

SAUSD Common Core Aligned Year at a Glance Curriculum Map: 10th Grade World History 2015-16

Title	Suggested Time	Performance Task	Big Idea	Essential Questions	Core Texts
<p>UNIT 1: The Development of Western Political Thought</p> <p>Content Standards: 10.1-10.2.3</p> <p><i>Becoming a Close Reader and Writing to Learn</i></p>	<p>2 weeks</p> <p>12 days</p>	<p>Explanatory Writing</p>	<p>Change can be evolutionary or revolutionary.</p>	<p>What causes people to seek political, social or economic change?</p> <ul style="list-style-type: none"> • What political, social and economic conditions led to the rise of revolutions and nationalism? • How did Greco-Roman and Judeo-Christian ideas impact modern philosophical thought? • How did philosophical thinkers contribute to change? • How do revolutions impact other nations? • What do revolutions have in common? 	<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>Introduction: The Rise of Democratic Ideas pgs 2-29 Unit Two: Absolutism to Revolution pgs 150-201; 206-211; 249-250</p> <p>Primary and Secondary Sources: 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 “The Enlightenment Philosophers: What was their main idea?”</p>

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<p>UNIT 2: The Development of Western Political Thought</p> <p>Content Standards: 10.2.4-10.2.5</p> <p><i>Becoming a Close Reader and Writing to Learn</i></p>	<p>3 Weeks</p> <p>17 days</p>	<p>Explanatory Writing</p> <p>Analysis of a political cartoon</p>	<p>Change can be evolutionary or revolutionary.</p>	<p>What causes people to seek political, social or economic change?</p> <ul style="list-style-type: none"> • What political, social and economic conditions led to the rise of revolutions and nationalism? • How do revolutions impact other nations? • What do revolutions have in common? 	<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. Unit Two: Absolutism to Revolution pgs 217-241; 247-257</p> <p>Primary and Secondary Sources: 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. UC Irvine: Humanities Out There, 2005</p> <p>DBQ Project Binder: French Revolution, Latin American Independence, Toussaint Louverture</p>
Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<p>UNIT 3: The Effects of the Industrial Revolution</p> <p>Content Standards: 10.3</p> <p><i>Gathering Evidence and Speaking to Others</i></p>	<p>3 Weeks</p> <p>14 days</p>	<p>Comparative writing</p> <p>Structured Debate</p>	<p>Change can either be beneficial or detrimental.</p>	<p>Was rapid industrialization beneficial or detrimental to society?</p> <ul style="list-style-type: none"> • How did industrialization and urbanization impact politics, society and economics? • How did the development of new technical and scientific inventions impact the lives of people? • How did urbanization and the development of factories influence the way people worked and the environment? 	<ul style="list-style-type: none"> • 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. • Unit Three: Industrialism and the Race for Empire: pgs 278-307 • Primary and Secondary Sources: • College Entrance Examination Board. AP European History Document Based Question. 1. USA: College Board, 2002. 2-9. • Johnson, David, and Anne Wohlcke. The World the Industrial Revolution Made 1750-1914. 1. Irvine: Humanities Out There, 2003. • DBQ Project Binder “Female workers in Japanese silk factories: Did the costs outweigh the benefits?”

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<p>UNIT 4: Global Change in the era of New Imperialism</p> <p>Content Standards: 10.4</p> <p><i>Considering Perspectives and supporting opinions</i></p>	<p>3 Weeks</p> <p>14 days</p>	<p>Identifying Point of View</p>	<p>Power can be used and abused.</p>	<p>Is imperialism a positive or negative global development?</p> <ul style="list-style-type: none"> • Why did Industrial Nations imperialize? • How did Industrial Nations govern and what impact did it have on their people and the native people? • What positive and negative consequences came from imperialism? • How did native people respond? 	<ul style="list-style-type: none"> • 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. • Unit Three: Industrialism and the Race for Empire: • The Age of Imperialism pgs 336-401 • Primary & Secondary Sources: • The British Library. <i>Victoria Terminus</i>, Bombay, 1888, The London Times: 1881, 1910, 1911. • Rosenfeld, Alan. <i>New Imperialism: Africa</i>. 1. Irvine: Humanities Out There, 2005. • DBQ Project Binder “What was the driving force behind European imperialism in Africa?”
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Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<p>*Last Unit Fall Semester</p> <p>UNIT 5: Causes and Course of World War I</p> <p>Content Standards: 10.5</p> <p><i>Considering Perspectives and Reading Closely for Textual Details</i></p>	<p>5 Weeks</p> <p>17 days</p> <p><small>*END OF FALL SEMESTER</small></p>	<p>Identifying Point of View & Reading Political Cartoons and Interpreting Charts</p>	<p>Conflict can be resolved with diplomacy or violence.</p>	<p>Was world war inevitable in 1914?</p> <ul style="list-style-type: none"> • How did nations use nationalism to gain support for war? • What were the causes of World War I? • Should the U.S. have gotten involved with World War I? • 	<ul style="list-style-type: none"> • 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. • Unit Four: The World at War: The Great War pgs 404-429 • Primary and Secondary Sources: • Johnson, David, and Anne Wohlcke. <i>A Century of Total War: Mobilizing People and Industry 1914-1945</i>. 1. Irvine: Humanities Out There, 2003. • DBQ Project Binder “What was the underlying cause of World War I?” •
<p>*Start of Spring Semester</p> <p>UNIT 6: Post World War I</p> <p>Content Standards: 10.6.1-10.7</p> <p><i>Reading Closely for Textual Details & Researching to Build Knowledge and Teaching Others</i></p>	<p>4 Weeks</p> <p>20 days</p>	<p>CCSS Booklet writing/debate</p> <p>Explanatory Brochure</p>	<p>Power comes in many forms.</p>	<p>Is a democratic form of government the answer for all peoples?</p> <ul style="list-style-type: none"> • How did World War I impact society, culture, politics and economics? • How did the outcome of World War I impact society, politics and economics? • What attracts individuals to democracy, communism, and socialism? • What were the causes, major events and outcome of the Russian Revolution 	<ul style="list-style-type: none"> • CCSS Booklet Treaty of Versailles • 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. • Unit Four: The World at War: Revolution and Nationalism pgs 430-481 *Cover Russian Revolution & Disillusionment • Primary and Secondary Sources: • Ellis, Elisabeth, and Anthony Esler. <i>World History: Connections To Today</i>. 1st ed. Upper Saddle River, New Jersey: Prentice Hall, 1999. • DBQ Project Binder “How did the Versailles Treaty Help Cause World War II?” “<i>Textbooks in Russia</i>”

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				<ul style="list-style-type: none">• How did Totalitarian leaders use their power to influence?• How did these leaders influence the political, social and economic role of their country?	<ul style="list-style-type: none">• District Common Core Unit “Treaty of Versailles”
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Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<p>UNIT 7: Causes and consequences of World War II Content Standards: 10.8</p> <p><i>Researching to Build Knowledge and Teaching Others</i></p>	<p>4 Weeks 22 days</p>	<p>Verbal Debate</p>	<p>Unresolved conflicts will continuously resurface.</p>	<p>What choices and decisions do societies face in war?</p> <ul style="list-style-type: none"> • How do ethical choices have lasting effects? • How do points of view change over time? • Was the road to World War II inevitable? What were the causes? • Do people have a responsibility to respond to injustice? • How are freedom and democracy threatened during times of war? 	<ul style="list-style-type: none"> • 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. • Unit Four: The World at War: Revolution and Nationalism pgs 430-481 • Primary and Secondary Sources: • The Phyllis Schlafly Report. <i>The Lifesaver Bomb</i>. Vol. 29, No. 4 * Box 618, Alton, Illinois 62002 * November 1995 • 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>UNIT 8: Post World War II (Cold War – Colonial nations become independence) Content Standards: 10.9</p> <p><i>Researching to Deepen</i></p>	<p>5 Weeks 28 days</p>	<p>Researched Powerpoint Presentation</p>	<p>With Power comes choice</p>	<p>Is war ever necessary?</p> <ul style="list-style-type: none"> • How do points of view change over time? • What rules were created from WWII? • How does point of view change over time? • How does ideology impact conflict? • How does one event impact another? 	<ul style="list-style-type: none"> • 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. • Unit Five: Perspectives on the Present: Restructuring the Postwar World pgs 528-554 • DBQ Project Binder “What made Gandhi’s nonviolent movement work?”

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<i>Understanding</i>					
Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
UNIT 9: Globalization Content Standards: 10.11 Researching to Deepen Understandings	2 Weeks 8 days	Research Paper	Change can be helpful or harmful	Is globalization beneficial or detrimental? <ul style="list-style-type: none"> • What is globalization? • Who benefits from globalization and why? • Who and what is harmed by globalization? • What effect does globalization have on economy, environment, society and politics? • Is globalization necessary in the modern world? • Is globalization inevitable? 	<ul style="list-style-type: none"> • 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. • Unit Five: Perspectives on the Present: Global Interdependence pgs 634-666 • DBQ Project Binder “China’s one child policy: was it a good idea?” • District Common Core Unit “Globalization”