

APS

DISTRICT HIGH SCHOOL SOCIAL STUDIES CURRICULUM FRAMEWORK

Course Title: World History/Geography AP Course Number: SEE BELOW

Department: Social Studies ADS Number: SEE BELOW

Prerequisites: None

Length of Course: One Year Credit/PRI Area: .50 per Sem/World History/Geo Grade Level(s): 10

COURSE AND ADS NUMBERS:

12013	Grade 10	27554151
12014	Grade 11,12	27554151

Important Notes:

The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

COURSE DESCRIPTION: Advanced Placement World History emphasizes the evolution of global processes and contacts, in interaction with different types of human societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, focuses primarily on the past thousand years of the global experience. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical-thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class.

References in parentheses following each performance standard refer to and are aligned with New Mexico Social Studies Standards (NM), the National Standards for History (NSH), and the Albuquerque Public Schools Language Arts standards (APS-LA).

STRATEGIES:

The “Illustrations” column provides exemplars of the performance standards, strategies, and the best practices suggested by the AP Social Studies teachers in the Albuquerque Public Schools. **In particular, there are three strategies AP teachers employ to promote critical thinking skills: SOAPS+Tone (Speaker, Occasion, Audience, Purpose, Subject, Tone), APPARTS (Author, Place and time, Prior knowledge, Audience, Reason, The Main Idea, Significance), PERSIAN (Political, Economic, Religious, Social, Intellectual/arts, Near/geography).** Each strand should culminate in a timeline and “mental mapping” to review the information and transition to the next stage.

ASSESSMENTS:

The “Illustration” column also incorporates a variety of assessments and “check for” items suggested by AP Social Studies teachers in APS. Assessments include authentic and performance-based assessment, cooperative learning, teacher observations, role playing, checklists, rubrics, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. **Each strand should include written assessment including DBQ, comparative essay, and “change over time” essays. Formal writing includes a thesis statement as well as traditional essay writing structure (i.e., Jane Schaffer multi-paragraph essays).** The teacher should incorporate previous AP test questions (both multiple choice and essay) into the course throughout the year. AP test questions are available at www.collegeboard.com.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- Current state adopted content textbooks
- The College Board AP World History course description

SUGGESTED TITLES/AUTHORS WEB SITES:

- <http://www.fordham.edu/halsall/mod/modsbook.html>
- <http://www.cia.gov/cia/publications/factbook/index.html>
- <http://www.loc.gov>
- <http://www.si.edu/>
- <http://www.marcopolo-education.org/>
- <http://chnm.gmu.edu/revolution/>
- <http://www.yale.edu/lawweb/avalon/avalon.htm>
- <http://apcentral.collegeboard.com>

Approved by HSCA October 2004: _____

STRAND I: FOUNDATIONS OF HUMAN SOCIETY GIVING SHAPE TO WORLD HISTORY**CONTENT STANDARD:** The student studies human beginnings and the fundamental problems of history that pertain to all eras as civilizations appear.**BENCHMARKS:** A. The student describes how geography and climate affect the development of earliest human societies.

B. The student examines how agricultural societies and early civilizations developed around the world.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Analyzes world history through the interaction of geography and climate with the development of human society (NM-2B.1; NSH-Era 1.2). 2. Compares and contrasts the development of agrarian societies around the world (NM-1D, 2B, 2E.3, 2E.5; NSH-Era 2.2). 3. Explains the basic features of early civilizations in different environments including culture, state, and social structure (i.e., Mesopotamia, Nile, Indus, Huang He River Valley, Mesoamerica and Andean South America) (NM-1D.6, 1D.7, 2B.1, 2B.2, 2E.5; NSH Era 2.1, 2.2, 2.3, 2.4, Era 3.1C). 	<p>NOTE: Illustrations include suggested activities for attaining each performance standard. A check (✓) refers to a key feature to look for while assessing student performance.</p> <ol style="list-style-type: none"> 1. The student uses world map projections to create a chart illustrating geocentric bias. <ul style="list-style-type: none"> ✓ accuracy of information ✓ organization ✓ chart correctness 2. The student creates a Venn diagram or multi-column chart that compares agrarian and present day society. <ul style="list-style-type: none"> ✓ accuracy of information ✓ organization ✓ completeness ✓ clarity ✓ neatness 3. The student creates a PERSIAN chart that demonstrates the common and distinct features of early civilizations (political, economic, religious, social, intellectual/arts, near/geography). <ul style="list-style-type: none"> ✓ accuracy of information ✓ organization ✓ completeness and neatness ✓ clarity <p>Essay Format:</p> <ol style="list-style-type: none"> A. Comparative Essay (C/C) <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> • substantiates thesis with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. Compare/Contrast pastoral and nomadic societies. 2. Compare the characteristics of early civilizations.

STRAND II: CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND EMPIRES
CONTENT STANDARD: The student examines the political, social, cultural, and economic elements of classical civilizations.

BENCHMARKS: A. The student assesses the major political developments of the classical era.
 B. The student differentiates among the basic features of major world belief systems.
 C. The student compares social systems, art styles, and other intellectual achievements of the past.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Compares and contrasts the major political developments and empires (e.g., China, India, Central Asia, and the Mediterranean) (NM-1D, 1C.6, 1C.12, 2E.5; NSH Era 3.1, 3.2, 3.3, 3.5, Era 4). 2. Identifies and analyzes the basic features of the belief systems (e.g., Greek, Roman, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity, Zoroastrianism, Islam) (NM-1C.6, 1C.12, 1D.1, 1D.3, 1D.4, 1D.5, 1D.6, 1D.7; NSH Era 3.3, Era 4). 3. Evaluates the social structures of classical civilizations (NM-1C.6, 1D.1, 1D.3, 1D.4, 1D.6, 1D.7; NSH Era 3-1, 5A, 3C, Era 4 –1). 4. Critiques the legacies of intellectual achievements in this era (NM-1C.6, 1C.12, 1D.1, 1D.3, 1D.4, 1D.5, 1D.6, 1D.7; NSH Era 3.3, Era 4). 	<ol style="list-style-type: none"> 1. The student writes a thesis comparing and contrasting the characteristics of civilization. <ul style="list-style-type: none"> ✓ accuracy of information ✓ writing conventions ✓ analytical clarity (distinct position) 2. The student completes a comparative matrix including at least five of the belief systems: (i.e., origins, beliefs, key figures and texts). <ul style="list-style-type: none"> ✓ accuracy of information ✓ writing conventions ✓ organization ✓ depth of information 3. The student uses primary documents to compare and contrast the attitudes toward women from at least two classical civilizations. The student presents his/her findings to the class and defends the ideas from his/her documents. <ul style="list-style-type: none"> ✓ accuracy of information ✓ completeness ✓ presentation skills ✓ analytical clarity (point of view) 4. The student reads the legal codes and cases to explore their universality or not. In a large group discussion, the student reports his/her findings. <ul style="list-style-type: none"> ✓ accuracy of information ✓ collaboration/teamwork ✓ discussion techniques ✓ presentation skills ✓ synthesis of data <p>Essay Format:</p> <p>A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions,

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<p>content</p> <ul style="list-style-type: none"> • substantiates thesis with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful and insightful analysis of documents • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document • corrects language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. Write a comparative essay including at least 2 of the belief systems. 2. Discuss the role of women in different belief systems: i.e., Christianity, Confucianism, Hinduism and Buddhism. 3. C/C the organization of classical empires. 4. Analyze the collapse of empires. 5. C/C the caste system to other systems of social inequality devised by early and classical civilizations, including slavery.

STRAND III: EMERGENCE OF NEW EMPIRES AND POLITICAL SYSTEMS OF THE POST-CLASSICAL ERA
CONTENT STANDARD: The student analyzes and interprets the developments of political, economic, and social institutions in this era.

BENCHMARKS: A. The student identifies the causes and consequences of the rise of Islamic civilization in the era.
 B. The student evaluates the patterns of society in Asia, Europe, West Africa, Oceania, and Mesoamerica.

C. The student examines the interregional system of communication, trade, and cultural exchange.

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	<p>1. Explains the rise and role of Dar al-Islam as a unifying cultural, political, and economic force in Eurasia and Africa (NM-1C.6, 1D.1, 1D.3, 1D.4, 1D.6, 1D.7; NSH Era 4.2, 4.5, 4.7, Era 5.1C, 1D, 4, 7).</p> <p>2. Explains the restructuring of economic, social, and political institutions of Eurasia and Mesoamerica (e.g., eastern and western Europe, Tang and Song dynasties, India, Ghana, and Mali, Mayan, early Andean) (NM-1C.6, 1D.1, 1D.3, 1D.4, 1D.6, 1D.7; NSH Era 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, Era 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).</p> <p>3. Analyzes the impact of economic and cultural encounters between post-classical civilizations (e.g., Trans-Sahara trade, Indian Ocean trade, Silk routes, contacts between major religions) (NM-1C.6, 1D.1, 1D.3, 1D.4, 1D.6, 1D.7; NSH Era 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, Era 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).</p>	<p>1. The student creates newspaper headlines that summarize the events associated with the rise and role of Dar al-Islam.</p> <ul style="list-style-type: none"> ✓ accuracy of information ✓ summary skills ✓ clarity <p>2. The student writes résumés for leaders examining the requirements for leadership (e.g., education, honors, achievements).</p> <ul style="list-style-type: none"> ✓ research notes and citations ✓ understanding the connection between the individual and the time period ✓ accurate information ✓ analysis of significance ✓ ability to assess <p>3. The student creates a map of trade routes and exchange of goods, ideas, and diseases.</p> <ul style="list-style-type: none"> ✓ completeness ✓ factual information ✓ correct use of legend <p>Essay Format:</p> <p>A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content • substantiates thesis with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful

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		<p>and insightful analysis of documents</p> <ul style="list-style-type: none"> • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document • corrects language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. C/C accomplishments of a Muslim Empire/Song China. 2. C/C Islam and Christianity. 3. Analyze European and sub-Saharan African contacts with the Islamic world. 4. Analyze the impact of silk routes and Indian Ocean trade. 5. C/C the Aztec and Incan Empires.

STRAND IV: THE EMERGENCE OF THE FIRST GLOBAL AGE, 1450 – 1770**CONTENT STANDARD:** The student analyzes how global societies experienced political, cultural, economic, and social transformations.**BENCHMARKS:** A. The student analyzes and interprets the development of western thought.

B. The student analyzes the demographic, social, and cultural consequences of global encounters in this time period.

C. The student identifies and explains this era’s political transformations.

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	<ol style="list-style-type: none"> 1. Describes the origins and consequences of European overseas expansion (e.g., encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas) in the 15th and 16th centuries (NM-IC.2, II-E.3; NM-II-F.3, NSH-1A, NSH-1B). 2. Identifies and evaluates the intellectual and cultural achievements (i.e., the Renaissance, the Reformation, Scientific Revolution, and Enlightenment) (NM-IC.1.1, NM-IC.2, NM-IC.3 NM-I-D.3, NM-I-D.4; NSH-2B, NSH-2E, NSH-2D). 3. Recognizes demographic, economic, cultural and social trends in Europe, Asia, Africa, and the Americas (NM-IC.4, IC.6 IIE; NSH-2A, Era 6-5C). 4. Identifies and assesses the changing political systems of this global age (e.g., Europe, southwest, south, and east Asia (NM- IIB.1, II-B.2, IC.2, IC.5; IC.6, NM-I-D.4; NM-II-E; NSH-2C, 3A, 3B, 3C). 5. Explain the development of European dominance from the 16th through the 18th centuries (NM-IC.2; NSH-4A). 	<ol style="list-style-type: none"> 1. The student, working in pairs, uses a foursquare graphic organizer to evaluate the biological, cultural, political, economic consequences of the historical movement of agricultural products (e.g., potato, tomato, chocolate, sugar). <ul style="list-style-type: none"> ✓ accuracy of information ✓ summary skills ✓ clarity 2. The student designs a magazine cover for a specific magazine issue that spotlights the most “Revolutionary Thinker” of the Scientific Revolution or Enlightenment. He/She highlights the focus of the articles that might appear inside the magazine by writing the table of contents page. <ul style="list-style-type: none"> ✓ display of the ideas and actions of one thinker ✓ justification of why the thinker’s ideas were revolutionary ✓ titles of article to highlight the ideas 3, 4. The student completes a world map of demographic changes and exchange of ideas and commodities. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity ✓ legends 5. The student completes a comparative timeline of the rise of western dominance and continued Chinese growth. <ul style="list-style-type: none"> ✓ accuracy of information ✓ summary skills ✓ clarity ✓ organization <p>Essay Format:</p>

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		<p>A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • address all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content • substantiates thesis with with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies and writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful and insightful analysis of documents • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document • corrects language and writing conventions <p>C. Change Over Time Essay (C/T)</p> <ul style="list-style-type: none"> • creates clear, analytical and complete thesis • addresses all parts of the question: global issues, chronology, causation, change, continuity, and content-appropriate historical evidence • uses historical context effectively to show changes over time and/or continuities • uses correct language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. C/C essay on labor systems including serfdom and slavery. 2. Write a DBQ essay on absolutism, Using key documents of period (i.e., Hobbes and Locke). 3. Analyze European interaction with one of the following: Ottoman Empire, China, Tokugawa Japan, Mughal India. 4. (C/T) Pick one of the following regions and discuss the changes and continuities in world tradings systems 600 – 1770. (China, Latin America, sub-Saharan Africa, and Middle East).

STRAND V: AN AGE OF REVOLUTIONS, 1750 - 1914**CONTENT STANDARD:** The student analyzes and interprets the continuity of societies as well as patterns of global change and interaction.

- BENCHMARKS:** A. The student examines the causes and consequences of political and economic revolutions.
 B. The student explains the development and investigates the consequences of Western dominance.
 C. The student assesses the regional social transformations from the late eighteenth century to the early 20th century.

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	<ol style="list-style-type: none"> 1. Analyzes the causes of the French Revolution and how it contributed to political transformations in Europe, Latin America, and the world (e.g., social equality, democracy, human rights, constitutionalism, and nationalism (NM-IC.3, 5; NM-I-C3.7; NSH-1B; NM-II-C.1; NSH-1A). 2. Evaluates the early industrialization and the importance of developments in Western Europe and Japan (NM-IC.4, IIE, IIF; NSH-2A; NM-II-E.5; NSH-3E, NM-IC.6). 3. Analyzes the connections between industrial economies and imperialism (e.g., class distinctions, demographic and technological development, world market economies, commercial relations, fusion of cultures) (NM-IC.4, IIF; NSH-2B; NM-IC.5; NM-II-B.1; NSH-3B; NSH- Era 6-5B; NM-II-E.3; NSH-3C; NSH-5A; NM-IC.6; NSH-3D). 4. Evaluates the development and interprets the impact of nationalism (NM-IC.5, IC.7; NSH-4A, 4D). 	<ol style="list-style-type: none"> 1. The student creates a graphic organizer to apply Brinton and De Fronzo’s models to the French Revolution. <ul style="list-style-type: none"> ✓ accuracy of information ✓ organization ✓ completeness ✓ clarity ✓ neatness 2. The student creates a chart that illustrates the positive and the negative effects of the Industrial Revolution. The charts should include the following: growth of cities, living conditions, working conditions, emerging social classes, environmental effects, advances in technology. The student prepares a position in favor or against industrialization and participates in a debate. <ul style="list-style-type: none"> ✓ statement of issues being debated ✓ distinct position supported by facts and examples ✓ opposing viewpoints directly and reasonably addressed ✓ accuracy of information ✓ neatness 3. The student creates a map of world migration patterns from 1830-1914 and/or a map of emerging trading patterns. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity ✓ legends 4. Working in a small group, the student researches and prepares a set of primary source documents. He/She writes questions asking readers to draw on the information in the documents in order to formulate a response. The student drafts an “ideal” response. <ul style="list-style-type: none"> ✓ document choice

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>5. Analyzes the impact of new social movements and ideologies in the 19th-century (e.g., European, Middle East, Southeast Asia, East Asia, and Latin America) (NM-IC.4, 5; NSH-4B, 4C).</p>	<p>✓ AP scoring guide</p> <p>5. The student researches the life and the ideas of a prominent thinker from the 19th century (e.g., Adam Smith, Karl Marx, Thomas Malthus, Horace Mann). Doing a jigsaw activity, the student presents his/her information to a small group.</p> <p>✓ quality of research ✓ accuracy of information ✓ discussion skills</p> <p>Essay Format:</p> <p>A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content • substantiates thesis with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful and insightful analysis of documents • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document • corrects language and writing conventions <p>C. Change Over Time Essay (C/T)</p> <ul style="list-style-type: none"> • creates clear, analytical and complete thesis • addresses all parts of the question: global issues, chronology, causation, change, continuity, and content-appropriate historical evidence

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> ✓ uses historical context effectively to show changes over time and/or continuities ✓ uses correct language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. C/C revolutions by comparing two of the following: Haitian, American, French , Mexican and Chinese. 2. (C/T) Discuss the economic role of women from 1450 - 1914. Choose one of the following regions: West Europe or East Asia. 3. (DBQ) Discuss the support for and opposition to Imperialism. (Include Europe and at least one of the following regions: South Asia, Middle East, sub-Saharan Africa, and East Asia.) 4. Compare Nationalism’s impact on empires. Choose two of the following: (China, Ottoman, Austro-Hungarian, Russian, and British.)

STRAND VI: CRISIS AND CONFLICT, 1914 – 1945**CONTENT STANDARD:** The student examines the causes and global consequences of early Twentieth Century conflicts.

- BENCHMARKS:**
- A. The student analyzes World War I and its impact on the global framework.
 - B. The student assesses the economic, political, and social transformations between the world wars.
 - C. The student summarizes World War II, its global scope and outcomes.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Discusses the causes and global consequences of World War I (e.g., Russian Revolution, Versailles, transformation of regional boundaries, and Chinese and Indian nationalism) (NM-IC.6, 7, 8; NSH-2C; NSH-2A, 3A). 2. Summarizes the social and cultural conditions in Europe, Africa, Asia, and Latin America in the 1920's and 1930's (e. g., racism, genocide, science, technology, gender roles, Marxism) (NM-IC.5, 6; NSH-3B; NM-IC, II-F; NSH-3C). 3. Evaluates post-World War I economic conditions (i. e., Great Depression) (NM-IC.7; NSH-3E). 4. Analyzes the causes and global consequences of World War II (NM-IC.8, 9; NSH-4A). 	<ol style="list-style-type: none"> 1. The student creates a graphic organizer with illustrations that outlines the efforts to achieve peace after World War I. After the student has completed the graphic organizer, he/she writes a five-paragraph essay explaining why these efforts were a success or failure. <ul style="list-style-type: none"> ✓ accuracy and depth of information ✓ writing conventions ✓ persuasive argument ✓ organization 2. The student maps the Eastern Hemisphere in 1914 and 1922. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity ✓ legends 3, 4. Using political cartoons, song lyrics, political party platforms, campaign posters, and/or political speeches, the student researches and evaluates the German election of 1932. <ul style="list-style-type: none"> ✓ accuracy of information ✓ persuasive argument ✓ organization ✓ analysis of information <p>Essay Format:</p> <p>A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content • substantiates thesis with with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful and insightful analysis of documents • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document <p>C. Change Over Time Essay (C/T)</p> <ul style="list-style-type: none"> • creates clear, analytical and complete thesis • addresses all parts of the question: global issues, chronology, causation, change, continuity, and content-appropriate historical evidence • uses historical context effectively to show changes over time and/or continuities • uses correct language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. (C/T) Describe gender roles since 1750. 2. (DBQ) Using information from documents and your knowledge of this time period. Analyze the causes of WWI & WWII. 3. (C/C) Analyze the impact of the Great Depression on two of the following regions: (East Asia, Europe, Latin America, Russia).

STRAND VII: 1945 TO THE PRESENT: GLOBALIZATION**CONTENT STANDARD:** The student examines political, economic, and cultural forces transforming international relationships.

- BENCHMARKS:** A. The student explores and analyzes the consequences and the ideological conflicts of global polarization.
 B. The student evaluates the impact of major global economic developments.
 C. The student discusses cultural convergence and diversity.
 D. The student recognizes the impact of historical events on current issues.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Examines the Cold War and its regional influences (NM-IC.9; NSH-1A; NM-IC.9; NM-II-C-3; NSH-1B). 2. Evaluates regional independence and reform movements (e.g., Africa, Asia, and Caribbean) (NM-IC.10, 11; NSH-1C). 3. Assesses the effects of major global economic developments (e. g., international trade policies and organizations, demographic and environmental impact, information technology, scientific trends) (NM-IIB; NSH-2B; NM-IIB, IIF; NSH-2A; NM-IC.9, 12; NSH-2E). 4. Assesses the social and cultural implications of globalization (e.g., human rights, popular culture, feminism, intellectual life) (NM-IC.11; NSH-2C; NM-IC.11; NSH2D; NM-ID.7; NSH-2F). 5. Uses a framework of world history to connect patterns of the past to current events. 	<ol style="list-style-type: none"> 1. The student creates a map indicating Cold War polarization. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity ✓ legends 2, 5. The student creates a change analysis chart. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity 3. The student creates a timeline on the development of international trade organizations since 1945. <ul style="list-style-type: none"> ✓ accuracy of information ✓ neatness ✓ clarity 4. Working in small groups, the student creates a photo essay looking at popular culture in the late 20th century. The student defines popular culture via his/her photo selections and captions. <ul style="list-style-type: none"> ✓ creativity ✓ relevance ✓ accuracy of information <p>Essay Format: A. Comparative Essay (C/C)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • addresses all parts of the Q as relevant: comparisons, chronology, causation, connections, themes, interactions, content

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> • substantiates thesis with appropriate historical evidence • shows ability to relate, comparisons to larger global context • shows similarities as well as differences • makes direct comparisons consistently between or among societies • writes a brief conclusion • uses correct language and writing conventions <p>B. Document-Based Essay (DBQ)</p> <ul style="list-style-type: none"> • creates clear, analytical and comprehensive thesis • understands basic meaning of documents, and shows careful and insightful analysis of documents • analyzes bias or point of view • analyzes the documents in additional ways – groupings, comparisons, synthesis • identifies one type of appropriate additional document <p>C. Change Over Time Essay (C/T)</p> <ul style="list-style-type: none"> • creates clear, analytical and complete thesis • addresses all parts of the question: global issues, chronology, causation, change, continuity, and content-appropriate historical evidence • uses historical context effectively to show changes over time and/or continuities • uses correct language and writing conventions <p>Suggested Essay Topics:</p> <ol style="list-style-type: none"> 1. (C/T) Discuss nationalism from either Europe, Africa, Middle East, or Asia. 2. (DBQ) Describe the connections through time between ethnic/religious violences and nationalism. 3. Compare the impact of western consumer society on two cultures outside of Europe. 4. Debate the question of progress in human history. Consider technology, ecology, military standard of living, health, and education.

STRAND VIII: SOCIAL STUDIES SKILLS**CONTENT STANDARD:** The student uses critical-thinking skills to understand and communicate historical information.**BENCHMARKS:** A. The student uses critical-thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.
B. The student analyzes, synthesizes, and evaluates historical information.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Analyzes and evaluates the validity of information from primary and secondary sources for bias, propoganda, point of view, and frame of reference (NMSS-Skills-ID.3-5). 2. Evaluates, takes, and defends positions on issues (NMSS-Skills-ID.3-5). 3. Applies the research process (APS – LA – VI.9.5; NMSS-ID.1-7). <ul style="list-style-type: none"> • choosing and narrowing a topic • conducting a preliminary search • defining the research question • developing a working bibliography • finding sources in a library or the internet 4. Organizes and analyzes information (NMCR – 5E, F; NMSS-ID.1-7). <ul style="list-style-type: none"> • finding the main idea • sequencing, categorizing, and generalizing • identifying cause and effect relationships • comparing and contrasting 	<ol style="list-style-type: none"> 1. The student researches and reads primary source and secondary source documents on-line (e. g., Yale Law School Avalon Project) and looks for specific references in the documents for point of view, propoganda or frame of reference and writes an essay that defends or repudiates the arguments made in the document. <ul style="list-style-type: none"> ✓ correctly identifies document as primary or secondary source ✓ support for argument ✓ writing conventions and elements 2. Specific illustrations for this performance standard are found in: Strand I #9 Strand II #1, #2, #3 - #4, #7, #11 Strand III #2, #4, #7 Strand IV #7, #8, #11 and Strand V #1 - #4 3. Specific illustrations for this performance standard are found in: Strand I #5 Strand II #5 - #6, #7, #9, #11, #12 Strand III #2, #6, #7 Strand IV #7, #10, and Strands V #1 - #4 4. Specific illustrations for this performance standard are found in all of the illustrations.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> • drawing inferences and conclusions 	

STRAND IX: LITERACY
CONTENT STANDARDS: A. The student employs appropriate reading strategies to read and interpret increasingly complex texts for a variety of purposes.
 B. The student writes effectively for different audiences and purposes.

BENCHMARKS: A. The student develops and demonstrates proficiency with a variety of reading processes to analyze, interpret, and evaluate a wide variety of texts.
 B. The student develops and demonstrates *fluency and style* in writing and a command of writing conventions to describe, narrate, express, explain, persuade and analyze for a variety of purposes and audiences.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Develops and demonstrates proficiency with the following strategies to approach reading for information across content areas (APS – LA I.1): <ul style="list-style-type: none"> • scans reading selection to determine whether a text contains relevant information, • uses the headings and subheadings of the material to make predictions and to validate comprehension of text, • reads and rereads to decode meaning, • reviews and summarizes essential elements of text for overview. 2. Uses textual evidence to develop and support an interpretation of a scientific process or concept (APS – LA II.2). 3. Develops increased competence in using the writing process to create a final product (APS – LA III.1). 4. Develops increased competence in using elements of effective writing (APS – LA III.2). 5. Supports an informed opinion (APS – LA III.6): <ul style="list-style-type: none"> • uses appropriate language, reasoning, and organizational structure for the audience and purpose, • provides relevant, convincing reasons, uses various types of evidence, • demonstrates an awareness of possible questions, concerns, or counterarguments. 6. Responds to a variety of written, electronic, and other media (APS – LA III.7). 7. Develops increased competence with speaking and language 	<ol style="list-style-type: none"> 1. See Strand I illustrations #1 - #2, #4, #6, #9 Strand II illustrations #7, #8, #9, #10, #11, #12 Strand III illustrations #1, #2, #3, #4, #6, #7, #8 Strand IV illustrations #3, #4 - #6, #11 Strand V illustrations #1 - #4, and Strand VI illustration #1 2. See Strand I illustrations #1 - #2, #4, #6, #9 Strand II illustrations #3 - #4, #8, #10, #12 Strand III illustrations #1, #4, #6, #8 and Strand IV illustrations #3, #4 - #6 3. See Strand I illustrations #5, #6, #9 Strand II illustrations #1, #2, #7, #11 Strand III illustrations #2, #3, #4, #5 Strand IV illustration #11 and Strand V illustrations #1 - #4 4. See Strand I illustrations #4, #5, #6, #9 Strand II illustrations #1, #2, #11 Strand III illustrations #2, #3, #4, #5 and Strand IV illustrations #10, #11 5. See Strand I illustration #9 Strand II illustrations #1, #2, #3 - #4, #7, #11 Strand III illustrations #2, #4, #7 Strand IV illustrations #7, #8 and Strand V illustrations #1 - #4 6. See Strand I illustration #5. 7. See Strand II illustrations #3 - #4, #5 - #6, #7

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	conventions (APS – LA IV.3).	Strand III illustrations #2, #5, #7 and Strand IV illustrations #1 - #2, #7, #9, #10