

MHS Curriculum Map: 10<sup>th</sup> Grade World History 2014-15

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<p><b>UNIT 1: The Development of Western Political Thought</b></p> <p>Content Standards: 10.1</p> <p><i>Becoming a Close Reader and</i></p>	<p>3 weeks</p> <p>8/11-8-29</p>	<p>Explanatory Writing</p> <p>Powerpoint</p>	<p>Change can be evolutionary or revolutionary</p>	<p><b>What causes people to seek political, social or economic change?</b></p> <ul style="list-style-type: none"> <li>• What political, social and economic conditions led to the rise of revolutions and nationalism?</li> <li>• How did Greco-Roman and Judeo-Christian ideas other nations?</li> <li>• What do revolutions have in common?</li> </ul>	<p><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger</p> <p>Introduction: The Rise of Democratic Ideas pgs 2-29</p> <p>Unit Two: Absolutism to Revolution pgs 150-201; 206-211; 249-250</p> <p>Island Project</p> <p>Compare and Contrast Religions</p> <p>Greek Philosophers: What was their main idea?"</p> <p>What is government?</p> <p>Thought Paper</p> <p>Common Formative Assessment</p>
<p><b>UNIT 2: The Development of Western Political Thought</b></p> <p>Content Standards 10.2</p>	<p>3 Weeks</p> <p>9/1-9/19</p>	<p>Explanatory Writing</p> <p>Political Cart.</p> <p>Powerpoint</p>	<p>Change can be evolutionary</p>	<p><b>What causes people to seek political, social or economic change?</b></p> <ul style="list-style-type: none"> <li>• What political, social and</li> </ul>	<p><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</p> <p>Unit Two: Absolutism to Revolution pgs 217-241; 247-257</p> <p>Philosophers</p> <p>Compare and Contrast Revolution</p> <p>Thought Paper</p> <p>Common Formative Assessment</p>

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<p><b>UNIT 3: The Effects of the Industrial Revolution</b></p> <p>Content Standards: 10.3</p>	<p>3 Weeks</p> <p>9/22-10/17</p>	<p>Comparative writing</p> <p>Structured Debate</p> <p>PowerPoint</p>	<p>Change can either be beneficial or Detrimental.</p>	<p><b>Was rapid industrialization beneficial or detrimental to society?</b></p> <ul style="list-style-type: none"> <li>How did industrialization and urbanization impact politics, society and economics?</li> <li>worked and the environment?</li> </ul>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Three: Industrialism and the Race for Empire: pgs 278-307</li> <li>“Female workers in Japanese silk factories: Did the costs outweigh the benefits?”</li> <li>CFA Benchmarks</li> </ul>
<p><b>UNIT 4: Global Change in the era of New Imperialism</b></p> <p>Content Standards: 10.4</p>	<p>3 Weeks</p> <p>10/20-11/14</p>	<p>Identifying Point of View</p> <p>PowerPoint</p>	<p>Power can be used and abused.</p>	<p><b>Is imperialism a positive or negative global development?</b></p> <ul style="list-style-type: none"> <li>Why did Industrial Nations imperialize?</li> <li>How did Industrial Nations consequences come from imperialism?</li> <li>How did native people respond?</li> </ul>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Three: Industrialism and the Race for Empire: <ul style="list-style-type: none"> <li>The Age of Imperialism pgs 336-401</li> <li>Debate CFA</li> </ul> </li> </ul>

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<b>UNIT 5: Causes and Course of World War I</b> Content Standards: 10.5 & 10.6.1 <i>Considering</i>	5 Weeks 11/17-12/19	Identifying Point of View & Reading Political Cartoons and Interpreting PowerPoint	Force can be countered with equal or greater force.	<b>Was world war inevitable in 1914?</b> <ul style="list-style-type: none"> <li>How did nations use nationalism to gain support for war?</li> <li>What were the causes of World War I?</li> <li>War I impact society, politics and economics?</li> </ul>	<ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History</li> <li>2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Four: The World at War: The Great War pgs 404-429</li> <li>DBQ Project Binder "What was the underlying cause of World War I?" "Treaty of Versailles"</li> </ul>
<b>UNIT 6: Post World War I</b> Content Standards: 10.6 <i>Reading Closely</i>	3 Weeks 1/12-1/30	Explanatory Brochure PowerPoint	Power comes in many forms.	<b>Is a democratic form of government the answer for all peoples?</b> <ul style="list-style-type: none"> <li>What attracts individuals to democracy, communism, and socialism?</li> <li>How did Totalitarian leaders use</li> </ul>	<ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History</li> <li>2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Four: The World at War: Revolution and Nationalism pgs 430-481</li> <li>"How did the Versailles Treaty Help Cause World War II?"</li> </ul>

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Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>UNIT 7: Causes and consequences of World War II</b> Content Standards: 10.7-10.8	9 Weeks 2/2-4/10	Verbal Debate PowerPoint	Power can be seen and unseen.	<b>What choices and decisions do societies face in war?</b> <ul style="list-style-type: none"> <li>How do ethical choices have lasting effects?</li> <li>How do points of view change over time?</li> <li>Was the road to World War II times of war?</li> </ul>	<ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Four: The World at War: Revolution and Nationalism pgs 430-481 “Why did Japan bomb Pearl Harbor?”</li> </ul>
<b>UNIT 8: Post World War II (Cold War – Colonial nations become independence)</b> Content Standards: 10.9	5 Weeks 4/13-5/15	Researched Powerpoint Presentation	With Power comes choice	<b>Is war ever necessary?</b> <ul style="list-style-type: none"> <li>How do points of view change over time?</li> <li>What rules were created from WWII?</li> <li>How does point of view change over time?</li> <li>How does ideology impact conflict?</li> <li>How does one event impact another?</li> </ul>	<ul style="list-style-type: none"> <li><b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>Unit Five: Perspectives on the Present: Restructuring the Postwar World pgs 528-554 “What made Gandhi’s nonviolent movement work?”</li> </ul>

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<p><b>UNIT 9: Globalization</b> Content Standards: 10.11</p>	<p>3 Weeks 5/18-6/3</p>	<p>Research Paper</p>	<p>Change can be helpful or harmful</p>	<p><b>Is globalization beneficial or detrimental?</b></p> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• Who benefits from globalization and why?</li> <li>• Who and what is harmed by politics?</li> <li>• Is globalization necessary in the modern world?</li> <li>• Is globalization inevitable?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook:</b> McDougal Littell <i>World History: Patterns of Interaction</i> California: Student Edition Grade 10 Modern World History 2006 by Houghton Mifflin Harcourt, Linda Black, Larry S. Krieger.</li> <li>• District Common Core Unit “Globalization”</li> </ul>