

World Civ. Grade 10	Unit 1: Middle Ages		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How did the church become the leading power?</p> <p>2. Describe how Medieval Europe shaped Europe today?</p> <p>3. What impact did the classes of the feudal society impact our classes today here in the United States?</p> <p>4. In what ways did religious beliefs define the Crusades?</p> <p>5. To what extent did the Black Death extend our medical procedures today?</p>	<p><u>Program of Studies:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Students will use a variety of tools (e.g., primary & secondary sources, data, artifacts) to explore world civilizations.</i> <input type="checkbox"/> <i>Students will analyze social, political, and economic characteristics of various eras and civilizations in world civilization.</i> <input type="checkbox"/> <i>Students will analyze the challenges and opportunities provided by an increasingly independent world.</i> <input type="checkbox"/> <i>Students will explore ways in which belief systems, knowledge, technology, and behavior define cultures and help to explain historical patterns define cultures and help to explain historical perspectives and events.</i> <p><u>Core Content:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2 <input type="checkbox"/> SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). <input type="checkbox"/> SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may 	<ul style="list-style-type: none"> <input type="checkbox"/> Vikings <input type="checkbox"/> Feudalism <input type="checkbox"/> Inherited <input type="checkbox"/> Manorial system <input type="checkbox"/> Steward <input type="checkbox"/> Bailiff <input type="checkbox"/> Reeve <input type="checkbox"/> Dowry <input type="checkbox"/> Tithe <input type="checkbox"/> Penance <input type="checkbox"/> Matrimony <input type="checkbox"/> Heresy <input type="checkbox"/> Excommunication <input type="checkbox"/> Constantinople <input type="checkbox"/> Crusaders <input type="checkbox"/> Muslims <input type="checkbox"/> Sacraments <input type="checkbox"/> Baptism <input type="checkbox"/> Confirmation <input type="checkbox"/> Franciscans <input type="checkbox"/> Dominicans <input type="checkbox"/> Clergy <input type="checkbox"/> Merchants <input type="checkbox"/> Treaty of Verdun <input type="checkbox"/> Serfs 	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer / chart the technological advances of the time and how they benefited society. DOK 2 <input type="checkbox"/> Research the causes the events of and the after effects of the Black Death and present to class. DOK 3 <input type="checkbox"/> <u>Teacher generated test</u> (M.C. and OR's) <input type="checkbox"/> Coat of Arms activity DOK 3 <input type="checkbox"/> T-chart the positives and negatives of the results of the Crusades. DOK 2

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	<p>develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</p> <ul style="list-style-type: none"> ❑ SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2 ❑ SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region). ❑ SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 ❑ SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2 	<ul style="list-style-type: none"> ❑ Noblemen ❑ Bourgeoisie ❑ Black Death ❑ Monopoly ❑ Roger Bacon ❑ Epic ❑ Geoffrey Chaucer 	<ul style="list-style-type: none"> ❑ Label a map of today’s Western Europe by having the students color and label the division of Charlemagne’s Empire ❑ Serfs and Slaves OR ❑ Diagram / Graphic organizer of social classes and responsibilities to society (men vs. women / and manor workers) DOK 2 ❑ Continue wall timeline.

World Civ. Grade 10	Unit 2: Renaissance and Reformation		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<input type="checkbox"/> SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government, and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. DOK 3	<input type="checkbox"/> Classical Culture	comparing Magna Carta vs. Constitution. DOK 2 <input type="checkbox"/> Chapter 13 Comparing Nations OR

World Civ. Grade 10	Unit 3: Age of Revolution		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What impact did John Locke and Baron de Montesquieu have on our country today? 2. How did the Kings lose their power and parliaments begin to increase? 3. Identify the ideas of human rights that affect our countries establishment? 4. List the major differences are between the 	<p><u>Program of Studies:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Students will analyze causes and consequences of various political revolutions and rebellions.</i> <input type="checkbox"/> <i>Students will analyze conflicts between and among different forms of government and examine the impact if these conflicts on historical events and changes.</i> <input type="checkbox"/> <i>Students will compare and contrast different political systems and recognize their sources of power.</i> <input type="checkbox"/> <i>Students will analyze social, political and economic characteristics of various eras and civilizations in world civilization.</i> <p><u>Core Content:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing 	<ul style="list-style-type: none"> <input type="checkbox"/> Parliament <input type="checkbox"/> Enlightenment <input type="checkbox"/> John Locke <input type="checkbox"/> Montesquieu <input type="checkbox"/> Democracy 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue wall timeline <input type="checkbox"/> Divide into groups and make posters on one philosopher and have the group explain their philosopher and his significance to the U.S. and the modern governments. DOK 2 <input type="checkbox"/> Compare (Venn Diagram) the English Bill of Rights and the U.S. Bill of Rights using highlighters. DOK 2

World Civ. Grade 10	Unit 3: Age of Revolution		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights?</p> <p>5. Describe the causes of the Revolutionary War?</p>	<p>common goals. DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3 <input type="checkbox"/> SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3 <input type="checkbox"/> SS-HS-5.2.1 Students will compare and contrast the ways in which Reconstruction was approached and evaluate the success of Reconstruction programs. DOK 2 <input type="checkbox"/> SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, 	<ul style="list-style-type: none"> <input type="checkbox"/> Social Contract <input type="checkbox"/> Rousseau <input type="checkbox"/> Roundheads <input type="checkbox"/> Cavaliers <input type="checkbox"/> Restoration <input type="checkbox"/> Habeas Corpus Act <input type="checkbox"/> Whigs <input type="checkbox"/> Tories <input type="checkbox"/> Glorious Revolution <input type="checkbox"/> Diderot <input type="checkbox"/> Jean Raccine <input type="checkbox"/> Wolfgang Amadeus Mozart <input type="checkbox"/> Intolerable acts <input type="checkbox"/> U.S. Constitution <input type="checkbox"/> The Bill of Rights 	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer to show the difference s between the Declaration of Independence and the Articles of Confederation, and the U.S. Constitution, and the Bill of Rights. DOK 2 <input type="checkbox"/> Time frame scramble <input type="checkbox"/> <u>Teacher generated Test</u> (M.C. & O.R.)

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	technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2		

World Civ. Grade 10	Unit 4: American Revolution		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

World Civ. Grade 10	Unit 5: French Revolution		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

World Civ. Grade 10	Unit 6: Industrial Revolution		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

World Civ. Grade 10	Unit 7:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

World Civ Grade 10	Unit 8:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

World Civ Grade 10	Unit 8:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will: