



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 18 – Enlightenment (omit Section 4 on the American Revolution, review Absolutism, Introduce Term Paper)</p> <p><u>Essential Question(s):</u></p> <p>Can the writings of Philosophers bring about change?</p> <p>How did the Enlightenment challenge the traditional order in Europe?</p> <p>What ideas about government emerged during the Enlightenment?</p>	<p>6</p> <p>1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Rousseau’s Social Contract, Locke’s Two Treatises on Government <p>Graphic Organizer:</p> <ul style="list-style-type: none"> Main thinkers, beliefs and views of government (Enlightenment) <p>Web Resources:</p> <p>www.regentsprep.org</p> <p>Videos:</p> <ul style="list-style-type: none"> www.unitedstreaming.com – “Enlightenment Philosophers: Locke, Voltaire and Montesquieu” (3:23) 	<p>Timeline</p> <p>Multiple Choice Questions</p> <p>Introduction of Research Paper</p> <p>DBQ Essay:</p> <p>“Compare the goals of the monarchists to those of the enlightenment thinkers in terms of governmental role and function.”</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions 			



Grade 10 Social Studies Marking Periods 1-4

	and spiritual beliefs; and socialization or educational practices.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> Students plan and organize historical research projects related to regional or global interdependence.



Grade 10 Social Studies Marking Periods 1-4

SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 19 – The French Revolution</p> <p><u>Essential Question(s):</u></p> <p>Do revolutions have positive or negative effects?</p> <p>How did economic, political and social inequities lead to conflict?</p> <p>What was Napoleon’s impact on France and Europe?</p>	4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Artwork-Napoleon crossing the St. Bernard pass c. 1801 Execution of Louis XVI-Henry Essex de Firmont Declaration of Rights of Man <p>Web Resources: www.regentsprep.org</p> <p>Videos:</p> <ul style="list-style-type: none"> www.unitedstreaming.com – “Causes of the French Revolution” (4:55) Tale of Two Cities Les Miserable’s 	<p>Congress of Vienna Map</p> <p>Napoleon’s Russian Campaign Map</p> <p>Timeline</p> <p>DBQ Essay: Discuss the political, economic and social causes of the French Revolution.</p>



Grade 10 Social Studies Marking Periods 1-4

SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2C	<ul style="list-style-type: none"> • Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2E	<ul style="list-style-type: none"> • Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.C.3A	<ul style="list-style-type: none"> • Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3C	<ul style="list-style-type: none"> • Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.C.4A	<ul style="list-style-type: none"> • Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> • Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> • Students plan and organize historical research projects related to regional or global interdependence.



Grade 10 Social Studies Marking Periods 1-4

SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of facts, and propaganda by omission, suppression, or invention of facts.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1C	<ul style="list-style-type: none"> Students compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 20 & 22 – The Industrial Revolution</p> <p><u>Essential Question(s):</u></p> <p>What led to the Agricultural Revolution of the 1700’s?</p> <p>Why did the I.R. begin in Britain?</p> <p>What were the political, economic, and social implications of the I.R.?</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Sadler Committee • Emile Zola-<u>Germinal</u> • Charles Dickens – <u>Hard Times</u> • Adam Smith – <u>Wealth of Nations</u> • Karl Marx – <u>The Communist Manifesto</u> • Artwork – Sketches of city scenes • Realism vs. Romanticism <p>Graphs:</p> <ul style="list-style-type: none"> • Industrial production • Natural Resource map of Britain <p>Web Resources: www.regentsprep.org</p> <p>Videos:</p> <ul style="list-style-type: none"> • Mill Times, PBS Home • www.unitedstreaming.com – “Factory Work” (2:43) 	<p>Invention Timeline</p> <p>DBQ Essay: Evaluate whether the impact of the Industrial Revolution was positive or negative on the lives of those involved.</p> <ul style="list-style-type: none"> • 1st person narrative-life in a factory • Group Debate on positives and negatives of Industrialization <p><i>1st Quarterly Examination</i></p>



Grade 10 Social Studies Marking Periods 1-4

SS2.3	<p>Key Idea Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. Over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4C	<ul style="list-style-type: none"> Students plan and organize historical research projects related to regional and global interdependence.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and</p>



Grade 10 Social Studies Marking Periods 1-4

	environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical setting (including natural resources), human systems, environment and society, and the use of geography.			
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. 			
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. 			
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 21 – Revolutions in Europe and Latin America <u>Essential Question(s):</u> How did developments in Europe (1800’s) affect Latin America?</p>	4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Hildago’s Decree on Mexican Freedom Bolivar’s address – <u>Proclamation of 1813</u> 	<p>Timeline – Independence movements and revolutions (1800’s)</p> <p>Multiple Choice Questions</p>



Grade 10 Social Studies Marking Periods 1-4

SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>



Grade 10 Social Studies Marking Periods 1-4

SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other geographic representations to display geographic issues, problems, and questions.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS5.1	<p>Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
SS5.C.1A	<ul style="list-style-type: none"> Students analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
SS5.C.1B	<ul style="list-style-type: none"> Students consider the nature and evolution of constitutional democracies throughout the world.
SS5.C.1D	<ul style="list-style-type: none"> Students identify and analyze advantages and disadvantages of various governmental systems.



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 23 – The Effects of European Nationalism in the 1800’s</p> <p><u>Essential Question(s):</u></p> <p>Is Nationalism unifying or dividing force?</p> <p>How did Nationalism unify Italy and Germany in the mid-late 1800’s?</p>	4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Map of pre-nationalist Italy and Germany (Post C.O.V.) • Excerpts from “The Proclamation of 1860” – Giuseppe Garibaldi • Excerpts from Bismarck’s “Iron and Blood” speech <p>Web Resources: www.regentsprep.org</p> <p>Videos:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com 	<p>Thematic Essay: <i>Prompt:</i> Nationalism has been a major force in shaping world events.</p> <p>Task –</p> <ol style="list-style-type: none"> 1. Identify one nationalist leader (Italy, Germany, and Latin America). 2. Describe the goals of that leader in terms of his nation. 3. Describe the action taken by that leader.
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas 			



Grade 10 Social Studies Marking Periods 1-4

	of the world and over time.
SS2.2	Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS3.1	Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.



Grade 10 Social Studies Marking Periods 1-4

SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. 			
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 24 – Growth of Western Democracy</p> <p><u>Essential Question(s):</u></p> <p>How did democracy develop in Britain during the Glorious Revolution?</p>	4	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Map of area Overheads <p>Web Resources: www.regentsprep.org</p> <p>Video:</p> <ul style="list-style-type: none"> Queen Elizabeth 	<p>Democracy Timeline</p> <p>Group Presentation</p>
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>			
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. 			
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. 			
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence 			



Grade 10 Social Studies Marking Periods 1-4

	perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 25 – New Imperialism (1800-1914)</p> <p><u>Essential Question(s):</u></p> <p>Can Imperialism be justified?</p> <p>Why was there a “New Imperialism” in the late 19th century?</p> <p>How did Imperialism affect Africa, Asia and India?</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Map of Imperialized Areas (Africa, Asia, and India) • Literature: <u>Things fall Apart</u> – Chinua Achebe • <u>Uncommon Traveler</u>, Mary Kingsley • “White Man’s Burden” poem – Rudyard Kipling • Berlin Conference “Carving Up of Africa” <p>Videos:</p> <ul style="list-style-type: none"> • Heart of Darkness, adapted from Joseph Conrad novel, Directed by Nicholas Roeg (1994) • www.unitedstreaming.com – The Quest for Wealth, “European Colonization and Imperialism in Africa” (4:08) 	<p>PowerPoint Group Project – Identify a formerly Imperialized area and for that area:</p> <ul style="list-style-type: none"> - identify the Imperial nation that controlled it. - evaluate the positive and negative effects of Imperialism on that area. <p>Multiple Choice Questions</p> <p>DBQ Essay: Identify the positive and negative effects of Imperialism on nations or regions.</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas,</p>			



Grade 10 Social Studies Marking Periods 1-4

	social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS3.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and development and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>



Grade 10 Social Studies Marking Periods 1-4

SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.



Grade 10 Social Studies Marking Periods 1-4

SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions. 			
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>			
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. 			
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. 			
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 26 – New Global Patterns (1800-1914)</p> <p>Essential Question(s)</p>	5	Textbook Primary Source: <ul style="list-style-type: none"> United States Commodore Matthew 	<p>Thematic Essay: <i>Theme:</i> Turning Point <i>Topic:</i> Traditionalism vs. Westernization</p>



Grade 10 Social Studies Marking Periods 1-4

	<p>How/why was Japan opened to the west in the 1850's?</p> <p>Why was the Meiji restoration a turning point in Japanese history?</p>		<p>Perry – Captain's log</p> <ul style="list-style-type: none"> President Fillmore's Letter to the Emperor of Japan (http://web.jjay.cuny.edu/~jobrien/reference/ob54.html) <p>Graphs:</p> <ul style="list-style-type: none"> Japanese Industrialization – Pre/Post Western Contact <p>Video:</p> <ul style="list-style-type: none"> www.unitedstreaming.com – “Opening Japan” (1:49) 	<p><i>Prompt:</i> At the beginning of the 20th century, Japan emerged with contacts from the West which began a conflict with their traditional society.</p> <p>Multiple Choice Questions</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world over time. 			
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			



Grade 10 Social Studies Marking Periods 1-4

SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses,



Grade 10 Social Studies Marking Periods 1-4

	formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1B	<ul style="list-style-type: none"> Students describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 27 – World War I and Its Aftermath</p> <p><u>Essential Question(s):</u></p> <p>Was WWI inevitable?</p> <p>How was WWI different from previous wars?</p>	<p>6</p> <p>1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Literature – <u>All Quiet on the Western Front</u> – Erich Maria Remarque • Excerpts from the Treaty of Versailles • Artwork – “Propaganda of WWI” • Analyze a political cartoon • Woodrow Wilson’s “14 Points” <p>Video:</p> <ul style="list-style-type: none"> • WWI DVD – CBS News • “Trenches on the Web” http://www.worldwar1.com/ <p>Web Resources:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com 	<p>WWI Timeline</p> <p>Multiple Choice Questions</p> <p>DBQ Essay: <i>Prompt:</i> Who was to blame for causing WWI?</p> <p><i>2nd Quarterly Examination</i></p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components 			



Grade 10 Social Studies Marking Periods 1-4

	of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.



Grade 10 Social Studies Marking Periods 1-4

SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision</p>



Grade 10 Social Studies Marking Periods 1-4

	making, and the interdependence of economies and economic systems throughout the world.			
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 28 – Revolution in Russia (1917-1939)</p> <p><u>Essential Question(s):</u></p> <p>What caused the Russian Revolutions of 1905 and 1917?</p> <p>How did Lenin influence the Soviet Union?</p> <p>How did Stalin influence the Soviet Union?</p> <p>What was the impact of Stalin’s 5 year plans and collectivization efforts?</p>	5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Excerpt from Lenin’s April Theses <p>Graphic Organizer:</p> <ul style="list-style-type: none"> “Bomb” Causes of Russian Revolution Life Under the Czars <p>Web Resources:</p> <ul style="list-style-type: none"> PowerPoint – http://www.watertown.k12.wi.us/RMS/Staff/giffordt/Ppts/The%20Russian%20Revolution.ppt Worksheets – http://www.schoolhistory.co.uk/gcse/links/indepth/russia/Russia_worksheets.shtml 	<p>Timeline</p> <p>Multiple-Choice Questions</p> <p>Map</p> <p>DBQ Essay: “Evaluate the achievements of the African Empires, kingdoms, and cities before the arrival of the Europeans.”</p>



Grade 10 Social Studies Marking Periods 1-4

			Video: <ul style="list-style-type: none"> • www.unitedstreaming.com – “Russian Revolution” (9:31)
SS2.1	Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.		
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 		
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 		
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 		
SS2.C.1E	<ul style="list-style-type: none"> • Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 		
SS2.3	Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.		
SS2.C.3A	<ul style="list-style-type: none"> • Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. 		
SS2.C.3B	<ul style="list-style-type: none"> • Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. 		
SS2.4	Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history,		



Grade 10 Social Studies Marking Periods 1-4

	hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.			
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation. 			
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 29 – Nationalism and Revolution Around the World (1914-1939)</p> <p><u>Essential Question(s):</u></p> <p>How/why did nationalist and independence movements develop in Africa, Asia, India post-World War I?</p> <p>How did the concept of civil disobedience effect change in Africa, Asia, and India?</p> <p>How do technological achievements</p>	<p>9</p> <p>1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> “Speech to the All-India Congress, 1942” (www.phschool.com) “People Are Destroyed” by Nelson Mandela (www.anc.org) <p>Graphic Organizer:</p> <ul style="list-style-type: none"> <u>Nationalism and Revolution</u> (Africa, India, China, Middle East) <ul style="list-style-type: none"> Compare and Contrast Cause and Effect 	<p>Thematic Essay:</p> <p><i>Theme</i> - change</p> <p><i>Prompt</i> – Revolutions have a variety of complex causes, and often have a great impact on the lives of the people involved.</p> <p><i>Tasks</i> –</p> <ul style="list-style-type: none"> Identify one nation/region. Select a specific revolution and describe three factors that bring about revolution. Identify and discuss one immediate and one long-term effect of this revolution.



Grade 10 Social Studies Marking Periods 1-4

	reflect a society's culture? What determines your place in society?		Videos: <ul style="list-style-type: none"> • Gandhi, directed by Richard Attenborough (1982) • www.unitedstreaming.com <ul style="list-style-type: none"> - "Eureka: The India File: The Struggle for Freedom" - "Gandhi" 	Multiple Choice Questions Maps: Post Imperial Africa and Partition of India
SS2.1	Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.C.1C	<ul style="list-style-type: none"> • Students analyze historic events from around the world by examining accounts written from different perspectives. 			
SS2.C.1D	<ul style="list-style-type: none"> • Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. 			
SS2.C.1E	<ul style="list-style-type: none"> • Students analyze changing and competing interpretations of issues, events, and developments throughout world history. 			
SS2.3	Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.			



Grade 10 Social Studies Marking Periods 1-4

SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>



Grade 10 Social Studies Marking Periods 1-4

SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. 			
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. 			
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 30 – Crisis of Democracy in the West (1919-1939)</p> <p><u>Essential Question(s):</u></p> <p>How did a worldwide depression lead to the rise of Fascism in Europe in the mid to late 1930s?</p>	5	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Biography of Benito Mussolini Hitler’s <u>Mein Kampf</u> Excerpts from <u>The Treaty of Versailles</u> 	<p>Thematic Essay: <i>Theme:</i> Political/Economic Systems <i>Prompt:</i> Fascism and Communism are two political systems that gained popularity in the early part of the 20th century. These political systems altered</p>



Grade 10 Social Studies Marking Periods 1-4

	<p>What is the role of an individual in Fascist society?</p> <p>What are the features of a totalitarian state?</p>		<p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Communism vs. Fascism (features of each) <p>Videos:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com • “Benito Mussolini” (4:13) • “Adolf Hitler and the rise of the Nazi party” (2:50) 	<p>the nations and the people for which they were implemented. <i>Task:</i> Compare and contrast the benefits and drawbacks of implementing these political systems in a society.</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. 			
SS2.C.1B	<ul style="list-style-type: none"> • Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. 			
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>			
SS2.C.2E	<ul style="list-style-type: none"> • Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. 			



Grade 10 Social Studies Marking Periods 1-4

SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.



Grade 10 Social Studies Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 31 – World War II and Its Aftermath (1931-1949)</p> <p><u>Essential Question(s):</u></p> <p>How did World War I lead to World War II?</p> <p>How did technology impact World War II?</p> <p>What was the significance of the Holocaust?</p>	<p style="text-align: center;">9</p> <p style="text-align: center;">1 (unit test)</p>	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Excerpts from Hitler’s <i>Enabling Act</i> • Excerpts from Hitler’s <i>Nuremberg Laws</i> • Hiroshima, novel by John Hershey • Artwork: World War II Propaganda (http://www.teacheroz.com/WWII/Propaganda.html) • UN Declaration of Human Rights <p>Videos:</p> <ul style="list-style-type: none"> • Schindler’s List • Saving Private Ryan • Pearl Harbor <p>Web Resources:</p> <ul style="list-style-type: none"> • www.worldwar-2.net • http://www.bbc.co.uk/history/worldwars/wwtwo/.html 	<p>Maps:</p> <ul style="list-style-type: none"> • Pre and Post World War II in Asia • Pre and Post World War II in Europe • Pre and Post World War II in Africa <p>DBQ Essay: Despite the horrors of the Holocaust, abuses of human rights have continued in the post – World War II era. <i>Tasks:</i> Describe examples of human rights abuses in the post – World War II era.</p> <ul style="list-style-type: none"> • Discuss efforts that the world community has made to eliminate these human rights abuses. <p><i>3rd Quarterly Examination</i></p>



Grade 10 Social Studies Marking Periods 1-4

SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>
SS2.C.1A	<ul style="list-style-type: none"> Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1C	<ul style="list-style-type: none"> Students analyze historic events from around the world by examining accounts written from different perspectives.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2D	<ul style="list-style-type: none"> Students explain the importance of analyzing narratives drawn from different times and places to understand historical events.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.



Grade 10 Social Studies Marking Periods 1-4

SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4B	<ul style="list-style-type: none"> Students interpret and analyze documents and artifacts related to significant developments and events in world history.
SS3.2	<p>Key Idea: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>
SS3.C.2C	<ul style="list-style-type: none"> Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
SS3.C.2D	<ul style="list-style-type: none"> Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations.



Grade 10 Social Studies Marking Periods 1-4

SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	<p>Chapter 32 – The World Since 1945: An Overview (1945-Present)</p> <p><u>Essential Question(s):</u></p> <p>How did the partitioning of India occur?</p> <p>Could the Cold War have been avoided?</p> <p>How is the United Nations organized?</p> <p>How did China’s leaders attempt to move the nation’s economy forward?</p> <p>How did reforms in the 1980’s lead to the collapse of the Soviet Union?</p>	5-7	<p>Textbook</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> Map “Muslim-Hindu Conflict Leads to Nation-state Building on the Asian Sub-continent” Winston Churchill’s Iron Curtain speech Analyze political cartoons on Mao’s and Deng’s reforms in China Excerpts from SALT I and SALT II Treaties Excerpt from Balfour Declaration (http://www.fordham.edu/halsall/Mod/balfour.html) Excerpt from Monroe Doctrine 	<p>Thematic Essay: Identify and discuss the causes and effects of two major world problems (ex: deforestation, desertification, world poverty, etc.)</p> <p>DBQ Essay: The Cold War</p> <p>Multiple Choice Test</p> <p>Map Activity: NATO and Warsaw Pact countries The Middle East</p> <p>Political Cartoon Analysis</p>



Grade 10 Social Studies Marking Periods 1-4

	<p>Why has the Middle East been a region of conflict?</p> <p>Identify and discuss the political instability of Latin America.</p> <p>What are the major social, political, economic, and environmental issues of the modern era?</p>		<p>Videos: www.unitedstreaming.com</p> <ul style="list-style-type: none"> • “The Cold War” (4:17) • “Ben-Gurion, Zionism and the state of Israel” (2:44) • “The Caste System” (1:22) • “Globalization Leaves the Poor Behind” (4:12) • “Global Warming” (4:17) • “War on Terrorism” (7:33) <p>Web Resources:</p> <ul style="list-style-type: none"> • UN Teacher Resources (http://www.un.org/Pubs/CyberSchoolBus/html) • Tiananmen Square “Tank Man”, Frontline News (http://www.pbs.org/wgbh/pages/frontline/tank/man/view/html) • Timeline: http://www.tsquare/tv/chronology 	<p>The 4th Quarterly Exam is embedded in final</p>
SS2.1	<p>Key Idea: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>			
SS2.C.1A	<ul style="list-style-type: none"> • Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components 			



Grade 10 Social Studies Marking Periods 1-4

	of cultures and civilizations, including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
SS2.C.1B	<ul style="list-style-type: none"> Students understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
SS2.C.1D	<ul style="list-style-type: none"> Students understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
SS2.C.1E	<ul style="list-style-type: none"> Students analyze changing and competing interpretations of issues, events, and developments throughout world history.
SS2.2	<p>Key Idea: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>
SS2.C.2A	<ul style="list-style-type: none"> Students distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
SS2.C.2B	<ul style="list-style-type: none"> Students evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
SS2.C.2C	<ul style="list-style-type: none"> Students analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
SS2.C.2E	<ul style="list-style-type: none"> Students investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
SS2.3	<p>Key Idea: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>
SS2.C.3A	<ul style="list-style-type: none"> Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.



Grade 10 Social Studies Marking Periods 1-4

SS2.C.3B	<ul style="list-style-type: none"> Students explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
SS2.C.3C	<ul style="list-style-type: none"> Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
SS2.4	<p>Key Idea: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time. Explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>
SS2.C.4A	<ul style="list-style-type: none"> Student identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
SS2.C.4D	<ul style="list-style-type: none"> Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
SS3.1	<p>Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>
SS3.C.1A	<ul style="list-style-type: none"> Students understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
SS3.C.1C	<ul style="list-style-type: none"> Students investigate the characteristics, distribution, and migration of human populations on the Earth's surface.
SS3.C.1D	<ul style="list-style-type: none"> Students understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
SS3.C.1E	<ul style="list-style-type: none"> Students analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.



Grade 10 Social Studies Marking Periods 1-4

SS3.C.1F	<ul style="list-style-type: none"> Students explain how technological change affects people, places, and regions. 			
SS4.1	<p>Key Idea: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>			
SS4.C.1A	<ul style="list-style-type: none"> Students analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. 			
SS4.C.1B	<ul style="list-style-type: none"> Students define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. 			
SS4.C.1C	<ul style="list-style-type: none"> Students understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. 			
STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	Global 9 and 10 Regents Review	28	Review Sites: <ul style="list-style-type: none"> http://www.regentsreviewlive.net/ www.regentsprep.org 	Practice Regents Exams DBQ Essays Thematic Essay Packet