

**New Paltz Central School District**  
**Social Studies**  
**Global History and Geography 10**

Time	Essential Questions	Skills	Assessments
September	<p><b><u>Unit 1: The Enlightenment and Scientific Revolution</u></b></p> <ul style="list-style-type: none"> <li>• How did the Enlightenment and Scientific Revolution thinkers challenge the old ideas about power and authority?</li> <li>• What was the legacy of the Enlightenment and the Scientific Revolution?</li> <li>• How did the ideas of the Enlightenment contribute to the English Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple sources</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• DBE – Scientific Revolution (Galileo, Copernicus, Descartes)</li> <li>• Thematic essay—How did the Scientific revolution and Enlightenment challenge traditional assumptions about power and authority?</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>

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October	<p><b><u>Unit 2: The French Revolution, American and Latin American Revolutions, and Nationalism</u></b></p> <ul style="list-style-type: none"> <li>• How were conditions in France conducive to revolution?</li> <li>• Why is the French Revolution considered such a significant event in world history?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Develop and use timelines</li> <li>• Defend a position</li> <li>• Role play</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple sources</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Determine cause and effect relationships</li> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• DBE – Causes of the French Revolution</li> <li>• Thematic essay—fluence of Enlightenment ideas on political revolutions</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>

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November	<p><b><u>Unit 3: The Industrial Revolution</u></b></p> <ul style="list-style-type: none"> <li>• Why did industrialization begin in Great Britain?</li> <li>• Why do many historians consider the industrial revolution the most significant even in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple sources</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• DBE- Causes and effects of the Industrial Revolution</li> <li>• Thematic essay – Which revolution was more significant, the French or the Industrial?</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>

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December	<p><b><u>Unit 4: The Age of Imperialism</u></b></p> <ul style="list-style-type: none"> <li>• What is the relationship between industrialization, nationalism, and imperialism?</li> <li>• What were the positive and negative effects of imperialism worldwide?</li> <li>• Why are there differing perspectives about imperialism?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple sources</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic essay – What were the causes and effects of imperialism?</li> <li>• DBE</li> <li>• Student projects</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>

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January	<p><b><u>Unit 5: World War I and the Russian Revolution</u></b></p> <ul style="list-style-type: none"> <li>• Why is World War I considered “The Great War” by historians?</li> <li>• Why is the Russian Revolution considered a significant turning point in history?</li> <li>• How did the Treaty of Versailles lay the foundation for World War II?</li> <li>• What was the relationship between World War I and the Russian Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources (e.g., The war as reflected in literature, art, and propaganda)</li> <li>• Recognize perspective and bias in primary sources</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Distinguish between fact and opinion</li> <li>• Interpret timelines</li> <li>• Interpret political cartoons</li> <li>• Determine adequacy and/or relevancy of information</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Create and publish multimedia (clip art, sound, animations, Web authoring, word processing and layout programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Document based essay – Causes of World War I</li> <li>• Thematic essays – <ul style="list-style-type: none"> <li>○ Science and technology – World War I technology</li> <li>○ Turning points – Russian Revolution</li> <li>○ Conflict-World War I, Russian Revolution</li> <li>○ Human Rights – Armenian Massacre</li> <li>○ Nationalism</li> <li>○ Important individuals – Archduke Franz Ferdinand, Vladimir Lenin, Otto von Bismarck</li> </ul> </li> <li>• Unit test</li> <li>• Common Midterm Exam (includes all of 9th grade and half of 10th grade)</li> <li>• Quizzes</li> </ul>

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February	<p><b><u>Unit 6: In Between the Wars</u></b></p> <ul style="list-style-type: none"> <li>• Why was Fascism appealing to citizens following World War II?</li> <li>• How did Stalin transform the Soviet Union?</li> <li>• How did the Meiji Restoration transform Japan?</li> <li>• What was the role of nationalism around the world during the “in between the wars” time period?</li> <li>• How did nationalism and religious fundamentalism shape developments in the former Ottoman Empire during the period after World War I?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Interpret timelines</li> <li>• Interpret political cartoons</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author’s claim.</li> <li>• Recognize perspective and bias in primary sources</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Distinguish between fact and opinion</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> <li>• Create and publish multimedia (clipart, video, sound, animations, Web authoring, word processing and layout programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Document based essay – Political Systems</li> <li>• Thematic essays – <ul style="list-style-type: none"> <li>○ Industrialization – Meiji Japan</li> <li>○ Imperialism – Japanese and German expansion</li> <li>○ Nationalism – Turkey, India, Middle East, China, Zionism</li> <li>○ Important individuals – see key people</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>

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March	<p><b><u>Unit 7: World War II</u></b></p> <ul style="list-style-type: none"> <li>• Why was World War II considered an effect of World War I?</li> <li>• What role did geography play in World War II?</li> <li>• Why didn't appeasement work?</li> <li>• Why was the League of Nations unsuccessful in stopping a second world war?</li> <li>• What were the immediate effects of World War II?</li> <li>• Was the use of atomic weapons necessary?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources (e.g., The war as reflected in literature, art, and propaganda)</li> <li>• Recognize perspective and bias in primary sources</li> <li>• Demonstrate an understanding through the use of technology about how the relationship among social, economic, and governmental systems affects change</li> <li>• Analyze problems and evaluate the decisions made by individuals and groups involved</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Organize items chronologically</li> <li>• Distinguish between fact and opinion</li> <li>• Determine adequacy and/or relevancy of information</li> <li>• Create and publish multimedia (clipart, video, sound, animation, Web authority, word processing and layout programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Document Based Essay – Causes of World War II</li> <li>• Thematic essays – <ul style="list-style-type: none"> <li>○ Science and technology – World War II technology</li> <li>○ Conflict – World War II</li> <li>○ Geography – invasion of Soviet Union, Battle of Britain</li> <li>○ Conquest/Imperialism – German Conquest</li> <li>○ Human Rights – Holocaust, Rape of Nanjing</li> <li>○ Important Individuals – Hitler, Mussolini, Stalin, Churchill</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>

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April	<p><b><u>Unit 8: The Cold War/ Post World War II</u></b></p> <p><b><u>China and Japan</u></b></p> <ul style="list-style-type: none"> <li>• How has the world been affected by the Holocaust?</li> <li>• Why is the Cold War considered a “war”?</li> <li>• What was the global impact of the Cold War?</li> <li>• What were the effects of the civil war in China?</li> <li>• How did Mao Zedung impact China politically, economically, and socially?</li> <li>• How was Japan altered after its defeat in World War II?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Compare and contrast different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple primary and secondary sources</li> <li>• Analyze how cultural values and beliefs are presented and leveraged in different societies to influence buying decisions</li> <li>• Recognize perspective and bias in primary sources</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Organize items chronologically</li> <li>• Distinguish between fact and opinion</li> <li>• Analyze and interpret timelines</li> <li>• Analyze and interpret political cartoons</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Create and publish multimedia (clip art, video, sound, animation, Web authoring, word processing and layout programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Document Based Essay – Causes and Effects of the Cold War</li> <li>• Thematic Essays <ul style="list-style-type: none"> <li>○ Science and Technology – nuclear technology, space technology</li> <li>○ Conflict – Cold War, Korean War, Chinese Civil War</li> <li>○ Human Rights – Armenian Massacre</li> <li>○ Economic systems – capitalism and communism</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>

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April/May	<p><b><u>Unit 9: The Collapse of Imperialism and Nationalism and the Struggle For Democracy &amp; Stability</u></b></p> <ul style="list-style-type: none"> <li>• How have religious differences shaped political events on the Indian sub-continent since World War II?</li> <li>• What factors brought about the collapse of European imperialism after World War II?</li> <li>• What challenges remain in the newly independent nations?</li> <li>• Why is the Middle East so important to the world's global economy?</li> <li>• What role did nationalism play in the establishment of new nations and increased tensions in the Middle East since World War II?</li> <li>• Why was there increased support for the creation of a Jewish state in the 20<sup>th</sup> century?</li> <li>• Why is conflict in the Middle East so difficult to resolve?</li> <li>• How have societies and nations handled the conflict between traditional and modern values?</li> <li>• What struggles did Central Asia face in the 20<sup>th</sup> and 21<sup>st</sup> centuries?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Recognize perspective and bias in primary sources</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple primary and secondary sources</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Organize items chronologically</li> <li>• Analyze and interpret timelines</li> <li>• Analyze and interpret political cartoons</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Create and publish multimedia (clipart, video, sound, animation, Web authoring, word processing and layout programs)</li> <li>• Analyze how cultural values and beliefs are presented and leveraged in different societies to influence buying decisions</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Compare and contrast different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings</li> </ul>	<ul style="list-style-type: none"> <li>• Document Based Essay – Impact of imperialism on newly independent nations</li> <li>• Thematic essays <ul style="list-style-type: none"> <li>○ Human Rights/Genocides – Rwanda, Nigeria, Darfur, Cambodia, Untouchables in India, Kurds, Women in traditional societies</li> <li>○ Conflict – ethnic tensions, Pakistan/India, Israel/Palestine</li> <li>○ Belief systems – Hinduism and Islam and Judaism</li> <li>○ Science and Technology – nuclear weapons – Pakistan and India</li> <li>○ Geography – desertification, deforestation</li> <li>○ Nationalism-Zionism and PLO/Hamas</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>

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May	<p><b><u>Unit 10: Collapse and Impact of the Soviet Union/Changes in Communist Systems Around the World</u></b></p> <ul style="list-style-type: none"> <li>• What caused the collapse of the Soviet Union?</li> <li>• Why was the collapse of the Soviet Union a major turning point in world history?</li> <li>• How have ethnic diversity and nationalism continued to impact Eastern and Central Europe since the collapse of the Soviet Union?</li> <li>• How successful was Mao Zedong in meeting the needs of the Chinese people?</li> <li>• Why were the Communists under Deng Xiaoping willing to adopt elements of the West's market economies but not their concept of human rights?</li> <li>• What hope does democracy have in a post-Deng China?</li> <li>• How has Japan changed economically and politically since the end of World War II?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Organize items chronologically</li> <li>• Distinguish between fact and opinion</li> <li>• Analyze and interpret political cartoons</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Demonstrate an understanding through the use of technology about how the relationship among social, economic, and governmental systems affects change in a community over time</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Compare and contrast different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings</li> </ul>	<ul style="list-style-type: none"> <li>• Document Based Essay – Human Rights Issues – Eastern Europe and China</li> <li>• Thematic essays – <ul style="list-style-type: none"> <li>○ Conflict – ethnic and religious tensions – Eastern Europe</li> <li>○ Nationalism – Tibet and Eastern Europe</li> <li>○ Imperialism – impact in former Soviet satellites</li> <li>○ Human Rights – Bosnia, Tibet and China, Human Trafficking</li> <li>○ Economic Systems – communism under Mao and Deng</li> <li>○ Geography – Hong Kong, Japan</li> <li>○ Economic systems – cash crop economies/globalization</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>

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June	<p><b><u>Unit 11: Globalization/The Twenty First Century World</u></b></p> <ul style="list-style-type: none"> <li>• How have nations responded to issues caused by rising populations and poverty?</li> <li>• How have advances in technology since World War II caused an increase in global interaction and altered the standard of living of many?</li> <li>• Why is globalization viewed as positive by some and negative by others?</li> <li>• Has the Green Revolution been effective?</li> <li>• Has the United Nations been successful in maintaining peace throughout the world? Is the Declaration of Human rights a reality for all?</li> <li>• How have epidemics like AIDS affected the world?</li> <li>• How have different groups used terrorism and how have nations responded to terrorist attacks?</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear and coherent thematic and document-based essays, supporting thesis with well-chosen and relevant details and examples.</li> <li>• Analyze central ideas, series of events, perspective and historical context of primary and secondary sources</li> <li>• Analyze, interpret and integrate quantitative and qualitative analysis (maps, charts, graphs, etc.)</li> <li>• Compare and contrast points of view and treatments of the same subject in multiple primary and secondary sources</li> <li>• Determine the reliability of the source and the extent to which reasoning and evidence support the author's claim.</li> <li>• Demonstrate an understanding through the use of technology about how the relationship among social, economic, and governmental systems affects change in a community over time</li> <li>• Examine the interactions of ethnic, national, or cultural influences in specific situations or events</li> <li>• Compare and contrast different political systems (their ideologies, structure, institutions, processes, and political cultures), and identify representative political leaders from select historical &amp; contemporary settings</li> <li>• Create and publish multimedia (clip art, video, sound, animation, Web authoring, word processing and layout programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Documents Based Essay – Human Rights Issues</li> <li>• Thematic essays – <ul style="list-style-type: none"> <li>◦ Technology – Impact on Globalization, Nuclear Proliferation</li> <li>◦ Conflict – ethnic and religious tensions – Iraq</li> <li>◦ Nationalism – Northern Ireland, Iraq, Palestine</li> <li>◦ Imperialism – cultural imperialism</li> <li>◦ Human Rights – Bosnia, Tibet and China, Human Trafficking</li> <li>◦ Economic Systems – globalization</li> <li>◦ Environment/Geography – deforestation, desertification, global warming</li> </ul> </li> <li>• Unit test</li> <li>• Quizzes</li> </ul>