

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Course Questions	<ol style="list-style-type: none">1. How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?2. Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?3. Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?
Course Themes	<ul style="list-style-type: none">● The intensification of the movement toward a global market aided by rapid transportation of goods around the world, powerful international financial institutions, and instantaneous communication.● The emergence of industrial production as the dominant economic force that shaped the world economy and created a related culture of consumption.● Increasing human impact on the natural and physical environment through the growth in world population, especially urban settings where populations engaged in mass consumption through mechanical and chemical developments related to the Industrial Revolution.● Imperial expansion across the globe and the growth of nation-states as the most common form of political organization.● The application of industrial technology and scientific advancements to the development of mechanized warfare, which drew millions of people into the experience of “total war”.● The conflict between economic and political systems that defined the post-World War II period.● The emergence of ideas of universal rights and popular sovereignty for all individuals, regardless of gender, class, religion, or race, which spread around the world.

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 1: The World in 1750 Suggested 1 Week			
Curriculum Framework Questions	<ul style="list-style-type: none"> ● How were most societies organized in the 1700s? ● Who held power in the 1700s? Why? ● What was the divine right of kings? 		
Suggested End of Unit Performance Task	Explanatory Writing		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W 9-10.3 Write narratives; real or imagined experiences or events.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p>	<p>Primary and Secondary Sources:</p> <p>Unit Two: Absolutism to Revolution pgs 150-201; 206-211; 249-250</p> <p>Primary and Secondary Sources</p> <p>King James I “Speech to Parliament”</p>	<p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <ol style="list-style-type: none"> 1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. 2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>. 3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 2: 1750-1917: Revolutions Reshape the World Democratic Revolutions Suggested 3 Weeks

Framework Questions	<ul style="list-style-type: none"> ● How were enlightened ideas a break from the past? ● How did the “social contract” affect ordinary people? ● What are individuals or natural rights? Who received those rights in the eighteenth century? ● Why did civic reformers argue for representative governments? ● What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America? ● How do the French, American, and Haitian Revolutions compare to one another? ● How is national identity constructed? 		
Suggested End of Unit Performance Task	Explanatory Writing; Analysis of a political cartoon		
CCSS Standards	ELD Standards	Core Texts	Content Standards

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W 9-10.3 Write narratives; real or imagined experiences or events.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P. II:CCI.6 – Connecting ideas</p>	<p>Primary and Secondary Sources:</p> <p>DBQ Project Binder “The Enlightenment Philosophers: What was their main idea?”</p> <p><i>Two Treatises of Government</i> by John Locke</p> <p><i>A Vindications of the Rights of Woman</i> by Olympe de Gouge</p> <p><i>Wealth of Nations</i> by Adam Smith</p> <p><i>Republic</i> by Plato</p> <p>Caricature of the three estates: a peasant carrying a nobleman and a clergyman. Anonymous, 18th century. Réunion des Musées Nationaux/ Art Resource, NY Johnson, David, and Anne Wohlcke. <i>The French Revolution and Citizenship</i>. 1. Irvine: Humanities Out There, 2005</p> <p>DBQ Project Binder: French Revolution, Independence in Latin America, Toussaint Louverture</p>	<p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p>1. Analyze the similarities and differences in <i>Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</i></p> <p>2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>.</p> <p>3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p> <p>10.2. Students compare and contrast the Glorious Revolution of England, the American Revolution... and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (<i>e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison</i>).</p> <p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> <p>10.2.3-4 Students (analyze) the French Revolution and (its) enduring effects worldwide</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

			<p>on the political expectations for self-government and individual liberty.</p> <p>3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p> <p>4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 3: Industrial Revolutions Suggested 3 Weeks

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Framework Questions	<ul style="list-style-type: none"> Should this era of industrialization be called an Industrial Revolution? Why or why not? What were the results of the industrial revolutions? How was technology, and the environment transformed by industrialization? How did industrial revolutions affect governments, countries, and national identity in similar and different ways? 		
Suggested End of Unit Performance Task	Comparative writing; Structured Debate		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>RH 9-10.8 Assess reasoning & evidence to support author’s claim.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p>	<p>Textbook: McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</p> <p>Unit Three: Industrialism and the Race for Empire: pgs 278-307</p> <p>Primary and Secondary Sources: EEI curriculum unit “Britain Solves a Problem and Creates the Industrial Revolution” 10.3.1-10.3.5</p> <p>College Entrance Examination Board. AP European History Document</p>	<p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</p> <ol style="list-style-type: none"> 1. Analyze why England was the first country to industrialize. 2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison). 3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. 4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement. 5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.9 Compare & Contrast</p> <p>RH 9-10.10 Read & comprehend text independently.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.3 Evaluate speaker’s point of view.</p> <p>SL9-10.4 Present findings.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>		<p>Based Question. 1. USA: College Board, 2002. 2-9.</p> <p><i>Self Help</i>, Samuel Smiles 1882</p> <p>Johnson, David, and Anne Wohlcke. <i>The World the Industrial Revolution Made 1750-1914</i>. 1. Irvine: Humanities Out There, 2003.</p> <p>DBQ Project Binder “Female workers in Japanese silk factories: Did the costs outweigh the benefits?”</p>	<p>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 4: The Rise of Imperialism and Colonialism Suggested 3 Weeks			
Framework Questions	<ul style="list-style-type: none"> ● Why did Industrialized nations embark on imperial ventures? ● How did Colonization work? ● How was imperialism connected to race and religion? ● How was imperialism similar and different between colonies in Africa, Asia, and Latin America? ● What were the causes and effects of the Mexican Revolutions? ● How did native people respond to colonization? 		
Suggested End of Unit Performance Task	Identifying Point of View		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 –</p>	<p>Primary & Secondary Sources:</p> <p>The British Library. <i>Victoria Terminus</i>, Bombay, 1888, The London Times: 1881, 1910, 1911.</p> <p>F.D. Lugard, <i>The Rise of Our East African Empire</i>, “<i>The Dual Mandate in British Tropical Africa</i>” 1893</p> <p>Achebe, Chinua. <i>Things Fall Apart</i>, 1958</p> <p>Conrads, Joseph. <i>Heart of Darkness</i></p>	<p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</p> <p>1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>1. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> <p>2. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p>

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>	<p>Condensing ideas</p>	<p>Hothschild, Adam. <i>King Leopold's Ghost</i></p> <p>Kipling, Rudyard. <i>The White Man's Burden</i></p> <p>Rosenfeld, Alan. <i>New Imperialism: Africa</i>. 1. Irvine: Humanities Out There, 2005.</p> <p>DBQ Project Binder "What was the driving force behind European imperialism in Africa?"</p> <p>Rivera, Diego. <i>Repression</i></p> <p>Nunez, Lucia. <i>Episodes in the History of U.S.- Mexico Relations</i>.</p> <p>Guyatt, John. <i>The Mexican Revolution</i>.</p>	<p>3. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 5: Causes and Course of WWI Suggested 4 Weeks

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Framework Questions	<ul style="list-style-type: none"> ● Why did the Great War become a World War? ● How was World War I a total war? ● What were the consequences of World War I for nations and people? ● Why did the Russian Revolution develop, and how did it become popular? 		
Suggested End of Unit Performance Task	Identifying Point of View & Reading Political Cartoons and Interpreting Charts		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>RH 9-10.8 Assess reasoning & evidence to support author’s claim.</p> <p>arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and</p>	<p>Primary and Secondary Sources:</p> <p>Johnson, David, and Anne Wohlcke. <i>A Century of Total War: Mobilizing People and Industry 1914-1945</i>. Irvine: Humanities Out There, 2003.</p> <p>Remarque, Erich Maria. <i>All Quiet on the Western Front</i></p> <p>Anderson, Scott. <i>Lawrence in Arabia</i></p> <p>DBQ Project Binder “What was the</p>	<p>10.5 Students analyze the causes and course of the First World War.</p> <ol style="list-style-type: none"> 1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.” 2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate). 3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. 4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort. 5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens. <p>10.6.1 Analyze the aims and negotiating roles of world</p>

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>W9-10.5 Strengthen writing by planning & revision. W9-10.8 Researching evidence & using searches effectively. SL 9-10.1 Participate in collaborative discussion. SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>	<p>applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas</p>	<p>underlying cause of World War I?”</p>	<p>leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States's rejection of the League of Nations on world politics.</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 6: Effects of World War I Suggested 2 Weeks			
Big Idea	Power comes in many forms.		
Framework Questions	<ul style="list-style-type: none"> ● How did World War I end? What were the consequences of the postwar agreement? ● How did agreements dating from World War I and postwar periods impact the map of the Middle East? ● What were the effects of World War I on ordinary people? ● Why does the term “long generation” refer to those who lived through or came of age during these years? ● How did the post-World War I world order contribute to the collapse of the worldwide economy? 		
Suggested End of Unit Performance Task	Explanatory Brochure		
CCSS Standards	ELD Standards	Core Texts	Content Standards

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W 9-10.6 Use technology to produce & publish writing products</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.10 Write routinely over various time frames for specific task/audience.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL9-10.5 Make strategic use of digital media in presentations.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p>	<p>*Russian Revolution & Disillusionment</p> <p>District Common Core Unit “Treaty of Versailles”</p> <p>Primary and Secondary Sources:</p> <p>Ellis, Elisabeth, and Anthony Esler. <i>World History: Connections To Today</i>. 1st ed. Upper Saddle River, New Jersey: Prentice Hall, 1999.</p> <p>DBQ Project Binder “How did the Versailles Treaty Help Cause World War II?”</p>	<p>10.6.2-7 Students analyze the effects of the First World War.</p> <p>2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 7 Causes and consequences of World War II (Suggested 5 Weeks 28 days)

Unit 7: Rise of Totalitarian Governments after World War I Suggested Time 2 Weeks			
Framework Questions	<ul style="list-style-type: none"> ● Why did communism and fascism appeal to Europeans in the 1930s? ● What were key ideas of communism? How were the ideas translated on the ground? ● What was Totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union? ● How did Nazis come to power? Why did ordinary people support them? 		
Suggested End of Unit Performance Task	Verbal Debate		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>RH 9-10.9 Compare & Contrast</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas</p>	<p>Primary and Secondary Sources:</p> <p>Lenin’s Proclamation of 7 November, 1917</p> <p>Stalin, Joseph. <i>Industrialization of the Country.</i></p> <p><i>Hymn to Stalin</i></p> <p>Kopelev, Lev. <i>Education of a True Believer.</i></p> <p>Orwell, George. <i>Animal Farm.</i></p> <p>Koestler, Arthur. <i>Darkness at Noon.</i></p> <p>Solzhenitdyn, Aleksandr. <i>Gulag Archipelago.</i></p>	<p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <ol style="list-style-type: none"> 1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag). 2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). 3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.10 Read & comprehend text independently.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.3 Evaluate speaker's point of view.</p> <p>SL9-10.4 Present findings.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>			
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 8: Causes and Consequences of WWII Suggested 3 Weeks			
Big Idea	Power can be seen and unseen.		
Framework Questions	<ul style="list-style-type: none"> ● Why was the death toll so high during World War II? ● What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts? ● How did technology affect World War II? ● How was World War II a total war? How did World War II's actors, goals, and strategies compare with those of World War I? ● How was the Holocaust carried out? 		
Suggested End of Unit Performance Task	Verbal Debate		
CCSS Standards	ELD Standards	Core Texts	Content Standards

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>RH 9-10.9 Compare & Contrast</p> <p>RH 9-10.10 Read & comprehend text independently.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas</p>	<p>Primary and Secondary Sources:</p> <p>United States Government. <i>Neutrality Acts</i>.</p> <p>The Phyllis Schlafly Report. <i>The Lifesaver Bomb</i>. Vol. 29, No. 4 * Box 618, Alton, Illinois 62002 * November 1995</p> <p>Freeman, Robert. <i>Was the Atomic Bombing of Japan Necessary?</i> DBQ Project Binder U.S. Vol II “Why did Japan bomb Pearl Harbor?”</p>	<p>10.8 Students analyze the causes and consequences of World War II.</p> <ol style="list-style-type: none"> 2. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939. 3. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. 4. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. 5. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). 6. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. 7. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>literary or informational texts to support analysis. SL 9-10.1 Participate in collaborative discussion. SL9-10.3 Evaluate speaker's point of view. SL9-10.4 Present findings. SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>			
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 8 Post World War II (Suggested 5 Weeks 28 days)

Unit 9: International Developments in the Post World War II World- Suggested 5 Weeks			
Big Idea	Unresolved conflicts continuously resurface.		
Framework Questions	<ul style="list-style-type: none"> ● How did the Cold War develop? ● How was the Cold War waged all over the world? ● How did former colonies respond to the Cold war and liberation? ● How and why did the Cold War end? 		
Suggested End of Unit Performance Task	Researched Powerpoint Presentation		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>RH 9-10.10 Read & comprehend text independently.</p>	<p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P.I: Pro.9 – Expressing information and ideas in formal oral presentations on academic topic</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p>P.I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p>	<p>Churchill, Winston. <i>Sinews of Peace</i>. 1946</p> <p>Stalin interview <i>Pravda</i> March 14, 1946</p> <p>California History-Social Science Projectm <i>The Cold War Blueprint</i></p> <p>DBQ Project Binder “What made Gandhi's nonviolent movement work?”</p>	<p>10.9 Students analyze the international developments in the post-World War II world. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p>Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic</p>

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W 9-10.6 Use technology to produce & publish writing products</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL9-10.4 Present findings.</p> <p>SL9-10.5 Make strategic use of digital media in presentations.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>	<p>P.II: SCT.2 – Understanding cohesion</p> <p>P.II: EEI.5 – Modifying to add details</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>		<p>upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p> <p>5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> <p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

Unit 10: Nation Building in the Contemporary World- Suggested 3 Weeks			
Big Idea	Change can be helpful or harmful		
Framework Questions	<ul style="list-style-type: none"> ● How have nations organized in the post Cold War world? ● How have nations struggled in similar and different ways to achieve economic, political, and social stability? ● How have developing nations worked together to identify and attempt to solve challenges? 		
Suggested End of Unit Performance Task	Research Paper		
CCSS Standards	ELD Standards	Core Texts	Content Standards

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>RH 9-10.8 Assess reasoning & evidence to support author’s claim. arguments to support claims; using reasoning & evidence.</p> <p>RH 9-10.10 Read & comprehend text independently.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W 9-10.6 Use technology to produce & publish writing products</p> <p>W 9-10.7 Conduct research projects to answer a question or solve problem</p>	<p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P.I: Pro.9 – Expressing information and ideas in formal oral presentations on academic topic</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p>P.I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.II: SCT.2 – Understanding cohesion</p> <p>P.II: EEI.5 – Modifying to add details</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>Primary and Secondary Sources</p> <p>DBQ Project Binder “China’s one child policy: was it a good idea?”</p> <p>California History-Social Science Project <i>The end of the Cold War Blueprint</i></p>	<p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <ol style="list-style-type: none"> 1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved. 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>W 9-10.10 Write routinely over various time frames for specific task/audience.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>			
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Unit 11 Economic Integration and Contemporary Revolutions in Information, Technology, and Communications (Suggested 2 Weeks 10 days)			
Big Idea	Change can be helpful or harmful		
Framework Questions	<ul style="list-style-type: none"> ● How has globalization affected people, nations, and capital? ● How has the post-Cold War world and globalization facilitated extremist and terrorist organizations? 		
Suggested End of Unit Performance Task	Research Paper		
CCSS Standards	ELD Standards	Core Texts	Content Standards

SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>RH 9-10.1 Cite textual evidence to support analysis of sources.</p> <p>RH 9-10.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text.</p> <p>RH 9-10.4 Determine the meaning of words and phrases</p> <p>RH 9-10.5 Analyze text structure to emphasize key points</p> <p>RH 9-10.6 Compare point of view of two or more authors</p> <p>RH 9-10.7 Analysis of charts/graphs.</p> <p>RH 9-10.8 Assess reasoning & evidence to support author’s claim. arguments to support claims; using reasoning & evidence.</p> <p>RH 9-10.10 Read & comprehend text independently.</p> <p>W 9-10.1 Write arguments to support claims; using reasoning & evidence.</p> <p>W 9-10.2 Write informative/explanatory texts</p> <p>W9-10.4 Clear & coherent writing which follows task</p> <p>W9-10.5 Strengthen writing by planning & revision.</p> <p>W 9-10.6 Use technology to produce & publish writing products</p> <p>W 9-10.7 Conduct research projects to answer a question or solve problem</p>	<p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P.I: Pro.9 – Expressing information and ideas in formal oral presentations on academic topic</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p>P.I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.II: SCT.2 – Understanding cohesion</p> <p>P.II: EEI.5 – Modifying to add details</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>DBQ Project Binder “China’s one child policy: was it a good idea?”</p> <p>SAUSD District Common Core Unit</p>	<p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>
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SAUSD History Social Science Grade 10 World History Curriculum Map 2019

<p>W9-10.8 Researching evidence & using searches effectively.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis.</p> <p>W 9-10.10 Write routinely over various time frames for specific task/audience.</p> <p>SL 9-10.1 Participate in collaborative discussion.</p> <p>SL9-10.6 Adapt speech to a variety of contexts & tasks.</p>			
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