

Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment *Please note; all assessments are based on the regents exam skills and the NYS Social Studies Framework*
<p>10.1 THE WORLD in 1750: 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)</p>	<p>The World in 1750</p>	<p>Compare and contrast how different empires throughout the world ruled and maintained power (focusing on; the Ottoman Empire, Mughal Empire, and the Tokugawa Shogunate).</p>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Essential questions, multiple choice quiz.</p>
<p>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political,</p>	<p>Enlightenment, the French and Latin American Revolutions and rise of nationalism in Italy and Germany.</p>	<ul style="list-style-type: none"> <li>● Enlightenment philosophes (Locke, Montesquieu, and Rosseau)</li> <li>● Enlightenment ideals (ex: natural rights)</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

<p>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>		<ul style="list-style-type: none"> <li>● Explain the impact the Enlightenment has on revolutions around the world (this unit focuses on the causes/effects of the French Revolution).</li> </ul>	<p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	
<p>10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: 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>	<p>The Industrial Revolution in Great Britain.</p>	<ul style="list-style-type: none"> <li>● Causes and effects of the Industrial Revolution</li> <li>● Agricultural Revolution</li> <li>● Impact of “new” technological developments.</li> <li>● Social &amp; economic changes of the Industrial Revolution (with a focus on workers’ rights).</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.  <i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

<p>10.4 IMPERIALISM: 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)</p>	<p>Imperialism</p>	<ul style="list-style-type: none"> <li>● Historical circumstances of imperialism.</li> <li>● Definition of imperialism.</li> <li>● Impact of imperialism (focusing on; Indochina, South Africa, India, and China).</li> <li>● Resistance to imperialism.</li> <li>● Perspectives of imperialism.</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>
<p>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): 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>World War 1, Russian Revolution, and World War 2</p>	<ul style="list-style-type: none"> <li>● Historical circumstances of World War 1 (militarism, alliances, imperialism, and nationalism)</li> <li>● Geographic context of World War 1</li> <li>● Advancements in Technology</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

		<ul style="list-style-type: none"><li>● Effects of the Treaty of Versailles</li><li>● Between the wars: Russian/Bolshevik Revolution and rise of communism dictatorship (Lenin and Stalin)</li><li>● Rise of dictators and fascism in Europe (Mussolini and Hitler)</li><li>● Rise of militarism in Japan</li><li>● Historical circumstances of World War 2</li><li>● Holocaust</li><li>● Major events in World War 2</li><li>● Effects of World War 2 (failures of the League of Nations and failures of appeasement)</li></ul>		
--	--	--	--	--

<p>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): 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>	<p>The Cold War</p>	<ul style="list-style-type: none"> <li>● Historical circumstances of the Cold War.</li> <li>● Geographic context of communist and democratic nations in Europe.</li> <li>● Terms; containment, Iron Curtain, satellite nations, NATO, Warsaw Pact.</li> <li>● Events; Berlin Wall, Berlin Blockade, Berlin Airlift, Korean War, Cuban Missile Crisis, Vietnam War, Afghanistan.</li> <li>● Treaties/policies; nonalignment, non-proliferation of nuclear weapons, SALT</li> <li>● Perspectives of the Cold War (focus on Soviets vs. United States)</li> <li>● Effects of the Cold War</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>
--	---------------------	---	--	---

<p>10.7 DECOLONIZATION AND NATIONALISM (1900–2000): 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>Rise of nationalism and independence movements.</p>	<ul style="list-style-type: none"> <li>● Review imperialism &amp; the idea of self determination</li> <li>● India (Gandhi, civil disobedience, passive resistance, Partition in India)</li> <li>● Communism in China (Mao Zedong - Deng Xiaoping)</li> <li>● Independence in South Africa (Nelson Mandela &amp; Apartheid)</li> <li>● Nationalism in the Middle East (Turkey, Zionism, establishment of Israel, Arab-Israeli conflict, Israel and Palestine)</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>
<p>10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.</p>	<p>Contemporary Issues</p>	<ul style="list-style-type: none"> <li>● Life in a traditional society vs. modern society</li> <li>● Positives vs. Negatives</li> <li>● Globalization</li> <li>● Industrialization &amp; Urbanization</li> <li>● Ataturk in Turkey - modernize and westernize</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.</p> <p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i></p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

<p>(Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)</p>		<ul style="list-style-type: none"> <li>● Religion, Education, Women, Language, Economy</li> <li>● Iran - Pahlavis and Ayatollahs</li> <li>● Iranian Revolution</li> <li>● Technology</li> <li>● Communication &amp; Transportation</li> <li>● Access to Information - Internet</li> <li>● Rise of Social Media - revolutions in the Middle East</li> <li>● Global Terrorism</li> <li>● Taliban, al-Qaeda, nuclear weapons, ISIS</li> <li>● 2001 - War on Terrorism</li> </ul>	<p>(regents review book that all students will receive at the end of the year)</p>	
<p>10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to</p>	<p>The Impact of Globalization</p>	<ul style="list-style-type: none"> <li>● Technology in an interconnected world.</li> <li>● Disease response (ex; HIV/AIDS)</li> <li>● World organizations (ex: OPEC, World Trade Organization, etc.)</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.  <i>Mastering the Grade 10 Curriculum: Analyzing</i></p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

<p>conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment. (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)</p>		<ul style="list-style-type: none"> <li>● Migration and labor</li> <li>● Environmental concerns (ex: Green Revolution, desertification, deforestation, etc.)</li> <li>● Weapons of Mass Destruction &amp; Terrorism (ex: North Korea, nuclear poliferation, etc.)</li> </ul>	<p><i>Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	
<p>10.10 HUMAN RIGHTS VIOLATIONS: 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>Human Rights Violations throughout history (this is also an enduring issue from the class list)</p>	<ul style="list-style-type: none"> <li>● Review United Nations and Universal Declaration of Human Rights</li> <li>● Examples of organizations (International Court of Justice, Amnesty International, Children’s Defense Fund, etc.)</li> <li>● Define genocide (review Holocaust, look at Cambodia, Rwanda, Darfur)</li> <li>● Women in the human rights struggle</li> </ul>	<p>Maps, presentations, guided notes, graphic organizers, documents, various videos on YouTube, New Visions &amp; WSKG resources and materials.  <i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i> (regents review book that all students will receive at the end of the year)</p>	<p>Bell ringers, extended bell ringers, essential questions, constructed response questions with documents, multiple choice quiz/test, enduring issues essay (this is subject to change).</p>

	<p>Regents Review</p>	<ul style="list-style-type: none"> <li>● Multiple choice questions with documents</li> <li>● Enduring Issues review (conflict, power, human rights violations, impact of geography, impact of nationalism, impact of innovations, and impact of globalization)</li> <li>● Constructed response questions (primary and secondary sources)</li> <li>● Historical thinking skills (source reliability, historical circumstances, geographic context, perspective, bias, point of view, etc.)</li> </ul>	<p><i>Mastering the Grade 10 Curriculum: Analyzing Evidence Based Data</i>                  (regents review book that all students will receive at the end of the year)</p> <p>Previous regents exams.</p>	<p>Previous regents exams.</p>
--	-----------------------	--	--	--------------------------------