



Manhattan Center for Science and Math High School  
Social Studies Department Curriculum

Marking Period 1 (H4)

Topic and Essential Question: The World at War (1900-1945)

- How did unresolved political conflicts lead to World War II?

Unit/Topics: Unit 7: The World Between the Wars

- SWBAT/Objectives**
1. Analyze how the economic downturns affected political change between the wars.
  2. Discuss Mussolini's impact on Italy.
  3. Explain how Hitler and the Nazis affected Germany.
  4. Critique the provisions of the League of Nations.
  5. Explain how the Spanish Civil War was a prelude to World War II.
  6. Analyze why the Japanese engaged in expansionist policies.
  7. Infer why Chiang Kai Shek sent Mao Zedong on the Long March.
  8. Analyze the roots of Indian independence.
  9. Discuss which powers replaced the Ottomans in the Middle East.

**Vocabulary/Key Terms:** Black shirts, Brown shirts, Depression, Fascism, Fundamentalism, Gestapo, Inflation, Mandate, Modernization, Nazism, Pan-Arabism, Swastika, Weimar Republic, Westernization, Zionism, Ataturk, Chiang Kai-Shek, Franco, Gandhi, Hitler, Mao Zedong, Mussolini

**Assessments:** Formative: Do Now quizzes, exit slips, DBQ handouts, class discussions, graphic organizers, peer and self-assessments, Think-Pair-Share/Think-Write-Share/Stop and Jot/Turn and Talk responses, student-generated questions  
Summative: multiple choice exam, DBQ and/or a thematic essay based on the Global History Regents rubric

**Common Core Standards:**  
**Reading:** CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RH.9-10.3; CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6; CCSS.ELA-Literacy.RH.9-10.7; CCSS.ELA-Literacy.RH.9-10.8; CCSS.ELA-Literacy.RH.9-10.9; CCSS.ELA-Literacy.RH.9-10.10  
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Heterogeneous grouping, modified text features, videos, graphic organizers, sentence starters, question frames

**Differentiated Instruction:**

We use horseshoe-seating arrangements to maximize viewing and peer-to-peer discussion, we use positive reinforcement with student

**ELLs:** responses, we use peer tutoring with the AP World and AP US History students for our Global III and IV students, we have study guides that students complete as we go through each unit, we consult both primary and secondary sources in study guides, we employ graphic organizers to show changes over time, comparisons between two points, we read questions aloud to students who may have difficulty in comprehending a particular question, we operate projectors that are connected to our computers to show various images, sound and movie files, and we consult text with multiple reading levels to maximize ELL achievements. Think, Pair Share, Group Work.

**SWDs:** We use multiple study guides as part of our unit, those study guides include both primary and secondary sources of various formats (texts, images, charts, maps, etc). We also provide flash cards as a means of aiding retention of material, and we alternate between the textbooks, alternate text passages, and other primary/secondary source Think, Pair Share, Group Work. lysis and evaluation for preparation. We provide graphic organizers, sentence starters, question frames, and checklists for SWDs.

We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

**High-Achievers:**

**Resources/Books** World History: Patterns of Interaction (McDougal Littell); Hitler and Stalin documentary; World War II documentary

## Marking Period 2 (H4)

**Topic and Essential Question: The World at War (1900-1945)**

- How did wartime destruction lead to a push for greater human rights protections?

**Unit/Topics:** Unit 7: World War II: 1939-1945

**SWBAT/Objectives**

1. Discuss whether appeasement was one of the root causes of World War II.
2. Justify whether Hitler was unstoppable.
3. Analyze if Japanese expansionist policies led to war in Asia.
4. Defend the lessons learned by studying the Holocaust.
5. Defend whether the atomic bomb was necessary to end World War II.

**Vocabulary/Key Terms:** annexation, Anschluss, appeasement, atrocity, Auschwitz, blitzkrieg, Concentration camp, deportation, final solution, genocide, ghetto, Hiroshima, Island hopping, Lebensraum, Mein Kampf, Nagasaki, Non- Aggression Pact, Pearl Harbor, pogrom, selection, Shoah, Stalingrad, Third Reich, zyklon B, Churchill, Hirohito, Hitler, F.D.R., Stalin, Wiesel

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**Resources/Books**

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**Marking Period 2 (H4)**

**Topic and Essential Question: Perspectives on the Present (1945-present)**

- **Why did the United States and the Soviet Union emerge as global superpowers in the post-World War II era?**

**Unit/Topics:**

Unit 8: Cold War / Nuclear Age (1950 –1960)

**SWBAT/Objectives**

1. Analyze how “containment” affected global relations.
2. Justify whether the US should have dropped the atomic bomb on Japan.
3. Evaluate how the US played such a vital role in the economic recovery of Europe and Japan.
4. Analyze how the revolution in Cuba shocked the world.

**Vocabulary/Key Terms:**

Universal Declaration of Human Rights, NATO, Truman Doctrine, containment, Marshall Plan, Cuban Revolution, Cuban Missile Crisis, Bay of Pigs invasion, Warsaw Pact

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**Resources/Books**

World History: Patterns of Interaction (McDougal Littell); Cold War documentary

**Marking Period 2 (H4)**

**Topic and Essential Question: Perspectives on the Present (1945-present)**

- **How have nationalist and decolonization movements contributed to independence?**

**Unit/Topics:**

Unit 8: Post-WWII Nationalist movements / Collapse of Imperialism (1960's)

**SWBAT/Objectives**

1. Analyze how WWII undermined the influence and power of the European colonial masters.

2. Debate whether Nkrumah’s style of politics hastened independence movements in Africa.
3. Evaluate why developing nations often aligned themselves with one superpower or another.
4. Analyze how nonaligned nations tried to diffuse Cold War tensions.
5. Evaluate how Pan–Africanism and the negritude movement furthered the nationalists’ goals.
6. Analyze how apartheid violated human rights in South Africa.
7. Evaluate why Western dominance disappeared with decolonization.

**Vocabulary/Key Terms:**

African Nationalism, Neocolonialism, MNCs, Pan–Africanism, Negritude, International Student Movements (Paris), Organization of African Unity, Nkrumah

**Assessments:**

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<b>Resources/Books</b>	World History: Patterns of Interaction (McDougal Littell); Videos – The Vietnam War / Readings – Firepower in the Third World (Cold War), Focus on Eastern Europe (Cold War), The Negro Speaks of Rivers (Langston Hughes), The Gentleman of the Jungle (Neocolonialism)
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## Marking Period 2 (H4)

### Topic and Essential Question: Perspectives on the Present (1945-present)

- What are the implications of tensions between traditional cultures and agents of modernization?

**Unit/Topics:** Unit 8: Conflicts and Change (1970's)

- SWBAT/Objectives**
1. Compare and contrast how the role of women changed in Latin American countries.
  2. Analyze why the creation of Israel led to conflict in the Middle East.
  3. Evaluate whether terrorism has been an effective means of meeting goals.
  4. Analyze how the actions of OPEC affected nations around the world.
  5. Evaluate why the Shah of Iran was overthrown.

**Vocabulary/Key Terms:** juntas, Trujillo, terrorism, OPEC energy crisis, Iranian Revolution, Islamic Fundamentalism

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**Resources/Books**

World History: Patterns of Interaction (McDougal Littell); Readings – Ballistic Missiles (Cold War), I, Rigoberto Menchu (Latin America)

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**Marking Period 3 (H4)**

**Topic and Essential Question: Perspectives on the Present (1945-present)**

- Which factors contributed to greater interconnections across the world?

**Unit/Topics:**

Unit 8: Political Upheaval (1980's and 1990's)

**SWBAT/Objectives**

1. Analyze the results of the Iran–Iraq War and the Persian Gulf War.
2. Evaluate how the people of China responded to communism in the late 20th century.
3. Analyze how political and economic changes occurred in Europe as a result of the collapse of the Soviet Union.
4. Analyze the challenges facing South Africa today.
5. Debate who won the Cold War and its implications.

**Vocabulary/Key Terms:**

Tiananmen Square, Apartheid, South Africa's Truth and Reconciliation Commission

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**High-Achievers:**

**Resources/Books**

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**Marking Period 3 (H4)**

**Topic and Essential Question: Perspectives on the Present (1945-present)**

- **To what extent have global challenges increased cooperation between different countries?**

**Unit/Topics:**

Unit 8: Current Global Issues

**SWBAT/Objectives**

1. Justify why it is important for peace to be reached in the Middle East.
  2. Analyze why ethnic rivalries still exist today.
  3. Compare and contrast the main goals of developing nations.
  4. Analyze the main challenges to human rights.
  5. Evaluate the impact of dismantling nuclear arsenals and to whom the weapons are sold.
  6. Analyze how technology is shaping the future.
  7. Synthesize how urbanization has broken down tradition.
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8. Defend whether the UN will have an increasingly important role in the 21st century.
9. Evaluate how religious differences affect society.

**Vocabulary/Key Terms:**

Urbanization, Overpopulation/Global demographic shifts, Economic Globalization, Global ethnic rivalries, Disarmament, United Nations, Human Rights, Third World Challenges

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**Common Core Standards:**

**Reading:** CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RH.9-10.3; CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6; CCSS.ELA-Literacy.RH.9-10.7; CCSS.ELA-Literacy.RH.9-10.8; CCSS.ELA-Literacy.RH.9-10.9; CCSS.ELA-Literacy.RH.9-10.10  
**Writing:** CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.9-10.6; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.W.9-10.9; CCSS.ELA-Literacy.W.9-10.10  
**Speaking and Listening:** CCSS.ELA-LITERACY.SL.9-10.1.A; CCSS.ELA-LITERACY.SL.9-10.1.B; CCSS.ELA-LITERACY.SL.9-10.1.C; CCSS.ELA-LITERACY.SL.9-10.1.D; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.ELA-LITERACY.SL.9-10.3; CCSS.ELA-LITERACY.SL.9-10.4; CCSS.ELA-LITERACY.SL.9-10.5; CCSS.ELA-LITERACY.SL.9-10.6

Heterogeneous grouping, modified text features, videos, graphic organizers, sentence starters, question frames

**Differentiated Instruction:**

**ELLs:**

We use horseshoe-seating arrangements to maximize viewing and peer-to-peer discussion, we use positive reinforcement with student responses, we use peer tutoring with the AP World and AP US History students for our Global III and IV students, we have study guides that students complete as we go through each unit, we consult both primary and secondary sources in study guides, we employ graphic organizers to show changes over time, comparisons between two points, we read questions aloud to students who may have difficulty in comprehending a particular question, we operate projectors that are connected to our computers to show various images, sound and movie files, and we consult text with multiple reading levels to maximize ELL achievements.

**SWDs:**

We use multiple study guides as part of our unit, those study guides include both primary and secondary sources of various formats (texts, images, charts, maps, etc). We also provide flash cards as a means of aiding retention of material, and we alternate between the textbooks, alternate text passages, and other primary/secondary source analysis and evaluation for preparation. We provide graphic organizers, sentence starters, question frames, and checklists for SWDs.

We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

**High-Achievers:**

**Resources/Books**

World History: Patterns of Interaction (McDougal Littell); Readings – United Nations Declaration of Human Rights