

	CBL	Skills	Content	Essential Questions	Materials	Assessments
<p><b>Quarter One</b></p> <p>NYS Standards: 1, 2, 3, 4, 5</p>	Identity	<ul style="list-style-type: none"> <li>• Reading Strategies</li> <li>• Active Reading</li> <li>• Main Ideas</li> <li>• Sequencing, Summarizing, and Retelling.</li> <li>• Note-taking</li> <li>• Essential and Non-essential information</li> <li>• Map, Chart, and Graph Reading</li> <li>• Political Cartoon Skills</li> <li>• Inferential Thinking</li> <li>• Primary v. Secondary Sources</li> <li>• Thematic Essay skills</li> </ul>	<p><b>Unit 1: Ancient Civilizations</b></p> <p>Early People Neolithic Revolution Early River Civilizations Classical civilizations Rise &amp; fall of empires Belief systems</p>	<ol style="list-style-type: none"> <li>1. What impact does geography have on history?</li> <li>2. How do humans shape their environment?</li> <li>3. What does it mean to be civilized?</li> <li>4. What does the use of tools and technology tell us about a society?</li> <li>5. Do belief systems unite or divide?</li> <li>6. What causes a society to rise and fall?</li> <li>7. What have been the contributions of classical civilizations to the history of humankind?</li> <li>8. What are the effects of trade or interaction?</li> <li>9. Does art reflect society or does society influence art?</li> <li>10. How did the roles of men and women differ in society?</li> </ol>	<ul style="list-style-type: none"> <li>• <u>Florida Virtual</u> on the VLE platform</li> <li>• Various, multi-level social studies texts and read-alouds (picture books, articles, etc.)</li> <li>• Video Excerpts</li> <li>• Primary Source Documents</li> <li>• Virtual Museums: British Museum</li> <li>• Teacher-created rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Assignments</li> <li>• Regents level Multiple choice, tests/quizzes</li> <li>• Thematic Essay exams</li> <li>• Gallery Walks</li> <li>• Teacher created Global 1 Baseline Exam</li> </ul>
<p><b>Quarter Two</b></p> <p>NYS Standards: 2, 3, 4, 5</p>	Responsibility	<ul style="list-style-type: none"> <li>• Reading Strategies</li> <li>• Main Ideas</li> <li>• Document Based Question skills</li> <li>• Essential and non-essential information</li> <li>• Inferential thinking</li> <li>• Writing Strategies</li> <li>• Thematic essay writing</li> </ul>	<p><b>Unit 2: Expanding Zones of Exchange and Encounter</b></p> <p>Gupta Empire Tang &amp; Song Dynasties Byzantine Empire Early Russia Spread of Islam Medieval Europe Bubonic Plague Crusades</p> <p><b>Unit 3: Global Interactions</b></p> <p>Feudal Japan Mongols West African</p>	<ol style="list-style-type: none"> <li>1. How do physical and human geography affect people and places?</li> <li>2. How did geography contribute to the expansion of empires?</li> <li>3. What is the role of government in arts?</li> <li>4. What impact does culture have on society?</li> <li>5. What impact did Islam have on the Asia, Africa and Europe?</li> <li>6. Is change beneficial?</li> <li>7. Does power corrupt?</li> <li>8. How did religious reform lead to conflict?</li> <li>9. What forces lead to the rise</li> </ol>	<ul style="list-style-type: none"> <li>• Florida Virtual on the VLE platform</li> <li>• Use of Regents Prep online</li> <li>• Video excerpts</li> <li>• Primary Source Documents</li> <li>• Teacher-created rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Assignments</li> <li>• Regents level Multiple Choice exams</li> <li>• Document Based question exams</li> <li>• Gallery Walks</li> <li>• Thematic and DBQ essay exams</li> <li>• Teacher created Global 2 Baseline Exam</li> <li>• VLE unit exams</li> </ul>

			civilizations Renaissance Reformation European nation-states <b>Unit 4: The First Global Age</b> Ming Dynasty Ottoman Empire Latin American civilizations	of nation-states? 10. Are all people equal? 11. Are some people “born to rule”? 12. What responsibilities should governments have for their citizens?		
<b>Quarter Three</b>  NYS Standards: 1, 2, 3, 4, 5	Transformation	<ul style="list-style-type: none"> <li>• Reading Strategies</li> <li>• Analytical writing</li> <li>• Document Based Question skills</li> <li>• Developing ideas and concepts</li> <li>• Inferential thinking</li> <li>• Organizing thematic and DBQ essays</li> <li>• Thematic &amp; DBQ essay writing</li> <li>• Global Regents Prep</li> </ul>	<b>Unit 4: The First Global Age</b> The Encounter Absolutism Democracy in England <b>Unit 5: An Age of Revolution</b> The Scientific Rev. Enlightenment French Revolution Reaction against revolutions Latin American independence Industrial Revolution Imperialism <b>Unit 6: A Half Century of Crisis</b> World War I Russian Revolution	<ol style="list-style-type: none"> <li>1. How does the individual influence world events?</li> <li>2. To what extent do the concepts of justice and human rights differ across time and place?</li> <li>3. How do the movement of people and ideas (cultural diffusion) affect world history?</li> <li>4. How are economic systems structured to meet the needs and wants of different societies?</li> <li>5. How does technological change affect people, places and regions?</li> <li>6. Are conflicts between nations and/or people inevitable?</li> <li>7. What defines a turning point?</li> <li>8. What impact do regional and global trade networks have on world cultures?</li> </ol>	<ul style="list-style-type: none"> <li>• Florida Virtual on the VLE platform</li> <li>• Use of Regents Prep online</li> <li>• Video excerpts</li> <li>• Primary Source Documents</li> <li>• Teacher and student-created rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Assignments</li> <li>• Regents level Multiple Choice exams</li> <li>• Document Based question exams</li> <li>• Gallery Walks</li> <li>• Thematic and DBQ essay exams</li> <li>• Teacher created Global 3 Baseline Exam</li> <li>• VLE unit exams</li> <li>• Periodic skills assessment</li> <li>• Practice Regents Exam</li> </ul>
<b>Quarter Four</b>  NYS Standards: 1, 2, 3, 4, 5	Success	<ul style="list-style-type: none"> <li>• Reading Strategies</li> <li>• Analytical writing</li> <li>• Document Based Question skills</li> <li>• Developing ideas and</li> </ul>	<b>Unit 6: A Half Century of Crisis</b> Between the wars World War II <b>Unit 7: The 20<sup>th</sup> Century Since 1945</b> Cold War	<ol style="list-style-type: none"> <li>1. Are conflicts between nations and/or people inevitable?</li> <li>2. How do physical and human geography affect people, places and regions?</li> <li>3. What assumptions do different groups hold about</li> </ol>	<ul style="list-style-type: none"> <li>• Florida Virtual on the VLE platform</li> <li>• Use of Regents Prep online</li> <li>• Video excerpts</li> <li>• Primary Source Documents</li> <li>• Teacher and student-created rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Assignments</li> <li>• Regents level Multiple Choice exams</li> <li>• Document Based question exams</li> <li>• Gallery Walks</li> <li>• Thematic and DBQ essay exams</li> <li>• Teacher created Global</li> </ul>

		<ul style="list-style-type: none"> <li>concepts</li> <li>Inferential thinking</li> <li>Organizing thematic and DBQ essays</li> <li>Thematic &amp; DBQ essay writing</li> <li>Global Regents Prep</li> </ul>	<p>Chinese Communist Revolution Collapse of European imperialism Conflict in the Middle East Collapse of Soviet Union Political changes in Latin America</p> <p><b>Unit 8: Global Connections and Interactions</b></p> <p>Social &amp; political patterns of change Economic Issues Environmental Issues Science &amp; Technology</p>	<p>power, authority, governance and law?</p> <ol style="list-style-type: none"> <li>To what extent do the concepts of justice and human rights differ across time and place?</li> <li>What defines a turning point?</li> <li>How does the individual influence world events?</li> <li>How does technological changes affect people, places and regions?</li> <li>How are economic systems structured to meet the needs and wants of different societies?</li> <li>Do belief systems unite or divide people?</li> <li>To what extent is life a constant struggle between continuity and change?</li> </ol>		<p>4 Baseline Exam</p> <ul style="list-style-type: none"> <li>VLE unit exams</li> <li>Practice Regents exams</li> <li>Periodic skills assessment</li> </ul>
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\*All course work is aligned with NYS Social Studies Standards:

- Standard 1: History of the United States and New York
  - 1.2 – Important ideas, social and cultural values, beliefs and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
  - 1.3 – Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
- Standard 2: World History
  - 2.1 – The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.
  - 2.2 – Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.
  - 2.3 – Study the major social, political, cultural and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
  - 2.4 – The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

- Standard 3: Geography
  - 3.1 – Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issue. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
  - 3.2 – Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.
- Standard 4: Economics
  - 4.1 – The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision-making, and the interdependence of economies and economic systems throughout the world.
  - 4.2 – Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.
- Standard 5: Civics, Citizenship, and Government
  - 5.1 – The study of civics, citizenship and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance and law.
  - 5.2 – The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others and property), principles, and practices and establish a system of shared and limited government.