

Marlboro Central School District- Curriculum Maps

Subject: Social Studies (Semester 1- Review of Global History & Geography I & II)

Grade Level: 11-12 Course Title: World Problems

2015-2016

Title or Topics (Unit Organizing Idea)	Concepts (Understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Num. of weeks)
Data analysis of individual student achievement on multiple choice questions on last administration of Global History & Geography Regents	Major concepts covered on Global History & Geography Regents (social sciences, geography- impact & human interaction, early civilizations, migration of people and goods, belief systems, turning points, political and non-political revolutions, imperialism, nationalism, conflict, change, political systems, human rights violations and defense of human rights, globalization, current issues & affairs)	<ul style="list-style-type: none"> -Students will review concepts and topics related to multiple choice questions they did not earn credit for on the last administration of the Global History & Geography Regents -Note taking -Reading comprehension & annotation -Graphic organizer completion -Primary source analysis -Enhance map skills -Enhance basic skills (chart, graph, political cartoon interpretation) -Compare & contrast -Draw Conclusions 	Quiz on Regents multiple choice questions students did not earn credit for on the last administration of the Global History & Geography Regents	1 week
Global I - DEVELOPMENT OF CIVILIZATION -BELIEF SYSTEMS: RISE AND IMPACT - CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE - RISE OF TRANSREGIONAL TRADE NETWORKS POLITICAL POWERS AND ACHIEVEMENTS	<p>9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles. - Students will analyze the political, social and economic differences in human lives before and after the Neolithic Revolution. 9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. - Students will explore how the Mesopotamia, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter. 9.1c Complex societies and civilizations share common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy. -Students will explore the Mesopotamia, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics. 9.1d Complex societies and civilizations made unique cultural achievements and contributions. - Students will explore the unique achievements of the Mesopotamia, Shang, and Indus River valley civilizations</p> <p>9.2a Religions and belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. - Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism. 9.2b Religions and</p>	<ul style="list-style-type: none"> -Note taking -Reading comprehension & annotation -Graphic organizer completion -Primary source analysis -Enhance map skills -Enhance basic skills (chart, graph, political cartoon interpretation) -Compare & contrast -Draw Conclusions 	Quiz on Regents multiple choice questions related to topics	2 weeks

	<p>belief systems often were used to unify groups of people and affected social order and gender roles. -Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.</p> <p>9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions. Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting relative position and power within their regions. - Students will investigate how geographic factors encouraged or hindered expansion and interactions in Greece, Rome, and Mayan civilization. 9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. - Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power. 9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. -Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations should be designated as a Golden Age. 9.3d Political, socioeconomic, environmental, outside and nomadic invasions/conflicts led to the decline and fall of Classical empires. -Students will compare and contrast the forces that led to the fall of the Han Dynasty, Mayan civilization, and Roman Empire.</p> <p>9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water. -Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. 9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. - Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange. 9.4c Interregional travelers, traders, missionaries, and nomads carried products, natural resources, enslaved people, and ideas that led to cultural diffusion. -Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. - Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. - Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. -Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys. 9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.</p>			
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	<p>-Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire) and TransSaharan routes (Ghana and Mali). 9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe. - Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire during the Middle Ages. - Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200. 9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions. - Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions, and the areas they influenced. - Students will compare and contrast the empirebuilding processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions. 9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge and often led to cultural diffusion. - Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. -Students will examine how Japan incorporated elements of Chinese culture (e.g., Buddhism, language, poetry, art). - Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).</p>			
<p>Global I- - SOCIAL and CULTURAL GROWTH AND CONFLICT - OTTOMANS AND MING PRE-1600 - AFRICA AND THE AMERICAS PRE-1600 - TRANSFORMATION OF WESTERN EUROPE AND RUSSIA INTERACTIONS AND DISRUPTIONS</p>	<p>9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. - Students will investigate the internal schisms of Islam (Sunni-Shia) and Christianity (Great Schism between Roman Catholic Christianity and Orthodox Christianity) and their impacts. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives, focusing on religious aspects of conflict. 9.6b Networks of exchange facilitated the spread of disease, which affected the social, cultural, economic, and demographic development of people. - Students will map the spread of the Black Death as it was carried westward from Asia to Africa and Europe and evaluate the impact of the Black Death on these regions 9.7a Three belief systems influenced numerous powerful states and empires across the Eastern Hemisphere. -Students will map the extent of the Christian, Muslim, and Neo-Confucian realms and compare the relative size and power of these realms ca. 1400. - Students will locate the extent of the Ottoman Empire and Ming Dynasty at the height of</p>	<p>-Note taking -Reading comprehension & annotation -Graphic organizer completion -Primary source analysis -Enhance map skills -Enhance basic skills (chart, graph, political cartoon interpretation) -Compare & contrast -Draw Conclusions</p>	<p>Quiz on Regents multiple choice questions related to topics</p>	<p>2 weeks</p>

	<p>their power. 9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization. -Students will compare and contrast the ethnic and religious compositions of the Ottomans and Ming. Students will examine settlement patterns, political structures, economic activities, and the social hierarchy within the Ottoman Empire and Ming Dynasty.</p> <p>9.7c The Ottoman Empire and Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and NeoConfucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. -Students will examine Ming interactions with European traders and Christian missionaries. - Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.</p> <p>9.8a Complex societies and civilizations continued to develop in Africa and the Americas. - Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Inca empires in the Americas using an Atlantic Ocean-centered map. - Students will examine the location and relative size of these political entities noting relative position and power (economic and political) within their regions. 9.8b The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This also influenced their economies and relationships with others. - Students will examine the adaptations made to the environment by the Aztecs and Incas. - Students will examine the relationships with others in the region considering warfare, tribute, and trade. - Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.</p> <p>9.8c Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. -Students will examine the role of nature and the traditional religious beliefs in the Americas and African animism during this period. - Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.</p> <p>9.8d Complex societies and civilizations made unique cultural achievements and contributions. -Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.</p> <p>9.9aThe Renaissance was influenced by the diffusion of technology and ideas particularly from Islamic caliphates. - Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science. - Students will explore shifts in the western European Medieval view of</p>			
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	<p>themselves and their world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. - Students will examine political ideas developed during the Renaissance including those of Machiavelli. 9.9b The Reformation challenged traditional religious authority which prompted a conservative response from religious and political leaders. - Students will explore the roles of key individuals of Reformation including Luther, Calvin, and Henry VIII. 9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. - Students will investigate Russian efforts to remove Mongol and Islamic influence and expand and transform their society. - Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great. 9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs. - Students will examine the Scientific Revolution including the influence of Galileo, Descartes, and Newton. 9.9e The Enlightenment challenged views of political authority and how power and authority</p> <p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p> <p>TRANSFORMATION OF WESTERN EUROPE AND RUSSIA 4-Weeks Global History I Gr. 9 2010 were conceptualized. -Students will investigate the Enlightenment by comparing and contrasting the ideas of Hobbes and Locke. - Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.</p> <p>9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. - Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. - Students will review major motivations for European interest in exploration and oceanic trade. 9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. - Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. - Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations. - Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic impacts on the Americas resulting from the Columbian exchange. 9.10c The collapse of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation and death. -Students will examine how the demand for labor, primarily for sugar cultivation and</p>			
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	<p>silver mining, influenced the growth of the trade of enslaved African peoples. - Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the</p>			
Global II-	<p>10.1a Powerful Eurasian states and empires faced and responded to challenges in the 1700s. Students will examine the development of the Mughal Empire and the development of Sikhism. Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity noting changes and continuities. Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate. 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. 10.1b Perceptions of outsiders and interactions with them varied across Eurasia. Students will compare and contrast the Tokugawa and Mughal response to outsiders with attention to the impact of those decisions. 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, Asante, Benin, and Dahomey ca. 1750. Students will compare the relative size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.</p> <p>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. Students will examine at least three Enlightenment thinkers including Locke, Montesquieu, and Rousseau and key ideas from their written works. 10.2b Individuals drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Students will examine evidence related to the preconditions of the French Revolution, and the course of the revolution, noting the roles of Robespierre and Napoleon. Students will examine the evidence related to the impact of the French Revolution on the development of the revolution in Haiti, and one revolution in Spanish-controlled territory. 10.2c Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements such as education and women's rights. Students will explore the influence of Enlightenment ideals on issues of gender and social justice by examining the ideas of Mary</p>	<ul style="list-style-type: none"> -Note taking -Reading comprehension & annotation -Graphic organizer completion -Primary source analysis -Enhance map skills -Enhance basic skills (chart, graph, political cartoon interpretation) -Compare & contrast -Draw Conclusions 	<p>Quiz on Regents multiple choice questions related to topics</p>	<p>2 weeks</p>

	<p>Wollstonecraft and Jean-Jacques Rousseau, noting the influence of their writings on the women's rights movement and abolition. 10.2d Nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.</p> <p>Students will investigate the role of nationalism in the unification of Italy and Germany and the role of Pan-Slavism as a nationalist movement in the Ottoman Empire and Austria-Hungary.</p> <p>10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale. Students will examine the agricultural revolution in Great Britain. 10.3b 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. Students will examine the economic theory of Adam Smith. Students will investigate economic practices that influenced the growth of industry. Students will examine changes and innovations in energy, technology, communication, and transportation that occurred during and enabled industrialization. Students will analyze the factors and conditions needed to industrialize and expand industrial production. 10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of men, women, and children. Students will investigate the social, political, and economic impacts of industrialization in Great Britain and Meiji Japan and compare and contrast them. 10.3d Social and political reform as well as new ideologies developed in response to industrial growth. Students will investigate suffrage, education, and labor reforms as well as ideologies intended to transform society such as Marxism. Students will examine the Irish potato famine within the context of the British agricultural revolution and the Industrial Revolution.</p> <p>10.4a 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. Students will explore imperialism from a variety of perspectives such as missionaries, indigenous people, merchants/business people, and government officials. 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</p>			
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	<p>, and spheres of influence in China. 10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion). Students will investigate how Japan reacted to the threat of Western Imperialism in Asia. 10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g. Berlin Conference). Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914 noting the changes and continuities of ethnic groups and regions, African states, and European claims.</p> <p>10.5a International competition fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances led to world wars. Students will compare and contrast long- and short-term causes and effects for World War I and World War II. 10.5b Developments in wartime technologies increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II noting the human and environmental devastation. 10.5c The devastation of the world wars led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace such as Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations. 10.5d Nationalism played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the emergence of Soviet nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the influence of the Great Depression on the rise of totalitarian dictators and determine the common characteristics of these dictators. 10.5e Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against either the Armenians or the Ukrainians, and the Holocaust.</p>			
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<p>Global II-</p>	<p>10.6a 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. 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., Truman Doctrine, Marshall Plan, Berlin Blockade, NATO). 10.6b The Cold War was a period of confrontations and attempts at Peaceful coexistence. Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. Students will examine reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Soviet perspectives. 10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact. Students will investigate the political and economic reforms of Mikhail Gorbachev. Students will examine the impact of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.</p> <p>10.7a Nationalism in India developed in reaction to direct British control under the crown. 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. 10.7b African nationalist movements gained strength as European states struggled economically after World War II European efforts to limit African nationalist movements through economic stimulation were often unsuccessful. Students will explore at least two African nationalist movements: Ghana, Algeria, Kenya. 10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. Students will examine the creation of the state of Israel, and the Arab-Israeli conflict. 10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China. Students will explore Chinese nationalism by examining the role of</p>	<ul style="list-style-type: none"> -Note taking -Reading comprehension & annotation -Graphic organizer completion -Primary source analysis -Enhance map skills -Enhance basic skills (chart, graph, political cartoon interpretation) -Compare & contrast -Draw Conclusions 	<p>Quiz on Regents multiple choice questions related to topics</p>	<p>2 weeks</p>
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	<p>warlords, nationalists, communists, and the world wars in the division of China into a communist-run People's Republic of China and a nationalist-run Taiwan. Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies</p> <p>10.8a Modernization is a change process. Cultures and countries experience and view modernization differently. From the Western perspective it is often viewed as a change from a rural, agrarian condition to a secular, urban, industrial condition. Some cultures and countries see it as a potential threat and others as a challenge that needs to be met. 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). 10.8b Tensions between modernization and traditional culture have led people to challenge institutions and authorities. 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 Pahlavi and the Ayatollahs. 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).</p> <p>10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections between people and places that have lessened the impact of time and distance. Students will explore how information is accessed and exchanged and how business is conducted in light of changing technology. 10.9b Globalization has created new possibilities for international cooperation and for international conflict. Students will examine the role of the UN, NATO, the European Union, NGOs, and efforts to build coalitions to promote international cooperation to address conflicts and issues. Students will also examine the extent to which these efforts were successful. 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 with a discussion of the events of September 11, 2001. 10.9c Globalization is a contentious issue supported by some and</p>			
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	<p>criticized by others. Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: free market export-oriented economies vs. localized sustainable activities multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries) roles of World Trade Organization, World Bank, International Monetary Fund vs. microfinance economic growth and economic downturns (e.g., recession, depression) on a national and a global scale economic development and inequity (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)</p> <p>10.10a Following the tragedy of the Holocaust, and during the time of the Nuremberg Trials and Tokyo Trials, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups. Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impact on the UN Universal Declaration of Human Rights. Students will examine the articles contained in the UN Universal Declaration of Human Rights. 10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries. Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. 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. Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic and in light of the principles and articles within the UN Universal Declaration of Human Rights. 10.10c Historical and contemporary violations of human rights can be evaluated using the principles and articles established within the UN Universal Declaration of Human Rights. Students will examine human rights violations in South Africa, Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will further examine and analyze responsibility and roles as bystanders and perpetrators in human rights violations in South Africa and Rwanda. 10.11a The world's population is growing exponentially for numerous reasons and is not evenly distributed. Students will examine world maps of population distribution and</p>			
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	<p>density in 1750, 1850, 1950, and the present, noting changes in size and location over time. Students will suggest reasons for population shifts by examining geographic features, industrialization, and technology. Students will examine three population pyramids, one showing rapid growth, one showing slow growth, and one showing zero or negative growth. Students will choose three different countries from three different regions of the world, noting differences in shape, ratio of males to females, and issues (e.g., population planning, longevity, availability of labor) that these countries face based on the shape of the population pyramid. 10.11b Population pressures increase demand on limited natural resources and the environment. Students will explore efforts to increase and intensify food production through agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications), and analyze costs and benefits of this form of agriculture. Students will explore shifts in diets (e.g., greater meat consumption) and how this impacts the environment. 10.11c Population pressures and human activities have strained the environment and depleted natural resources. These situations have prompted people, organizations and countries to draw attention to environmental issues and to seek solutions. Students will examine strains on the environment due to industrialization, urbanization, and population growth, threats to wildlife, and degradation of the physical environment (i.e., desertification and deforestation). Students will explore the viability of alternative sources of energy such as wind and solar power as well as analyze the costs and benefits of these energy sources. Students will investigate at least one individual, one organization, and one international action that sought to provide solutions to environmental issues including the Kyoto Protocol.</p>			
<p>Thematic & DBQ Essay Review</p>	<p>Themes for thematic essay review: rise and fall of civilizations, migration of people and goods, belief systems- rise & impact, turning points, political and non-political revolutions, imperialism, nationalism, conflict, change, political systems, individuals & impact on global history, human rights violations and defense of human rights, globalization, current issues & affairs, economic systems similarities & differences, geography- impact and human interaction</p>	<p>-Students will complete graphic organizers summarizing the theme and addressing the task(s) for thematic essays</p>	<p>Thematic Essays on major Themes & concepts</p>	<p>1 week</p>