>
<tr>
<th>Assignment</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Homework</td>
<td>Textbook Map packet Power Points Lecture notes Primary source documents</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Tests*</td>
</tr>
<tr>
<td>Tests*</td>
<td>Essay/DBQ</td>
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<tr>
<td>April</td>
<td>April/May</td>
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### Unit Eight: Global Connections and Interactions

<table>
<thead>
<tr>
<th>1,2,3</th>
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<tbody>
<tr>
<td>a. Peron</td>
<td>b. The Mothers of the Plaza De Maya</td>
</tr>
<tr>
<td>5. Guatemala and the indigenous peoples</td>
<td>6. Changing role of the Roman Catholic Church in Latin America</td>
</tr>
<tr>
<td>7. Latin American immigration to the United States</td>
<td>8. Return of the Panama Canal</td>
</tr>
</tbody>
</table>

#### A. Social and political patterns and change

1. Human and physical geography
2. Population pressures and poverty (China, India, Africa, and Latin America)
   a. One-child policy—China
   b. Family planning—India
   c. Mother Theresa
   d. Cycles of poverty and disease
3. Migration
   a. Urbanization
4. Modernization/tradition—finding a balance
   a. Japan
   b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)
   c. African
   d. Latin America
5. Scientific and technological advances
   a. Treatment of infectious diseases
   b. Improved standard of living
6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)
7. Status of women and children
   a. Economic issues, e.g., child labor
   b. Social issues, e.g., abuse and access to education
   c. Political issues, e.g., participation in the political process

#### Homework
Quizzes  
Tests*  
Essay/DBQ

#### R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
| 2,4,5 | 8. Ethnic and religious tensions: an analysis of multiple perspectives  
   a. Northern Ireland  
   b. Balkans: Serbs, Croats, and Muslims  
   c. Sikhs and Tamils  
   d. Indonesian Christians  
   e. China—Tibet  
   f. Indonesia—East Timor |
| 1,2,4 | B. Economic issues  
   1. North/South dichotomy: issues of development (post-colonialism)  
      a. Africa  
      b. Latin America  
   2. Korea's economic miracle  
   3. Economic interdependence  
   4. World hunger |
| 1,2,3,4,5 | C. The environment and sustainability  
   1. Pollution—air, water, toxic waste (Europe)  
   2. Deforestation (Amazon Basin)  
   3. Desertification (Sahel)  
   4. Nuclear safety (Chernobyl)  
   5. Endangered species (Africa) |
| 1,2,3,4,5 | D. Science and technology  
   1. Information age/Computer Revolution/Internet  
   2. Impact of satellites  
   3. Green Revolution  
   4. Space exploration  
   5. Literacy and education  
   6. Medical breakthroughs—disease control/life expectancy/genetics  
   7. Epidemics—AIDS  
   8. Nuclear proliferation |
| 2,4 | Textbook  
   Map packet  
   Power Points  
   Lecture notes  
   Primary source documents |
| | Homework  
   Quizzes  
   Tests*  
   Essay/DBQ  
   R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.  
   W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  
   June |