

Johnny Ng's Curriculum Planning, Design, and Lesson Samples

Please click on the links to see the samples

Scope & Sequence for Global History II w/ Pacing

Year-Long Essential Question: What is agency and how do you utilize it?

Trimester 1			
Unit 1: The World in 1750			
Essential Question: How do empires consolidate their power? How do these empires respond to increased diversity and interconnectedness?			
#	Content Standards	Focus Areas	Key Exam
1	Analyze the size and strength of a variety of kingdoms and empires at approximately 1750.	As the beginning of the Modern Era, human civilization tended to be concentrated in large, land-based empires with Europeans serving as the exemption due to their substantial maritime and colonial empires.	Empires to Me: Russian, Ott, China, Japan, Dahomey, Eur
2	Compare efforts to unify, stabilize and centralize Tokugawa Japan and France under the Bourbons	Both France and Japan undertook major efforts to centralized and provide a generational template in their territory. France's efforts focused on empowering the central government through increased taxation, bureaucratization and the use of expansive military and police powers. Japan utilized a different technique, placing the emperor as a nominal power while utilizing various lords to organize power and protect economic interests.	
3	Evaluate Ottoman and Mughal empires using a variety of comparisons	The Ottoman and Mughal Empires represented two different responses to Muslim leadership over a diverse array of peoples. The Mughal generally adopted a 'let live' strategy, promoting cultural syncretism, religious tolerance and adopting state structures that emphasized local autonomy. The Ottomans developed an expansionist bureaucracy that centralized power within the emperor and which placed a series of rules and procedures that gave autonomy but ensured imperial control.	
4	Analyze similarities and differences in the treatment of outsiders in Japan, France and Mughals	In the early modern world, national boundaries were explicitly challenged as trade grew. While France and the Mughals would attempt to regulate but still engage with the outside world, Japan prioritized its own cultural and economic integrity, drastically curtailing trade and exchange.	
Unit 2: Revolution			
Essential Question: In what ways does anger bring about change and equality?			
#	Content Standards	Focus Areas	Key Exam
5	Describe the key ideas of Enlightenment thinkers and explain their connection to revolutionary aspirations	Enlightenment ideas of limited government, natural rights and consent of the governed changed the intellectual atmosphere of Europe and the Americas. It led to the growth of political and social movements to empower the individual and its demands for political representation for the people would influence	Enlightenme John Locke, Montesquieu, Rousseau, M

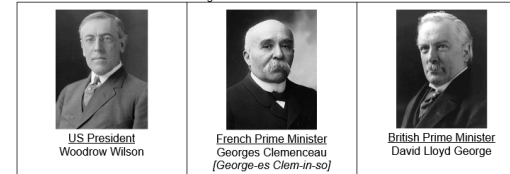
A scope and sequence for NYS Global History and Geography II along with a pacing guide with units, standards, focuses, essential questions and key vocabulary terms

Treaty of Versailles Simulation Lesson

U5.Sim_TreatyofVersailles

GHII

You will be assigned to play the role of ONE of the major delegates during the Paris Peace Conference:



Tasks:

1. Read your **character** and **country profile** and what the **main goals** are for the Paris Peace Conference.
2. **Determine** your character's decisions for each of the **terms** of the Treaty of Versailles
3. Provide **Reasoning** using goals and data as **evidence** to support your decisions
4. **Negotiate** with the delegates of other countries to determine the **outcome** of the Treaty of Versailles
5. **Reflect** on your negotiations and the Treaty of **Versailles'** actual outcomes

Rules During Negotiations:

Treaty of Versailles simulation lesson for Global History & Geography where students learn and role-play as leaders in the complex negotiations of the Paris Peace Conference post-WWI

Macbeth Student-Paced Nearpod Lesson

Digital Macbeth lesson for 10th Grade ELA using Nearpod for either synchronous or asynchronous use. Comments include scripting teacher thinking/pacing

Sultan Swipe Game for Global History II

A browser-based game for NYS Global History and Geography II to practice differentiating social, political, and economic effects and challenges to Ottoman rule. [Teacher lesson guide](#) included.