

**SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016**

**Unit 1 The Development of Western Political Thought (Suggested 2 Weeks 12 days)**

Big Idea	Change can be evolutionary or revolutionary.			
Essential Questions	<p><b>What causes people to seek political, social or economic change?</b></p> <ul style="list-style-type: none"> <li>• What political, social and economic conditions led to the rise of revolutions and nationalism?</li> <li>• How did Greco-Roman and Judeo-Christian ideas impact modern philosophical thought?</li> <li>• How did philosophical thinkers contribute to change?</li> <li>• How do revolutions impact other nations?</li> <li>• What do revolutions have in common?</li> </ul>			
End of Unit Performance Task	Explanatory Writing			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W 9-10.3</b> Write narratives; real or imagined experiences or events.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p>	<p><b>Textbook:</b> 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>Introduction: The Rise of Democratic Ideas pgs 2-29</p> <p>Unit Two: Absolutism to Revolution pgs 150-201; 206-211; 249-250</p> <p><b>Primary and Secondary Sources:</b></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</p> <p>Johnson, David, and Anne Wohlcke. The French Revolution and Citizenship. 1. Irvine: Humanities Out There, 2005</p> <p>DBQ Project Binder “The Enlightenment Philosophers: What was their main idea?”</p>	<p><b>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.</b></p> <ol style="list-style-type: none"> <li>1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</li> <li>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>.</li> <li>3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.</li> </ol> <p>10.2.1-3 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><b>Science:</b> Scientific Revolution</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

**SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016**

**Unit 2 The Development of Western Political Thought: French Revolution (Suggested 3 Weeks 17 days)**

Big Idea	Change can be evolutionary or revolutionary.			
Essential Questions	<b>What causes people to seek political, social or economic change?</b> <ul style="list-style-type: none"> <li>• What political, social and economic conditions led to the rise of revolutions and nationalism?</li> <li>• How do revolutions impact other nations?</li> <li>• What do revolutions have in common?</li> </ul>			
End of Unit Performance Task	Explanatory Writing; Analysis of a political cartoon			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W 9-10.3</b> Write narratives; real or imagined experiences or events.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p> <p><b>P. II: CCL.6</b> – Connecting ideas</p>	<p><b>Textbook:</b> 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 Two: Absolutism to Revolution pgs 217-241; 247-257</p> <p><b>Primary and Secondary Sources:</b>            Caricature of the three estates: a peasant carrying a nobleman and a clergyman. Anonymous, 18th century. Réunion des Musées Nationaux/ Art Resource, NY</p> <p>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><b>10.2.3-4 Students (analyze) the French Revolution and (its) enduring effects worldwide on the political expectations for self-government and individual liberty.</b></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><b>Science:</b> invention of the guillotine</p> <p><b>Art:</b> Connections to Romanticism</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

## SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016

### Unit 3 The Effects of the Industrial Revolution (Suggested 3 Weeks 14 days)

Big Idea	Change can either be beneficial or detrimental.			
Essential Questions	<p><b>Was rapid industrialization beneficial or detrimental to society?</b></p> <ul style="list-style-type: none"> <li>• How did industrialization and urbanization impact politics, society and economics?</li> <li>• How did the development of new technical and scientific inventions impact the lives of people?</li> <li>• How did urbanization and the development of factories influence the way people worked and the environment?</li> </ul>			
End of Unit Performance Task	Comparative writing; Structured Debate			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.6</b> Compare point of view of two or more authors</p> <p><b>RH 9-10.7</b> Analysis of charts/graphs.</p> <p><b>RH 9-10.8</b> Assess reasoning &amp; evidence to support author's claim.</p> <p><b>RH 9-10.9</b> Compare &amp; Contrast</p> <p><b>RH 9-10.10</b> Read &amp; comprehend text independently.</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.3</b> Evaluate speaker's point of view.</p> <p><b>SL9-10.4</b> Present findings.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others' arguments in writing</p>	<p><b>Textbook:</b> 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><b>Primary and Secondary Sources:</b> College Entrance Examination Board. AP European History Document Based Question. 1. USA: College Board, 2002. 2-9.</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><b>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</b></p> <ol style="list-style-type: none"> <li>1. Analyze why England was the first country to industrialize.</li> <li>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).</li> <li>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</li> <li>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.</li> <li>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</li> <li>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</li> <li>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.</li> </ol>	<p><b>Science:</b> inventions related to development of factories &amp; mass productions of goods; transportation; health effects related to poor living conditions in the cities; pollution</p> <p><b>Art:</b> connections to Realism</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

**SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016**  
**Unit 4 Global Change in the era of New Imperialism (Suggested 3 Weeks 14 days)**

Big Idea	Power can be used and abused.			
Essential Questions	<b>Is imperialism a positive or negative global development?</b> <ul style="list-style-type: none"> <li>• Why did Industrial Nations imperialize?</li> <li>• How did Industrial Nations govern and what impact did it have on their people and the native people?</li> <li>• What positive and negative consequences came from imperialism?</li> <li>• How did native people respond?</li> </ul>			
End of Unit Performance Task	Identifying Point of View			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.6</b> Compare point of view of two or more authors</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing <b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCI.6</b> – Connecting ideas <b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Textbook:</b> 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: The Age of Imperialism pgs 336-401</p> <p><b>Primary &amp; Secondary Sources:</b></p> <p>The British Library. <i>Victoria Terminus</i>, Bombay, 1888, The London Times: 1881, 1910, 1911.</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><b>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.</b></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> <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>	<p><b>Science:</b> Environmental effects of Imperialism and extraction of natural resources, new forms of transportation, &amp; pollution.</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

**SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016**

**Unit 5 Causes and Course of World War I (Suggested 4 Weeks 17 days) \*Last unit of Fall Semester**

Big Idea	Conflict can be resolved with diplomacy or violence.			
Essential Questions	<p><b>Was world war inevitable in 1914?</b></p> <ul style="list-style-type: none"> <li>• How did nations use nationalism to gain support for war?</li> <li>• What were the causes of World War I?</li> <li>• Should the U.S. have gotten involved with World War I?</li> <li>• How did World War I impact society, politics and economics?</li> <li>• How did the outcome of World War I impact society, politics and economics?</li> </ul>			
End of Unit Performance Task	Identifying Point of View & Reading Political Cartoons and Interpreting Charts			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.6</b> Compare point of view of two or more authors</p> <p><b>RH 9-10.7</b> Analysis of charts/graphs.</p> <p><b>RH 9-10.8</b> Assess reasoning &amp; evidence to support author’s claim.</p> <p>arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p> <p><b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCL6</b> – Connecting ideas</p> <p><b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Textbook:</b> 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 Four: The World at War: The Great War pgs. 404-429</p> <p><b>Primary and Secondary Sources:</b></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>DBQ Project Binder “What was the underlying cause of World War I?”</p>	<p><b>10.5 Students analyze the causes and course of the First World War.</b></p> <ol style="list-style-type: none"> <li>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.”</li> <li>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).</li> <li>3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</li> <li>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.</li> <li>5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.</li> </ol> <p><b>10.6.1 Analyze the aims and negotiating roles of world 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.</b></p>	<p><b>Science:</b> Invention new methods of warfare &amp; weapons.</p> <p><b>Art:</b> Connections to Romanticism, Realism, &amp; Disillusionment.</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

**SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016**  
**Unit 6 Post World War I (Suggested 4 Weeks 20 days) \*Start of Spring Semester**

Big Idea	Power comes in many forms.			
Essential Questions	<b>Is a democratic form of government the answer for all peoples?</b> <ul style="list-style-type: none"> <li>• What attracts individuals to democracy, communism, and socialism?</li> <li>• How did Totalitarian leaders use their power to influence?</li> <li>• How did these leaders influence the political, social and economic role of their country?</li> </ul>			
End of Unit Performance Task	Explanatory Brochure			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W 9-10.6</b> Use technology to produce &amp; publish writing products</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.10</b> Write routinely over various time frames for specific task/audience.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.2</b> Integrate multiple sources of information in diverse media &amp; formats.</p> <p><b>SL9-10.5</b> Make strategic use of digital media in presentations.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P.I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p><b>P. I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p>	<p><b>Textbook:</b> 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 Four: The World at War: Revolution and Nationalism pgs 430-481</p> <p><b>*Russian Revolution &amp; Disillusionment</b></p> <p>District Common Core Unit “Treaty of Versailles”</p> <p><b>Primary and Secondary Sources:</b></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><b>10.6.2-7 Students analyze the effects of the First World War.</b></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> <p><b>10.7 Students analyze the rise of totalitarian governments after the First World War.</b></p>	<p><b>Science:</b> inventions related to development of factories &amp; mass productions of goods; transportation; health effects related to poor living conditions in the cities; pollution</p> <p><b>Art:</b> connections to Realism</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

## SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016

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

Big Idea	Power can be seen and unseen.			
Essential Questions	<b>What choices and decisions do societies face in war?</b> <ul style="list-style-type: none"> <li>• How do ethical choices have lasting effects?</li> <li>• How do points of view change over time?</li> <li>• Was the road to World War II inevitable? What were the causes?</li> <li>• Do people have a responsibility to respond to injustice?</li> <li>• How are freedom and democracy threatened during times of war?</li> </ul>			
End of Unit Performance Task	Verbal Debate			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.6</b> Compare point of view of two or more authors</p> <p><b>RH 9-10.7</b> Analysis of charts/graphs.</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>RH 9-10.9</b> Compare &amp; Contrast</p> <p><b>RH 9-10.10</b> Read &amp; comprehend text independently.</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.3</b> Evaluate speaker's point of view.</p> <p><b>SL9-10.4</b> Present findings.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCI.6</b> – Connecting ideas</p> <p><b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Textbook:</b> 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 Four: The World at War: Revolution and Nationalism pgs 430-481</p> <p><b>Primary and Secondary Sources:</b></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></p> <p>DBQ Project Binder U.S. Vol II “Why did Japan bomb Pearl Harbor?”</p>	<p><b>10.8 Students analyze the causes and consequences of World War II.</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>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.</li> <li>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.</li> </ol>	<p><b>Science:</b> The development, environmental effects, &amp; consequences of the atomic bomb.</p> <p>Effects of starvation, medical experimentation &amp; chemicals used in gas chambers by the Nazis.</p> <p><b>Art/English:</b> Poetry &amp; Art of Japanese-Americans placed in Internment Camps.</p> <p><i>Diary of Anne Frank; Night</i> by Elie Wiesel</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger

# SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016

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

Big Idea	Unresolved conflicts continuously resurface.			
Essential Questions	<p><b>Is war ever necessary?</b></p> <ul style="list-style-type: none"> <li>• How do points of view change over time?</li> <li>• What rules were created from WWII?</li> <li>• How does point of view change over time?</li> <li>• How does ideology impact conflict?</li> <li>• How does one event impact another?</li> </ul>			
End of Unit Performance Task	Researched Powerpoint Presentation			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.7</b> Analysis of charts/graphs.</p> <p><b>RH 9-10.10</b> Read &amp; comprehend text independently.</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W 9-10.6</b> Use technology to produce &amp; publish writing products</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.2</b> Integrate multiple sources of information in diverse media &amp; formats.</p> <p><b>SL9-10.4</b> Present findings.</p> <p><b>SL9-10.5</b> Make strategic use of digital media in presentations.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.2</b> – Interacting with others in written English in various forms</p> <p><b>P.I. C.4</b> – Adapting language choices to various contexts</p> <p><b>P.I. Int.5</b> – Listening actively to spoken English in a range of social and academic contexts.</p> <p><b>P.I: Pro.9</b> – Expressing information and ideas in formal oral presentations on academic topic</p> <p><b>P.I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p><b>P.I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p> <p><b>P.II: SCT.2</b> – Understanding cohesion</p> <p><b>P.II: EEL.5</b> – Modifying to add details</p> <p><b>P.II: CCL.6</b> – Connecting ideas</p> <p><b>P.II: CCL.7</b> – Condensing ideas</p>	<p><b>Textbook:</b> 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 Five: Perspectives on the Present: Restructuring the Postwar World pgs 528-554</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 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>	<p><b>Science:</b> Effects of starvation, medical experimentation by the Nazis, chemicals used in gas chambers, &amp; atomic bomb and radiation poisoning.</p> <p><b>English:</b> <i>Diary of Anne Frank; Night</i> by Elie Wiesel</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger



## SAUSD History Social Science Grade 10 World History Curriculum Map 2015-2016

### Unit 9 Globalization (Suggested 2 Weeks 10 days)

Big Idea	Change can be helpful or harmful			
Essential Questions	<b>Is globalization beneficial or detrimental?</b> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• Who benefits from globalization and why?</li> <li>• Who and what is harmed by globalization?</li> <li>• What effect does globalization have on economy, environment, society and politics?</li> <li>• Is globalization necessary in the modern world?</li> <li>• Is globalization inevitable?</li> </ul>			
End of Unit Performance Task	Research Paper			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 9-10.1</b> Cite textual evidence to support analysis of sources.</p> <p><b>RH 9-10.2</b> Determine the central ideas of a source; provide an accurate summary.</p> <p><b>RH 9-10.3</b> Analyze in detail a series of events described in a text.</p> <p><b>RH 9-10.4</b> Determine the meaning of words and phrases</p> <p><b>RH 9-10.5</b> Analyze text structure to emphasize key points</p> <p><b>RH 9-10.6</b> Compare point of view of two or more authors</p> <p><b>RH 9-10.7</b> Analysis of charts/graphs.</p> <p><b>RH 9-10.8</b> Assess reasoning &amp; evidence to support author’s claim.</p> <p>arguments to support claims; using reasoning &amp; evidence.</p> <p><b>RH 9-10.10</b> Read &amp; comprehend text independently.</p> <p><b>W 9-10.1</b> Write arguments to support claims; using reasoning &amp; evidence.</p> <p><b>W 9-10.2</b> Write informative/explanatory texts</p> <p><b>W9-10.4</b> Clear &amp; coherent writing which follows task</p> <p><b>W9-10.5</b> Strengthen writing by planning &amp; revision.</p> <p><b>W 9-10.6</b> Use technology to produce &amp; publish writing products</p> <p><b>W 9-10.7</b> Conduct research projects to answer a question or solve problem</p> <p><b>W9-10.8</b> Researching evidence &amp; using searches effectively.</p> <p><b>W 9-10.9</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>W 9-10.10</b> Write routinely over various time frames for specific task/audience.</p> <p><b>SL 9-10.1</b> Participate in collaborative discussion.</p> <p><b>SL9-10.6</b> Adapt speech to a variety of contexts &amp; tasks.</p>	<p><b>P.I: C.2</b> – Interacting with others in written English in various forms</p> <p><b>P.I. C.4</b> – Adapting language choices to various contexts</p> <p><b>P.I. Int.5</b> – Listening actively to spoken English in a range of social and academic contexts.</p> <p><b>P.I: Pro.9</b> – Expressing information and ideas in formal oral presentations on academic topic</p> <p><b>P.I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p><b>P.I: Pro.11</b> – Justifying own arguments and evaluating others’ arguments in writing</p> <p><b>P.II: SCT.2</b> – Understanding cohesion</p> <p><b>P.II: EEL.5</b> – Modifying to add details</p> <p><b>P.II: CCI.6</b> – Connecting ideas</p> <p><b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Textbook:</b> 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 Five: Perspectives on the Present: Global Interdependence pgs 634-666</p> <p>DBQ Project Binder “China’s one child policy: was it a good idea?”</p> <p>SAUSD District Common Core Unit</p>	<p><b>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</b></p>	<p><b>Science:</b> Invention new types of technology &amp; communication; expansion of new technology to emerging nations.</p> <p><b>English:</b> Electronic portfolios; Use of Google Docs.</p>

Textbooks: McDougal Littell *World History: Patterns of Interaction* California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger