

GLOBAL THEMES CURRICULUM MAP

Park East High School

Instructor: Ott

Course: Global Themes

Fall	Units	Exams	Projects	Standards
MP 1	<ul style="list-style-type: none"> Unit #1 – Social Studies Skills Unit #2 – Global History & Geography Vocabulary Unit #3 – Global Geography Unit #4 – DBQ Essay Skills Unit #5.1 – Global Topics Review Pt 1 Unit #5.2 – Global Topics Review Pt 2 	<ul style="list-style-type: none"> Vocabulary #1 Exam Vocabulary #2 Exam Vocabulary #3 Exam Vocabulary #4 Exam DBQ Essay Geography 	<ul style="list-style-type: none"> PEGS Packet Vocabulary Project Global Geography Project DBQ Document Packet Scavenger Hunt: Global Topics 1 Scavenger Hunt: Global Topics 2 	RH.9-10.1 WHST.9-10.2 RH.9-10.2 WHST.9-10.2a RH.9-10.3 WHST.9-10.2b RH.9-10.4 WHST.9-10.2c RH.9-10.6 WHST.9-10.2d RH.9-10.8 WHST.9-10.2e RH.9-10.9 WHST.9-10.2f RH.9-10.10 WHST.9-10.4 RH.11-12.1 WHST.9-10.5 RH.11-12.2 WHST.9-10.6 RH.11-12.3 WHST.9-10.7 RH.11-12.4 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10
MP 2	<ul style="list-style-type: none"> Unit #5.3 – Global Topics Review Pt 3 Unit #6.1 – Global History Turning Points Pt 1 Unit #6.2 – Global History Turning Points Pt 2 Unit #7 – DBQ Essay Skills Unit #8 – Belief Systems Unit #9 – Thematic Essay Skills 	<ul style="list-style-type: none"> Multiple Choice: Paleolithic to Roman Empire DBQ Essay: Results of War - Economic & Political Thematic Essay: Belief Systems 	<ul style="list-style-type: none"> Scavenger Hunt: Global Topics 3 Global History Turning Points Project Pt 1 Global History Turning Points Project Pt 2 	
MP 3	<ul style="list-style-type: none"> Unit #5.4 – Global Topics Review Pt 4 Unit #6.3 - Global History Turning Points Pt 3 Unit #6.4 - Global History Turning Points Pt 4 Unit #10 – Thematic Essay Skills Unit #11 – Multiple Choice Skills Practice Unit #12 – People in History Review Unit #13 – Global Themes Review 	<ul style="list-style-type: none"> Thematic Essay: Turning Points Multiple Choice Quizzes Thematic Essay: People in History Final (Cumulative) 	<ul style="list-style-type: none"> Scavenger Hunt: Global Topics 4 Global History Turning Points Project Pt 3 Global History Turning Points Project Pt 4 Multiple Choice Review Project People in History Project 	Note: This course repeats each marking period most of the skills and strategies necessary for successful outcomes for the common core learning standards listed above.

DETAILED STATISTICS I CURRICULUM MAP

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #1 Social Studies Skills (5)	<p>Document Analysis: (Primary & Secondary Sources)</p> <p>Oral Tradition & Trustworthiness</p> <p>Teach skill: Document Analysis</p> <p>Classification of Historical Context Political, Economic, Social, Geographic (PEGS)</p> <p>Teach skill: PEGS Classifications</p> <p>Points of View (POV) in History</p> <p>Comparing POV about 9/11</p> <p>Teach skill: POV</p> <p>Global History Timeline of Turning Points</p> <p>Teach Skill: Periodization/Chronological Reasoning</p> <p>All Resources can be found at www.mysocialstudiesteacher.com/wiki</p>	<p>Classwork & Homework: Document Analysis Packet</p> <p>PEGS Quiz</p> <p>Classwork & Homework: PEGS Classification Packet</p> <p>Classwork & Homework: POV Worksheet What is History?</p> <p>Classwork & Homework: POV Analysis Worksheets</p> <p>Exam: Timeline</p> <p>Classwork & Homework: Timeline Worksheet</p>	<p>Document Analysis</p> <p>Validity of Sources</p> <p>Classification of Historic Context into the four (4) categories of Social Studies</p> <p>Point of View (POV) for historical events</p> <p>Chronological Reasoning</p> <p>Use of technology</p>	<p>Determining sources either primary or secondary.</p> <p>Determining the validity of a source, including primary, secondary, and oral tradition sources.</p> <p>Classification of historic context into the four (4) categories of Social Studies.</p> <p>Interpreting Points of View of historical events.</p> <p>Chronological Reasoning of Turing Points in Global History</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #2 Global History & Geography Vocabulary (5)	Global History Vocabulary: 120 terms necessary for comprehension of historic events, POV, analysis, and chronological reasoning. Global History Vocabulary for essay writing (DBQ & Thematic) Teach Study Skill: Digital Flashcards, Memorization practice. All Resources can be found at www.mysocialstudiesiteacher.com/wiki	Classwork & Homework: Vocabulary Worksheet Classwork & Homework: Vocabulary Flashcard, Multiple Choice, and Matching practice. Exam: Vocabulary Quiz #1 Vocabulary Quiz #2 Vocabulary Quiz #3 Vocabulary Quiz #4 Vocabulary Quiz #5 Vocabulary Quiz #6	Study skills Recall vocabulary Cooperative learning Use of technology	Acquire and utilize the most commonly used vocabulary words for Global History and Geography.	<ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #3 Global Geography (5)	Geography as the interaction between people and the earth Global Geography Vocabulary Physical Geography of the Earth: Mountains, River Valleys, Rivers, Deserts, Rain Forests, Plateaus, Deltas, etc. Concept of Geographic Determinism and how the physical features of the earth influence the success or failure of civilizations and states. Geography of Europe Geography of Asia Geography of Africa Geography of South & Central America Teach: Map Skills, Geography Skills Teach Analysis Skill: Geographic Determinism All Resources can be found at www.mysocialstudiesteacher.com/wiki	Classwork & Homework: Geography Vocabulary Worksheet Exam: Geography Quiz Exam: Physical Geography Quiz Classwork & Homework: Five Themes of Geography Worksheet	Study skills Cooperative learning Use of technology Recall factual information Critical Thinking Map Skills Geography Skills	Recall Geographic vocabulary Recall Geography specific to each continent (Asia, Africa, Europe, Central & South America) Analyzing specific historical content and applying and evaluating the theory of Geographic Determinism	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.4 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 science. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #4 DBQ Essay Skills (9)	<p>DBQ: Geography</p> <p>Teach Skill: DBQ Documents for answering questions based upon evidence.</p> <p>DBQ Documents – Gathering Outside Information (Positive, Negative, Vocabulary, Geographic Determinism, PEGS, 5W’s)</p> <p>DBQ Generic Rubric – Understanding the scoring levels 1-5 and the steps necessary to complete the required items for full credit of a five (5)</p> <p>DBQ Essay Introduction – Using the DRL formula and WRS to maximize enough points to start your essay as a five (5) on the rubric.</p> <p>DBQ Documents - Grouping & Analysis (POV, Application of Vocabulary, PEGS, Geographic Determinism, Chronological Reasoning (Timeline))</p> <p>DBQ Essay Body Paragraphs – formulating body paragraphs based upon document evidence and analysis of evidence.</p> <p>DBQ Essay Conclusion based upon writing formula.</p> <p>DBQ Essay Peer Review – Peer review, peer scoring, and reflection of essay.</p>	<p>Classwork & Homework: DBQ Documents</p> <p>Classwork & Homework: DBQ Outside Information</p> <p>Classwork & Homework: Introduction</p> <p>Classwork & Homework: Analysis & Grouping</p> <p>Classwork & Homework: Body Paragraphs</p> <p>Classwork & Homework: Conclusion</p> <p>Classwork & Homework: Revision</p> <p>Exam: Geography DBQ Documents & Essay</p>	<p>DBQ Document Strategies (Outside Information, Analysis, Inference)</p> <p>DBQ Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format.</p> <p>Critical Thinking</p> <p>Rubric Analysis</p> <p>Peer Review, Reflection, and Rewriting</p>	<p>Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W’s, Vocabulary, Geographic Determinism, Chronological Reasoning)</p> <p>DBQ Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

	<p>All Resources can be found at www.mysocialstudiesteacher.com/wiki</p>				<p>Continued...</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #5 Global Topics Review 5.1 Pt 1 (2) 5.2 Pt 2 (2) 5.3 Pt 3 (1) 5.4 Pt 4 (2) (7)	Global History topics, themes, and vocabulary from the Global History Review Packet All Resources can be found at www.mysocialstudiesteacher.com/wiki	Classwork & Homework: Scavenger Hunt Packet #1 Classwork & Homework: Scavenger Hunt Packet #2 Classwork & Homework: Scavenger Hunt Packet #3 Classwork & Homework: Scavenger Hunt Packet #4 Exam: Multiple Choice Quizzes	Study skills Cooperative learning Recall factual information Critical Thinking	Review and recall of Global History topics, themes, and vocabulary from the Global History Review Packet	<ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #6 Global History Turning Points 6.1 Pt 1 (3) 6.2 Pt 2 (4) 6.3 Pt 3 (3) 6.4 Pt 4 (5) (15)	Global History Turning Points Part 1 – Paleolithic to Roman Empire Part 2 – Fall of Roman Empire to Renaissance including (Scientific Revolution, Age of Exploration, Protestant Reformation, Age of Imperialism (old), Age of Absolutism) Part 3 - Enlightenment to World War I Part 4 – Russian Revolution to War on Terrorism All Resources can be found at www.mysocialstudiesteacher.com/wiki	Exam: Paleolithic to Roman Empire Exam: Fall of Roman Empire to World War I Exam: Russian Revolution to War on Terrorism	Study skills Cooperative learning Recall factual information Critical Thinking Use of technology Map Skills Geography Skills 5 W's of History (Who, What, Where, When, Why)	Global History Turning Points are the events that shape history. Comprehension, interpretation, analysis, application, and evaluation of the 5 W's of history for each Turning Point. Applying specific vocabulary to Turning Points. Exploring if Geographic Determinism played a factor in the Turning Point.	<ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #7 DBQ Essay Skills (5)	<p>DBQ: Results of War - Economic & Political</p> <p>DBQ Documents – Answer Documents, Gathering Outside Information (Positive, Negative, Vocabulary, Geographic Determinism, PEGS, 5W’s) Grouping & Analysis (POV, Application of Vocabulary, PEGS, Geographic Determinism, Chronological Reasoning (Timeline)</p> <p>DBQ Essay Introduction – Using the DRL formula and WRS to maximize enough points to start your essay as a five (5) on the rubric.</p> <p>DBQ Essay Body Paragraphs – formulating body paragraphs based upon document evidence and analysis of evidence.</p> <p>DBQ Essay Conclusion based upon writing formula.</p> <p>DBQ Essay Peer Review – Peer review, peer scoring, and reflection of essay.</p> <p>All Resources can be found at www.mysocialstudiesteacher.com/wiki</p>	<p>Classwork & Homework: DBQ Documents, Outside Information, Analysis & Grouping</p> <p>Classwork & Homework: Introduction</p> <p>Classwork & Homework: Body Paragraphs</p> <p>Classwork & Homework: Conclusion</p> <p>Classwork & Homework: Revision</p> <p>Exam: Geography DBQ Documents & Essay</p>	<p>DBQ Document Strategies (Outside Information, Analysis, Inference)</p> <p>DBQ Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format.</p> <p>Critical Thinking</p> <p>Rubric Analysis</p> <p>Peer Review, Reflection, and Rewriting</p>	<p>Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W’s, Vocabulary, Geographic Determinism, Chronological Reasoning)</p> <p>DBQ Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

					<p>Continued...</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.• CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.• CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.• CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #8 Belief Systems (4)	Belief Systems <ul style="list-style-type: none"> • Animism • Confucianism • Buddhism • Hinduism • Shinto / Shintoism • Judaism • Christianity • Islam • Daoism / Taoism All Resources can be found at www.mysocialstudiesteacher.com/wiki	Exam: Multiple Choice Quiz Exam: Thematic Essay	Study skills Cooperative learning Recall factual information Critical Thinking Use of technology 5 W's of History (Who, What, Where, When, Why)	Explore Belief Systems and their customs, traditions, and core beliefs.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #9 Thematic Essay Skills (6)	<p>Thematic Essay: Belief System</p> <p>Thematic Essay Introduction – Using the DRL formula and WRS to maximize enough points to start your essay as a five (5) on the rubric.</p> <p>Thematic Essay Body Paragraphs – formulating body paragraphs based upon t recall and evidence for the theme and task with analysis of the evidence.</p> <p>Thematic Essay Conclusion based upon writing formula.</p> <p>Thematic Essay Peer Review – Peer review, peer scoring, and reflection of essay.</p> <p>Thematic Essay Revision – Revised Essay with corrections for resubmission.</p> <p>All Resources can be found at www.mysocialstudiesteacher.com/wiki</p>	<p>Classwork & Homework: Introduction</p> <p>Classwork & Homework: Body Paragraphs</p> <p>Classwork & Homework: Conclusion</p> <p>Classwork & Homework: Revision</p>	<p>Thematic Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format.</p> <p>Critical Thinking</p> <p>Rubric Analysis</p> <p>Peer Review, Reflection, and Rewriting</p>	<p>Analysis for a Thematic Essay which includes previously taught skills (POV, 5W’s, Vocabulary, Geographic Determinism, Chronological Reasoning)</p> <p>Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #10 Thematic Essay Skills (6)	<p>Thematic Essay: Turning Points</p> <p>Thematic Essay Introduction – Using the DRL formula and WRS to maximize enough points to start your essay as a five (5) on the rubric.</p> <p>Thematic Essay Body Paragraphs – formulating body paragraphs based upon t recall and evidence for the theme and task with analysis of the evidence.</p> <p>Thematic Essay Conclusion based upon writing formula.</p> <p>Thematic Essay Peer Review – Peer review, peer scoring, and reflection of essay.</p> <p>Thematic Essay Revision – Revised Essay with corrections for resubmission.</p> <p>All Resources can be found at www.mysocialstudiesteacher.com/wiki</p>	<p>Classwork & Homework: Introduction</p> <p>Classwork & Homework: Body Paragraphs</p> <p>Classwork & Homework: Conclusion</p> <p>Classwork & Homework: Revision</p>	<p>Thematic Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format.</p> <p>Critical Thinking</p> <p>Rubric Analysis</p> <p>Peer Review, Reflection, and Rewriting</p>	<p>Analysis for a Thematic Essay which includes previously taught skills (POV, 5W’s, Vocabulary, Geographic Determinism, Chronological Reasoning)</p> <p>Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #11 Multiple Choice Skills Practice (2)	Various Multiple Choice NYS Regents based questions. 26 Multiple choice quizzes based upon Global History & Geography themes and topics. 19 Mixed theme & topic quizzes. 6 NYS Global History & Geography 50 question multiple choice exams. All Resources can be found at www.mysocialstudiesteacher.com/wiki	Classwork & Homework: 26 Multiple choice quizzes based upon Global History & Geography themes and topics. 19 Mixed theme & topic quizzes. 6 NYS Global History & Geography 50 question multiple choice exams. Exam: 50 Multiple Choice Questions	Multiple Choice strategies Chronological Reasoning Recall PEGS Recall Vocabulary Recall Study skills Recall factual information Critical Thinking Use of technology 5 W's of History (Who, What, Where, When, Why)	Apply and evaluate strategies for multiple choice such as Chronological Reasoning, PEGS, Vocabulary for NYS Regents Multiple Choice.	<ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #12 People in History Review (7)	Must Know 90 People in History All Resources can be found at www.mysocialstudiesiteacher.com/wiki	Historic People Profile	Research & Analysis Study skills Cooperative learning Recall factual information Critical Thinking Use of technology 5 W's of History (Who, What, Where, When, Why)	Creating a short profile of each historic person Formulating your own Depth of Knowledge Question (DOK) Answering those questions with specific evidence from a variety of sources (primary & secondary) Determining whether they were a hero or a villain and supplying two (2) pieces of evidence to confirm your argument	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.4 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 science.

Unit (Number of Days)	Knowledge/Content	Assessments	Transferrable Skills	Big Ideas	Common Core Standards
Unit #13 Global Themes Review (1)	Global History Themes & Connections All Resources can be found at www.mysocialstudiesteacher.com/wiki	Themes & Connections Review Packet	Study skills Cooperative learning Recall factual information Critical Thinking Use of technology 5 W's of History (Who, What, Where, When, Why)	Overview of Global History Themes and Connections.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.4 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 science.