

6/30/2014

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

**SOCIAL STUDIES CURRICULUM
WORLD HISTORY GRADE 10**

Curriculum Writers: M. Harrison Hickox and Richard G. Whitehouse |

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The North Smithfield Social Studies Curriculum for grades 7-12 was completed in June 2014 by a team of 7-12 teachers. The team, identified as the Social Studies Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *RI Social Studies Grade Span Expectations (GSE)*
- *National Standards for History*
- *Curriculum Standards for Social Studies*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS)*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Differentiated Instructional Strategies*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,*
- Model curriculum documents
- Educational websites
- Webb's Depth of Knowledge

Mission Statement

The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Social Studies curriculum. It integrates citizenship, historical thinking, and content literacy through research-based best practice instruction and assessment. The knowledge and skills acquired will result in students' success in a global and technological society.

The K-12 Curriculum identifies what all students should know and be able to do in Social Studies education. Each grade or course draws from *Rhode Island Grade Span Expectations for Social Studies*, the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, the *National History Standards*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education in Social Studies through the study of **Grade Span Expectations in Social Studies** that includes:

- Civics and Government
- Historical Perspectives
- Economics
- Geography

And through the study of **National Standards for History** that includes:

- Topics for grades K-4
- United States History (Eras 1-10) for grades 5-12
- World History (Eras 1-9) for grades 5-12
- Historical Thinking Standards grades K-12

Additionally the **Common Core State Standards** for English Language Arts that includes:

- College and Career Readiness Anchor Standards for Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- College and Career Readiness Anchor Standards for Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

GRADE SPAN EXPECTATIONS FOR SOCIAL STUDIES

- Define content standards— what students should know and be able to do in Civics and Government, Historical Perspectives, Economics and Geography.

COMMON CORE FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Define what all students should know and be able to do by the end of each grade.
- Divide Common Core Standards into broad statements called the College and Career Readiness Anchor Standards (CCR) for Reading Writing, Speaking and Listening, and Language (grades 6-12).
- Provide grade level specificity that define the skills and understandings that all students must demonstrate.

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- **Use Classroom Instruction That Works Strategies:**
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner and collaborative group work**
- Facilitates the integration of **Applied Learning Standards (SCANS)**
 - problem solving
 - communication
 - critical thinking
 - research
 - reflection/evaluation.
- **Differentiates instruction** by varying the content, process, and product and implementing
 - Anchoring
 - Cubing
 - Jig-sawing
 - Pre/post assessments
 - Think/pair/share
 - Tiered assignments
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Provides opportunities for independent, partner and collaborative group work.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs **Social Studies education** best practices, e.g.
 - student originality
 - integration of arts across the curriculum
 - school community involvement
 - art for all students
- Models **historical thinking** skills:
 - chronological thinking,
 - historical comprehension
 - historical analysis and interpretation, historical research capabilities
 - historical issues – analysis and decision-making

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- Provides social **studies best practices opportunities** such as:
 - investigating topics in depth
 - exercising choice and responsibility by choosing their own topics for inquiry
 - involving exploration of open questions that challenge students' thinking
 - involving students in active participation in the classroom and the wider community
 - involving students in both independent inquiry and cooperative learning;
 - involving students in reading, writing, observing, discussing, and debating
 - building upon students' prior knowledge

COMMON and SUGGESTED ASSESSMENTS

REQUIRED COMMON ASSESSMENTS

- Document-based Questions
- Formative
- Summative
- Midterm exam
- Final exam

SUGGESTED ASSESSMENTS

- | | | |
|-----------------------|---|------------------------|
| 1. Anecdotal records | 8. Multiple Intelligences assessments, e.g. | 15. Rubrics/checklists |
| 2. Conferencing | 9. Role playing - bodily kinesthetic | 16. Tests and quizzes |
| 3. Exhibits | 10. Graphic organizing - visual | 17. Technology |
| 4. Interviews | 11. Collaboration - interpersonal | 18. Think-alouds |
| 5. Graphic organizers | 12. Oral presentations | 19. Vocabulary |
| 6. Journals | 13. Primary source analysis | 20. Writing genres |
| 7. Modeling | 14. Problem/Performance based/common tasks | ○ Argument |
| | | ○ Informative |

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RESOURCES HIGH SCHOOL GRADE 10

Textbook

- *Prentice-Hall: World History by Ellis & Esler*
- *Pearson Publishing: Civilization Past & Present 11th edition* by Brummett, Edgar, Hackett, Jewsbury, and Molony

Supplementary books/material

- "Mini-Q's" in American Government – DBQ Binder

Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials

- Maps

Community

Websites

- <http://allaboutexplorers.com/>
- <http://docsteach.org>
- http://history-world.org/middle_ages.htm
- <http://library.thinkquest.org/J002678F/why.htm>
- <http://worldhistoryforusall.sdsu.edu/>
- <http://www.besthistorysites.net/>
- http://www.britishmuseum.org/explore/cultures/europe/renaissance_europe.aspx
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-middle-ages.cfm>
- <http://www.history.com/topics>
- <http://www.historyteacher.net/GlobalStudies/MiddleEastMainPage.htm>
- <http://www.howstuffworks.com/history>
- http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation
- <http://www.powershow.com/view/23c81->
- http://www.schoolhistory.co.uk/year8links/frenchrevolution_causes.shtm
- <http://www.state.ri.us/rihrab/direct.html>
- http://www.worldhistorynetwork.org/T_MajorResources.php
- www.commoncore.org/maps
- www.corestandards.org
- www.gilderlehrman.org
- www.loc.gov/teacher/
- www.readwritethink.org
- www.ride.ri.gov

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Civics and Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</p> <p style="text-align: center;"><u>HISTORICAL THINKING</u></p> <ul style="list-style-type: none"> • Chronological thinking, • Historical comprehension • Historical analysis and interpretation, historical research capabilities • Historical issues – analysis and decision-making 		<p>Students demonstrate an understanding of origins, forms, and purposes of government by... C&G 1 (9-12) –1</p> <p>C&G 1 (9-12) –1a <u>Describing or explaining competing ideas about the purposes and functions of politics and government.</u></p> <p style="text-align: center;"><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. ERA 5, 5B, 4 • Analyze the resurgence of centralized monarchies and economically powerful city-states in Western Europe in the 15th century. ERA 5, 5B, 4 <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Common law • Due Process • Habeas Corpus • Magna Carta • Parliament <p style="text-align: center;"><u>Websites</u></p> <ul style="list-style-type: none"> • http://worldhistory.pppst.com/explorers.html <p>C&G 1 (9-12) –1b <u>Comparing and contrasting different forms of government and their purpose.</u></p> <p style="text-align: center;"><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 6, 2A, 2 • Analyze ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class and race relations. ERA 6, 6A, 2 • Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century. ERA 6, 6A, 4 <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Ghetto • Treaty of Toadesillas • Missionary • Plantation • outpost <p style="text-align: center;"><u>Websites</u></p> <ul style="list-style-type: none"> • http://worldhistory.pppst.com/explorers.html • http://www.history.com/topics • http://allaboutexplorers.com/ • http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation <p>C&G 1 (9-12) –1c <u>Explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic).</p> <p style="text-align: center;"><u>Grade 9 - Grade 10 - World History Dates: 1300 - Present</u></p> <p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze how the Seven Years War, Enlightenment <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • John Locke 	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance organizers • Nonlinguistic representations • Summarizing and note taking • Assigning homework and providing practice • Identifying similarities and differences • Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> • Anchoring • Cubing • Jig-sawing • Pre/post assessments • Think/pair/share • Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide opportunities for higher level thinking:</p> <ul style="list-style-type: none"> • Bloom’s Taxonomy, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc. • Webb’s Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> • chronological thinking, • historical comprehension 	<p>Textbook</p> <ul style="list-style-type: none"> • <i>Prentice-Hall: World History</i> by Ellis & Esler • <i>Pearson Publishing: Civilization Past & Present 11th edition</i> by Brummett, Edgar, Hackett, Jewsbury, and Molony <p>Supplementary Books, Teacher (T) Student (S)</p> <ul style="list-style-type: none"> • “Mini-Q’s” in <i>American History – DBQ Binder</i> <p>Technology</p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p>Websites</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://allaboutexplorers.com/ • http://library.thinkquest.org/J002678F/why.htm • http://worldhistory.pppst.com/explorers.html • http://www.history.com/topics • http://www.howstuffworks.com/history • http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation <p>Materials</p> <ul style="list-style-type: none"> • Primary Sources 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Anecdotal records • Collaborative activities • Conferencing • Exhibits • Interviews • Graphic organizers • Journals • Modeling • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> o Role playing - bodily kinesthetic o Graphic organizing - visual o Collaboration - interpersonal • Oral presentations • Primary source analysis • Problem/Performance based/common tasks • Research • Rubrics/checklists

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		<p>thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. ERA 7, 1A, 1</p> <ul style="list-style-type: none"> Compare the causes, character, and consequences of the American and French revolutions. ERA 7, 1A, 2 Describe how the wars of the revolutionary and Napoleonic period changed Europe and assess Napoleon's effects on the aims and outcomes of the revolution. ERA 7, 1A, 6 <p>C&G 1 (9-12) –1d <u>Distinguishing between the rule of law and the “rule of men”</u> (e.g., <i>Korematsu v. U.S.</i> and Japanese internment during WWII). Grade 9 - Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. ERA 7, 1A, 1 	<ul style="list-style-type: none"> Natural Law Natural rights Salons Social contract Thomas Hobbs <p>Websites</p> <ul style="list-style-type: none"> http://eyewitnesstohistory.com/ <p>Academic vocabulary</p> <ul style="list-style-type: none"> 3 Estates Bourgeoisie Faction Popular sovereignty Reign of Terror Republic Treaty of Paris <p>Websites</p> <ul style="list-style-type: none"> http://www.howstuffworks.com/history http://worldhistory.pppst.com/explorers.html http://library.thinkquest.org/J002678F/why.htm 	<ul style="list-style-type: none"> historical analysis and interpretation, historical research capabilities historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p>		<ul style="list-style-type: none"> Tests and quizzes Technology Think-alouds Vocabulary Writing genres <ul style="list-style-type: none"> Arguments/opinion Informative
<p>Civics and Government</p> <p>C&G 1: People</p>		<p>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by... C&G 1 (9-12)–2</p> <p>C&G 1 (9-12)–2a <u>Identifying how actions of a government affect relationships involving the</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in</p>	

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<p>create and change structures of power, authority, and governance in order to accomplish common goals.</p>		<p><u>individual, society and the government</u> (e.g., Homeland Security). <u>Grade 9 - Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7, 1A, 4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Federal Republic Popular Sovereignty John Hobbs John Locke Voltaire Adam Smith <p>Websites</p> <ul style="list-style-type: none"> http://www.state.ri.us/rihrab/direct.html <p>C&G 1 9-12)–2b <u>Explaining how political authority is obtained and legitimized.</u></p> <p><u>Grade 9 - Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7, 1A, 4 Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. ERA 7,4B, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Legitimacy Napoleonic Code Nationalism Plebiscite Suffrage <p>Websites</p> <ul style="list-style-type: none"> http://www.schoolhistory.co.uk/year8links/frenchrevolution-causes.shtml http://library.thinkquest.org/J002678F/why.htm <p>C&G 1 (7-8)–2c <u>Examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, “regime of truth”).</p> <p><u>Grade 9 - Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values. ERA 7,4C, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Urbanization Labor Union Ideology Socialism/Social Democracy/Communism/Radicals Social Democracy 	<p>introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://library.thinkquest.org/J002678F/why.htm http://www.schoolhistory.co.uk/year8links/frenchrevolution-causes.shtml http://www.state.ri.us/rihrab/direct.html 	<p>the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Communism radicals <p>Websites</p> <ul style="list-style-type: none"> • http://library.thinkquest.org/J002678F/why.htm 			
<p>Civics and Government</p> <p>C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p>		<p>Students demonstrate an understanding of United States government (local, state, national) by... C&G 2 (9-12) –1</p> <p>C&G 2 (9-12) –1a <u>Evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review.</u> Grade 9 - Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 2 (9-12) –1b <u>Analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 2 (9-12) –1c <u>Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process).</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 2 (9-12) –1d <u>Critically examining the principles, traditions, and precedents of American constitutional government.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p>			
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by... C&G 2 (9-12) – 2</p> <p>C&G 2 (9-12) –2a <u>Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents (e.g., RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance).</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 2 (9-12) –2b <u>Analyzing the inherent challenges involved in balancing majority rule and minority rights.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C &G 2 (9-12) –2c <u>Identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination).</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C &G 2 (9-12) –2d <u>Discussing different historical understandings/ perspectives of democracy.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p>			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of citizens’ rights and responsibilities by... C&G 3 (9-12) –1</p> <p>C&G 3 (9-12) –1a <u>Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i> (e.g., flag burning and the first Amendment).</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 3 (9-12) –1b <u>Comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., <i>Declaration of the Rights of Man</i>, <i>Universal Declaration of Rights</i>, <i>International Convention on the Rights of the Child</i>, and other international documents). Grade 9 - Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A, 4 Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. ERA 7,1A, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Declaration of the rights of Man International Convention of the rights of the Child Magna Carta Napoleonic Code Universal declaration of Rights <p>Websites</p> <ul style="list-style-type: none"> http://library.thinkquest.org/J002678F/why.htm <p>C&G 3 (9-10) –1c <u>Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 3 9-12) –1d <u>Analyzing the scope and limits of personal, cultural, economic, or political rights</u> (e.g., freedom of expression vs. school dress codes, speaking one’s native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security). Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 3 (9-10) –1e <u>Describing the criteria used for admission to citizenship in the U.S.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://library.thinkquest.org/J002678F/why.htm 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by... C&G 3 (7-8) –2</p> <p>C&G 3 (9-12) –2a <u>Identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>C&G 3 (9-12) –2b <u>Accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/boycotting. Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 3 (9-12) –2c <u>Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u> Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p> <p>C&G 3 (9-12) –2d <u>Identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women’s suffrage).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze the objectives and achievements of women’s political movements in the context of World War I and its aftermath. ERA 8,3A, 4 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Proletariat Soviet commasal Women’s suffrage <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.history.com/topics <p>C&G 3 (9-12) –2e <u>Participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community</u> (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive). Grade 10 - World History Dates: 1300 - Present Covered in U.S. History</p>	<ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>/topics</p>	<ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students demonstrate an understanding of political systems and political processes by... C&G 4 (9-12) –1</p> <p>C&G 4 (9-12) –1a <u>Comparing and contrasting U.S. systems of government with others.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain why fascism was discredited after World War II and how popular democratic institutions were established in such countries as Italy, the German Federal Republic, Greece, India, Spain, and Portugal between 1945 and 1975. ERA 9,1A, 4 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Marshall Plan NATO Truman Doctrine United Nations Warsaw Pact/Cold War <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.history.com/topics 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com/topics 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>C&G 4 (9-12) –1b <u>Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain why fascism was discredited after World War II and how popular democratic institutions were established in such countries as Italy, the German Federal Republic, Greece, India, Spain, and Portugal between 1945 and 1975. ERA 9,1A, 4 Explain why the United Nations was founded and assess its successes and failures up to the 1970s. ERA 9,1A, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Containment Détente Ideology Super Powers <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics <p>C&G 4 (9-12) –1c <u>Analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. ERA 8,2A,1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Alliances Bias Militarism/Imperialism Propaganda Regionalism Sphere of Influence <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ <p>C&G 4 (9-12) –1d <u>Selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact.</u></p> <p style="text-align: center;">Covered in U.S. History</p> <p>C&G 4 (9-12) –1e <u>Analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education).</p> <p style="text-align: center;">Covered in U.S. History</p>	<p>cooperative learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 		
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in</p>		<p>Students demonstrate their participation in political processes by... C&G 4 (9-12)-2</p> <p>C&G 4 (9-12)-2a <u>Using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy).</p> <p style="text-align: center;">Covered in U.S. History</p>		•	

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a variety of ways.		<p>C&G 4 (9-12)-2b <u>Working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop).</p> <p style="text-align: center;">Covered in U.S. History</p> <p>C&G 4 (9-12)-2c Engaging in <u>and reflecting upon an electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling).</p> <p style="text-align: center;">Covered in U.S. History</p>			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students participate in a civil society by... C&G 4 (9-12)-3</p> <p>C&G 4 (9-12)-3a <u>Critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A,4 <p>C&G 4 (9-12)-3b Identifying and <u>describing the role that various institutions play in meeting the needs of the community.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe ERA 5,2A,1 Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 5,2A,2 <p style="text-align: center;">Academic vocabulary</p> <p>Websites</p> <ul style="list-style-type: none"> http://library.thinkquest.org/J002678F/why.htm <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> Capitalism Entrepreneur Mercantilism Tariff <p>Websites</p> <ul style="list-style-type: none"> http://www.discoveryeducation.com/teachers/free-lesson-plans/the-middle-ages.cfm http://history-world.org/middle_ages.htm http://www.history.com/topics 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://history-world.org/middle_ages.htm http://www.discoveryeducation.com/teachers/free-lesson-plans/the-middle-ages.cfm http://www.history.com/topics http://www.history.com/topics 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>C&G 4 (9-12)-3c <u>Identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. ERA 8,2C,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Bolsheviks Collectivization Duma Lennon Marx <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics 			
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of the many ways Earth’s people are interconnected by... C&G 5 (9-12) – 1</p> <p>C&G 5 (9-12) – 1a <u>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally</u> (e.g., nation-state).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze connections between reform movements and industrialization, democratization, and nationalism. ERA 7,4B,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Capital Labor union Means of production Nation-state Social impact Tenement Urbanization <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics <p>C&G 5 (9-12) – 1b <u>Organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g., politically, socially, culturally, economically, environmentally). <i>Covered in U.S. History</i></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com/topics 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Civics and</p>		<p>Students demonstrate an understanding of the benefits and challenges of an interconnected world by... C&G 5 (9-12)-2</p>	<p>TEACHER NOTES</p>	<p>RESOURCE NOTES</p>	<p>ASSESSMENT NOTES</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>C&G 5 (9-12)-2a <u>Describing the interconnected nature of a contemporary or historical issue.</u> <u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations. ERA 9,2A,,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Cash crop Contemporary Deforestation Epidemic Industrialization Mining Tsunami <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics <p>C&G 5 (9-12)-2b <u>Analyzing and evaluating a contemporary or historical issue</u> (e.g., free trade versus fair trade, access to medical care and terrorism).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Identify major characteristics of 19th-century European nationalism and analyze connections between nationalist ideology and the French Revolution, Romanticism, and liberal reform movements. ERA 7,4A,1 Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. ERA 7,4A,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Free trade Terrorism Famine Global warming <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics 	<p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com/topics 	<p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by... C&G 5 (9-12)-3</p> <p>C&G 5 (9-12)-3a Predicting outcomes and possible consequences of a conflict, event, or course of action. <u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. ERA <p>Academic vocabulary</p> <ul style="list-style-type: none"> Consequences Henry 8 Indulgence John Calvin 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com/topics http://www.besthistoryites.net/ http://worldhistoryforum.all.sdsu.edu/ http://www.besthistoryites.net/ 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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		<p>6,2B,5</p> <ul style="list-style-type: none"> Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. ERA 6,2C,4 <p>C&G 5 (9-12)-3b Identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6,1A,1 Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. ERA 8,2A,3 <p>C&G 5 (9-12)-3c Using <u>deliberation, negotiation, and compromise to plan and develop just solutions to problems</u> (e.g., immigration, limited energy resources, nuclear threat) <u>created when nations or groups act.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A,4 Analyze interconnections between superpower rivalries 	<ul style="list-style-type: none"> Martin Luther Predestination Theocracy <p>Websites</p> <ul style="list-style-type: none"> http://www.history.com/topics http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ <p>Academic vocabulary</p> <ul style="list-style-type: none"> Circumnavigation Dutch East India Company Monopoly Outpost <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<ul style="list-style-type: none"> http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php http://www.history.com/topics 	

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		<p>and the development of new military, nuclear, and space technology. ERA 9,1B7</p> <ul style="list-style-type: none"> http://www.history.com/topics 			
<p>Historical Perspectives History Strand</p> <p>HP 1: History is an account of human activities that is interpretive in nature.</p>		<p>Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by... HP 1 9-12) –1</p> <p>HP 1 (9-12) –1a Formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i>, art, oral history, writings of Elizabeth Buffum Chace).</p> <p style="text-align: center;"><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Use a variety of Document Based Questions (DBQs) and argument writing. <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> http://www.history.com/topics <p style="text-align: center;"><u>Websites</u></p> <p>HP 1 (9-12) –1b <u>Explaining how historical facts and historical interpretations may be different, but are related .</u></p> <p style="text-align: center;"><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A,4 Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. ERA 7,2B,2 <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Autonomy Social Democracy Socialism Universal suffrage Working class <p style="text-align: center;"><u>Websites</u></p> <ul style="list-style-type: none"> http://www.history.com/topics http://www.tourblackstone.com/historic.htm <p>HP 1 (9-12) –1c <u>Identifying, describing, or analyzing multiple perspectives on an historical trend or event</u></p> <p style="text-align: center;"><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p style="text-align: center;"><u>Academic vocabulary</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://allaboutexplorers.com/ http://worldhistoryforum.all.sdsu.edu/ http://www.besthistoryites.net/ http://www.history.com/topics http://www.tourblackstone.com/historic.htm http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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Curriculum Writers: M. Harrison Hickox and Richard G.Whitehouse

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. ERA 6,1B,4 Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7,2A,3 <p>HP 1 (9-12) –1d <u>Using technological tools in historical research.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> Apply technology in the form of lab and software products such as Prizi and Power Point. 	<ul style="list-style-type: none"> Mocow Magellan Philippines Vasco De Gama <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php <p>Academic vocabulary</p> <p>Websites</p> <ul style="list-style-type: none"> http://allaboutexplorers.com/ 		
<p>Historical Perspectives History Strand</p> <p>HP 1: History is an account of human activities that is interpretive in nature.</p>		<p>Students interpret history as a series of connected events with multiple cause-effect relationships, by... HP 1 (9-12) –2</p> <p>HP 1 9-12) –2a <u>Explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7,2A,3 Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men’s and women’s education. ERA 6,2B,5 Analyze connections between Europeans’ growing knowledge of other regions of the globe and the development of new concepts of universalism, toleration, and world history. ERA 6,2E,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Alliance Colonial economy Commercial Revolution Contrast Sequence <p>Websites</p> <ul style="list-style-type: none"> http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.history.com/topics http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

SOCIAL STUDIES CURRICULUM Grade 10

Curriculum Writers: M. Harrison Hickox and Richard G.Whitehouse

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain why historians have called the Seven Years War the first “global war” and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories. ERA 6,4A,5 <p>HP 1 (9-12) –2b <u>Interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. ERA 6,2B,3 • Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 6,2A,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Political cartoon • Renaissance/Rebirth • Humanism • Perspective • Patron • Michelangelo/Leonardo da Vinci <p>Websites</p> <ul style="list-style-type: none"> • http://www.history.com/topics 	<p>debating</p> <ul style="list-style-type: none"> • building upon students’ prior knowledge 		
<p>Historical Perspectives History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students connect the past with the present by... HP 2 (9-12) –1</p> <p>HP 2 (9-12) –1a <u>Explaining origins of major historical events</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. ERA 6,2B,2 • Explain how the English civil war and the Revolution of 1688 affected government, religion, economy, and society in that country. ERA 6,2C,3 • Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. ERA 6,2E,1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Gutenberg • Shakespeare • Thomas More • Utopian <p>Websites</p> <ul style="list-style-type: none"> • http://www.britishmuseum.org/explore/cultures/europe/renaissance_europe.aspx <p>HP 2 (9-12) –1b <u>Identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island).</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://worldhistoryforum.all.sdsu.edu/ • http://www.besthistorysites.net/ • http://www.britishmuseum.org/explore/cultures/europe/renaissance_europe.aspx • http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

SOCIAL STUDIES CURRICULUM Grade 10

Curriculum Writers: M. Harrison Hickox and Richard G.Whitehouse

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. ERA 6,2E,3 Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA7,1A,4 <p>HP 2 (7-8) –1c Analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade).</p> <p style="text-align: center;">Covered in U.S. History</p>	<p>debating</p> <ul style="list-style-type: none"> building upon students’ prior knowledge 		
<p>Historical Perspectives History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students chronicle events and conditions by... HP 2 (9-12) – 2</p> <p>HP 2 (9-12) – 2a <u>Creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, slave holder, trader or investor).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Uses Document-based questions (DBQs) with argument writing <p>HP 2 (9-12) – 2b <u>Synthesizing information from multiple sources to formulate an historical interpretation</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Uses Document-based questions (DBQs) with argument writing and primary source analysis 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Historical Perspectives History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students show understanding of change over time by... HP 2 (9-12) – 3</p> <p>HP 2 (9-12) – 3a <u>Tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g., immigration trends, land use patterns, naval military history).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6, 1A,1 Explain how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power. ERA 7, 5A,2 Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority. ERA 9, 2C,7 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Assembly line Photography Steamship Telegraph <p>Websites</p> <ul style="list-style-type: none"> http://www.historyteacher.net/GlobalStudies/MiddleEastMainPage.htm http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php <p>HP 2 (9-12) – 3b <u>Documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> .</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> <p>Academic vocabulary</p> <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://worldhistoryforall.sdsu.edu/ http://www.besthistorysites.net/ http://www.historyteacher.net/GlobalStudies/MiddleEastMainPage.htm http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Historical Perspectives History Strand</p> <p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>Students demonstrate an understanding of how the past frames the present by... HP 3 (9-12) –1</p> <p>HP 3 (9-12) –1a <u>Gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <p>Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s. ERA 9, 2C,4 • Explain why Cold War tensions eased in the 1970s and analyze how such developments as the Helsinki Accords, the Soviet invasion of Afghanistan, and Reagan-Gorbachev “summit diplomacy” affected progress toward detente. ERA 9, 2C,3 <p>HP 3 (9-12) –1b <u>Formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Uses primary source analysis 	<ul style="list-style-type: none"> responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforum.all.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php 	<ul style="list-style-type: none"> • Formative • Summative • Midterm exam • Final exam
<p>Historical Perspectives History Strand</p> <p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by... HP 3 (9-12) – 2</p> <p>HP 3(9-12) – 2a <u>Articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates).</p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7, 2A,3 <p>Academic vocabulary</p> <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforum.all.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php <p>HP 3 (9-12) – 2b <u>Analyzing how an historical development</u> (e.g., cycle of poverty or prosperity, low educational attainment) <u>has contributed to current social, economic, or political patterns.</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://worldhistoryforum.all.sdsu.edu/ • http://www.besthistorysites.net/ • http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men’s and women’s education. ERA 6, 2B,5 Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas. ERA 6, 4A,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Catholic Reformation European colonies Prosperity Religious reform <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 			
<p>Historical Perspectives History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by... HP 4 (9-12) –1</p> <p>HP 4 (9-12) –1a Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6, 14A,1 Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6, 4A,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Interregionalism Trading system <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php <p>HP 4 (9-12) –1b Analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the impact of the English Revolution on political <p>Academic vocabulary</p> <ul style="list-style-type: none"> Constitutional government 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php http://allaboutexplorers.com/ http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. ERA 6,2C,4</p> <ul style="list-style-type: none"> • Cromwell • Limited Monarchy • Parliament • Private property • Round Heads <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php <p>HP 4 (9-12) –1c Citing <u>historical evidence that geographic factors affected decision-making by policy-makers.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6,4A,3 <p>Academic vocabulary</p> <p>Websites</p> <ul style="list-style-type: none"> • http://allaboutexplorers.com/ • http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation 			
<p>Historical Perspectives History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by... HP 4 (9-12) –2</p> <p>HP 4 (9-12) –2a Evaluating the effect of technology and innovation on promoting territorial <u>expansion.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6,4A,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Atlantic Basin • Compact • Geneva • New France <p>Websites</p> <ul style="list-style-type: none"> • http://allaboutexplorers.com/ • http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://allaboutexplorers.com/ • http://worldhistoryforall.sdsu.edu/ • http://www.besthistorysites.net/ • http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation • http://www.worldhistorynetwork.org/T_MajorR 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

SOCIAL STUDIES CURRICULUM Grade 10

Curriculum Writers: M. Harrison Hickox and Richard G.Whitehouse

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="text-align: right;">erpoint ppt presentation</p> <p>HP 4 (9-12) –2b <u>Proving whether innovation and invention have been beneficial or detrimental to society.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how commercial sugar production spread from the Mediterranean to the Americas and analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy. ERA 6,4B,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Middle Passage Tobacco Triangle Trade <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynet.work.org/T_MajorResources.php 	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>esources.php</p>	
<p>Historical Perspectives</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by... HP5 (9-12) –1</p> <p>HP 5 (9-12) –1a <u>Identifying patterns of migration and evaluating their socio-cultural impacts.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. ERA 7,2B,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Class Gender Industrialization <p>Websites</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynet.work.org/TMajorResources.php <p>HP5 (9-12) –1b <u>Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/TMajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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		<p>Essential knowledge and skills</p> <p>Academic vocabulary Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/TMajorResources.php <p>HP5 (9-12) –1c Analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. ERA 9,2F,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Genetics • Internet/cultural diffusion • Satellite • Space race • Television <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/TMajorResources.php 			
<p>Historical Perspectives</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by... HP 5 (9-12) – 2</p> <p>HP5 (9-12) –2a Analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Assess why scientific, technological, and medical advances have improved living standards for many yet hunger, poverty, and epidemic disease have persisted. ERA 9,2A,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Developing world • Development • Literacy • Traditional Economy <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/TMajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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		<p style="text-align: right;">• http://www.worldhistorynet.org/T_MajorResources.php</p> <p>HP 5 (9-12) –2b <u>Contrasting how cultural groups have conflicted over land use issues.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations. ERA 9,2A,4 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Sustainable development Desertification Endangered species Agribusiness <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynet.org/T_MajorResources.php <p>HP 5 (9-12) –2c <u>Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations. ERA 9,2A,4 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Environmental Alterations Population growth <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynet.org/T_MajorResources.php 	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 		
<p>Historical Perspectives</p> <p>HP 5: Human societies and cultures develop</p>		<p>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by... HP 5 (9-12) – 3</p> <p>HP 5 (9-12) – 3a Utilizing sources (e.g., primary documents, secondary sources, oral histories) to</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p>

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and change in response to human needs and wants.		<p>identify different historical narratives and perspectives about the same events.</p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Uses primary sources analysis <p>Academic vocabulary</p> <p>Websites</p> <p>HP 5 (9-12) – 3b <u>Describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Uses <ul style="list-style-type: none"> ○ Document –based questions (DBQs) ○ Argument writing ○ Primary source comparison <p>Academic vocabulary</p> <p>Websites</p>	<p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding of basic economic concepts-by... E 1 (9-12) –1</p> <p>E 1 (9-12) –1a <u>Applying the concept that choices involve trade-offs in real world situations or historical contexts.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze connections between industrialization and the rise of new types of labor organizations and mobilization. ERA 7,2B,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Labor organizations • Manufacturing • Consumer products <p>Websites</p> <p>E 1 (9-12) –1b <u>Applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.</u></p> <p>Grade 10 - World History Dates: 1300 - Present Essential knowledge and skills</p> <ul style="list-style-type: none"> • Differentiates between the guild system and other traditional methods of work • Analyze connections between industrialization and the rise of new types of labor organizations and mobilization. ERA 7,2B,4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Guild system • Merchant guilds • Skilled labor <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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		<p>E 1 (9-12) –1c <u>Evaluating historical and contemporary choices using marginal analysis.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze causes of economic imbalances and social inequalities among the world’s peoples and assess efforts made to close these gaps. ERA 9,3A,6 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Green revolution Agribusiness Interdependence Sustainability <p><u>Websites</u></p>			
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by... E 1 (9-12) –2</p> <p>E 1 (9-12) –2a <u>Applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class and race relations. ERA 6,6A,2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Capitalize enterprise Class system Race relations Racism <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php <p>E 1 (9-12) –2b <u>Evaluating personal choices using a cost-benefit analysis.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <p><u>Academic vocabulary</u></p> <p><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Economics</p>		<p>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by... E 1 9-12) –3</p>	<p>TEACHER NOTES</p>	<p>RESOURCE NOTES</p>	<p>ASSESSMENT NOTES</p>

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<p>Economics E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>E 1 (9-12) –3a <u>Differentiating between subsistence, traditional, mixed, command, and market economies.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <ul style="list-style-type: none"> Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in leading industrial powers in Western countries. ERA 8,3E,4 Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economies. ERA 8,3B,4 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Cold War Colonial regimes Communism Indigenous societies Minimum wage Socialism <p><u>Websites</u></p>	<p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
		<p>E 1 (9-12) –3b <u>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze why mass consumer economies developed in some industrialized countries of the world but not in others. ERA 8,5A,5 <p><u>Academic vocabulary</u></p> <p><u>Websites</u></p>			
<p>Economics E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services</p>		<p>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by... E 2 (9-12) –1</p> <p>E 2 (9-12) –1a <u>Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life. ERA 9,2E,2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Computers Intelligence gathering Micro chips Satellites <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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		<p style="text-align: right;">rces.php</p> <p>E 2 (9-12) –1b <u>Analyzing the roles of supply and demand in an economy.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life. ERA 9,2E,2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Meteorology <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php <p>E 2 (9-12) –1c <u>Analyzing local, regional, national, and global markets for goods and services.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life. ERA 9,2E,2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> GPS Mass production Military satellites <p><u>Websites</u></p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> building upon students’ prior knowledge 		
<p>Economics</p> <p>E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services</p>		<p>Students analyze how Innovations and technology affects the exchange of goods and services by... E 2 (9-12) – 2</p> <p>E 2 (9-12) – 2a <u>investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life. ERA 9,2E,2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> High Tech Micro chip Personal computers Robotics Transistor 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> http://www.besthistorysites.net/ http://worldhistoryforall.sdsu.edu/ http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the interdependence created by economic decisions by... E 3 (9-12) –1</p> <p>E 3 (9-12) –1a <u>Identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs).</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A,4 • Assess the effects of the New Economic Policy on Soviet society, economy, and government. ERA 8,2C,3 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • 5-year Plan • Currency exchange • Free Market Zone • Human Rights • Public policies • Soviet Economy <p><u>Websites</u></p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResource.s.php <p>E 3 (9-12) –1b <u>Evaluating the government's monetary and fiscal policies).</u> <i>Covered in U.S. History</i></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam
<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the role of government in a global economy by... E 3 (7-8) – 2</p> <p>E 3 (9-12) – 2a <u>Evaluating how policymakers encourage or discourage economic activity.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Bolsheviks • Lennist Communism 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="color: red;">ERA 8,2C,2</p> <ul style="list-style-type: none"> • Marxism • Soviet <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php <p>E 3 (9-12) – 2b <u>Interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas. <p style="color: red;">ERA 6,1A,2</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Atlantic World • Overseas Conquest <p>Websites</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://worldhistoryforall.sdsu.edu/ • http://www.worldhistorynetwork.org/T_MajorResources.php 	<p>responsibility by choosing their own topics for inquiry</p> <ul style="list-style-type: none"> • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> • http://worldhistoryforall.sdsu.edu/ • http://www.besthistorysites.net/ • http://www.besthistorysites.net/ • http://www.worldhistorynetwork.org/T_MajorResources.php 	<ul style="list-style-type: none"> • Formative • Summative • Midterm exam • Final exam
<p>Geography</p> <p>G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms</p>		<p>Students understand maps, globes, and other geographic tools and technologies by... G 1 (9-12) –1</p> <p>G 1 (9-12) –1a <u>Analyzing spatial patterns and synthesizing with other primary and secondary sources.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <p>Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies, as exemplified by being able to</p> <ul style="list-style-type: none"> • Construct a presentation using multiple geographic representations and geospatial tools that illustrates alternative views of a current or potential local issue. <p>Academic vocabulary</p> <ul style="list-style-type: none"> • GIS • GPS • Remote Sensing <p>Websites</p>	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance 	<p>Textbook</p> <ul style="list-style-type: none"> • <i>Prentice-Hall: World History</i> by Ellis & Esler • <i>Pearson Publishing: Civilization Past & Present 11th edition</i> by Brummett, Edgar, Hackett, Jewsbury, and Molony <p>Supplementary Books, Teacher (T) Student (S)</p> <ul style="list-style-type: none"> • "Mini-Q's" in <i>American History – DBQ Binder</i> 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> • Anecdotal records

SOCIAL STUDIES CURRICULUM Grade 10

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Construct maps using Web-based mapping of national forest areas showing terrain, vegetation, roads, hiking trails, campsites, and picnic sites to identify possible new areas of public use, trails and roads, and areas to close for habitat recovery. Analyze the possible relationships between global human and physical changes using GIS (e.g., the relationship between global climate change, sea level rise, and population distribution). G, 1, 4 <p>G 19-12) –1b <u>Analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies, as exemplified by being able to</p> <ul style="list-style-type: none"> Construct a presentation using multiple geographic representations and geospatial tools that illustrates alternative views of a current or potential local issue. Construct maps using Web-based mapping of national forest areas showing terrain, vegetation, roads, hiking trails, campsites, and picnic sites to identify possible new areas of public use, trails and roads, and areas to close for habitat recovery. Analyze the possible relationships between global human and physical changes using GIS (e.g., the relationship between global climate change, sea level rise, and population distribution). G, 1, #4 <p>G 1 (9-12) –1c <u>Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills A. Explain how and why place-based identities can shape events at various scales, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how place-based identities contribute to patterns of fan support for sporting events (e.g., the World Cup, Olympic competitions, the US National Football League). Explain how neighborhood place-based identities can shape politics in urban areas (e.g., ethnicity, age, socioeconomic 	<p>organizers</p> <ul style="list-style-type: none"> Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> Anchoring Cubing Jig-sawing Pre/post assessments Think/pair/share Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide opportunities for higher level thinking:</p> <ul style="list-style-type: none"> Bloom’s Taxonomy, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc. Webb’s Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> chronological thinking, historical comprehension historical analysis and interpretation, historical research capabilities historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and 	<p>Technology</p> <ul style="list-style-type: none"> Computers LCD projectors Interactive boards <p>Websites</p> <p>Materials</p> <ul style="list-style-type: none"> Primary Sources 	<ul style="list-style-type: none"> Collaborative activities Conferencing Exhibits Interviews Graphic organizers Journals Modeling Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> Role playing - bodily kinesthetic Graphic organizing - visual Collaboration - interpersonal Oral presentations Primary source analysis Problem/Performance based/common tasks Research Rubrics/checklists Tests and quizzes Technology Think-alouds Vocabulary Writing genres <ul style="list-style-type: none"> Arguments/

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>status, university communities).</p> <ul style="list-style-type: none"> Explain how regional identities can be the basis for nationalistic movements within a country (e.g., Catalonians or the Basques in Spain, Native Hawaiians in Hawaii, the end of Indonesian occupation in East Timor).of wetlands in bird migration flyways). G, 4, #1 <p>A. Explain how physical or human characteristics interact to create a place by giving it meaning and significance, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe and explain how community identities are formed by the characteristics of a place (e.g., New Orleans as a port city and as an enclave for French cultural heritage; New York as the centers for US finance, fashion, and art; Hong Kong as a port and financial center in China). Describe and explain the reasons why the Himalayas are home to many Buddhist monasteries (e.g., Tashichhodzong or Tiger’s Nest Monastery in Bhutan). Explain how human mythology can create special meaning and significance to a place (e.g., Uluru [Ayers Rock] in Australia as part of the Aboriginal creation story, Delphi as the navel of the Earth in Ancient Greece, the construction of Stonehenge in England). <p>B. Explain how physical or human characteristics interact to change the meaning and significance of places, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how the reforms of India’s education system provided a foundation for the expansion of high-tech industries in Bangalore and Hyderabad. Explain how the post-World War II treaties created Berlin as a divided city that represented the Cold War conflict between the United States and the former Soviet Union. Explain how the physical features in Panama made it a favorable location to build a canal to reduce the travel time around South America. G, 4, #2 	<p>the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p>		<p>opinion</p> <ul style="list-style-type: none"> Informative
<p>Geography</p> <p>G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the</p>		<p>Students interpret the characteristics and features of maps by... G 1 (9-12)–2</p> <p>G 1 (9-12)–2a <u>Evaluating the impact of topographical features on the development of societies.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>B. Explain how physical or human characteristics interact to change the meaning and significance of places, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how the reforms of India’s education system provided <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Place <p><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
world in Spatial terms		<p>a foundation for the expansion of high-tech industries in Bangalore and Hyderabad.</p> <ul style="list-style-type: none"> Explain how the post-World War II treaties created Berlin as a divided city that represented the Cold War conflict between the United States and the former Soviet Union. Explain how the physical features in Panama made it a favorable location to build a canal to reduce the travel time around South America. G, 4, #2 <p>G 1 (9-12)–2b <u>Integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.</u></p> <p>Grade 10 - World History Dates: 1300 - Present <u>Essential knowledge and skills</u> Explain the advantages of using multiple geographic representations to answer geographic questions, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how multiple geographic representations and geospatial technologies (e.g., GIS, GPS, RS, and geographic visualization) could be used to solve geographic problems (e.g., help determine where to locate a new playground, or identify dangerous street intersections within a community). Describe how an analysis of urbanization can be done using different geospatial technologies (e.g., RS for land use, GIS data layers to predict areas of high/low growth, GPS and GIS for identifying transportation issues regarding growth). Explain how multiple geospatial technologies can be used to solve land-use problems (e.g., effects of new farming technologies on the sustainable production of food, preservation of wetlands in bird migration flyways). G, 1, #1 <p style="text-align: right;"><u>Academic vocabulary</u> • Geospatial technology</p> <p style="text-align: right;"><u>Websites</u></p>	<ul style="list-style-type: none"> involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 		<ul style="list-style-type: none"> Midterm exam Final exam
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p>Students understand the physical and human characteristics of places by... G 2 (9-12) –1</p> <p>G 2 (9-12) –1a <u>Evaluating how humans interact with physical environments to form past and present communities.</u></p> <p>Grade 10 - World History Dates: 1300 - Present <u>Essential knowledge and skills</u> Explain the possible consequences of people’s changing perceptions of places and regions in a globalized and fractured world, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how international alliance networks are responses to changing views about places and regions (e.g., North Atlantic <p style="text-align: right;"><u>Academic vocabulary</u> • Global perspective</p> <p style="text-align: right;"><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Treaty Organization [NATO], European Union [EU], Organization of American States [OAS]).</p> <ul style="list-style-type: none"> Analyze the changes in the US perceptions of increasing consumer demand and consumption in emerging national economies, especially in such Asian nations as China, India, Singapore, and South Korea. Explain the consequences of people’s changing perceptions of places due to natural and human disasters (e.g., reevaluating the use of artificial levees in New Orleans after Hurricane Katrina in 2005, decreased tourism after the eruption of Indonesia’s Mount Merapi in 2010, responses to terrorist attacks on the World Trade Center in 1993 and 2001). G, 6 #2 	<p>thinking</p> <ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 		
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p>Students distinguish between regions and places by... G 2 (9-12) –2</p> <p>G 2 (9-12) –2a <u>Analyzing and explaining how concepts of site and situation can explain the uniqueness of places.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <p>Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how and why gated communities in wealthy suburban areas may be viewed differently by people from different socioeconomic groups. Explain how and why senior citizens and college students may view recreational destinations in Florida differently. Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists). G, 6 #1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Culture <p style="text-align: right;">Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places</p>		<p>Students understand different perspectives that individuals/groups have by... G 2 (9-12) –3</p> <p>G 2 (9-12) –3a <u>Evaluating the cultural and regional differences for potential bias from written or verbal sources.</u></p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p>Essential knowledge and skills</p> <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
and regions		<p>Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how and why gated communities in wealthy suburban areas may be viewed differently by people from different socioeconomic groups. Explain how and why senior citizens and college students may view recreational destinations in Florida differently. Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists). G, 6 #1 	<ul style="list-style-type: none"> exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>Questions</p> <ul style="list-style-type: none"> Formative Summative Midterm exam Final exam
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p>Students understand how geography contributes to how regions are defined / identified by... G 2 9-12) –4</p> <p>G 2 (9-12) –4a <u>Comparing and contrasting regional characteristics to understand human events.</u></p> <p>Grade 10 - World History Dates: 1300 - Present <u>Essential knowledge and skills</u> Explain how and why place-based identities can shape events at various scales, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how place-based identities contribute to patterns of fan support for sporting events (e.g., the World Cup, Olympic competitions, the US National Football League). Explain how neighborhood place-based identities can shape politics in urban areas (e.g., ethnicity, age, socioeconomic status, university communities). Explain how regional identities can be the basis for nationalistic movements within a country (e.g., Catalonians or the Basques in Spain, Native Hawaiians in Hawaii, the end of Indonesian occupation in East Timor). G, 4 #1 <p>G 2 (9-12) –4b <u>Analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.</u></p> <p>Grade 10 - World History Dates: 1300 - Present <u>Essential knowledge and skills</u> Explain how and why the number and range of functions of settlements have changed and may change in the future, as exemplified by being able to</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Analyze the reasons for and results of policies of municipal governments on the internal structure of cities (e.g., zoning ordinances to determine the location and characteristics of residential, commercial, and industrial sectors, incentives to encourage development, legislation of flood-plain regions restricting development). Analyze the effects that a nearby resource discovery has on the internal structure and functions of an urban place (e.g., petroleum and Houston, Texas, gold and Anchorage, Alaska, lithium and Salar de Uyuni, Bolivia). Explain the changes in the size and spatial organization of cities as a result of gains or losses of particular industries (e.g., gain of automobile manufacturing in Spartanburg, South Carolina, loss of steel manufacturing in Birmingham, England, gain of a high-tech corridor in Boston, loss of textile manufacturing in the Carolinas as a result of offshore production). G, 12 #1 <p style="text-align: right;"><u>Websites</u></p>			
<p>Geography</p> <p>G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.</p>		<p>Students understand why people do/do not migrate by... G 3 (9-12) –1</p> <p>G 3 (9-12) –1a Investigating the causes of major migrations and evaluating the impact on affected populations.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p>Essential knowledge and skills</p> <p>A. Compare and explain the changing functions, sizes, and spatial patterns of settlements, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze late 20th-century changes in urban patterns and functions (e.g., edge cities, gentrified districts, more specialized services in suburban areas, urban sprawl). Compare satellite images of cities to identify the growth or decline of different sectors in the settlement (e.g., squatter settlements, central business district [CBD], green spaces, government buildings). Analyze and explain the differences in the patterns of cities in light of automobile transportation (e.g., London versus Los Angeles, Rome versus Dallas). G,12, #3 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Globalization Immigration Industrialization <p style="text-align: right;"><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Geography</p> <p>G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.</p>		<p>Students understand the interrelationships of geography with resources by... G 3 (9-12) –2</p> <p>G 3 (9-12) –2a <u>Evaluating the environmental consequences of resource consumption.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>Explain the global impacts of human changes in the physical environment, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain the spatial consequences, deliberate and inadvertent, of human activities that have global implications (e.g., dispersal of plant and animal species, fungi, and disease worldwide; global petroleum production, transport, and consumption; global climate change). Explain how changes in human behavior can result in the introduction of aerosols into the atmosphere that have effects on a global scale (e.g., dust from Chinese agriculture and industry affecting Hawaii’s weather, dust from the Saharan Africa affecting weather in Florida). Explain the implications of modifying the physical environment in Brazil to grow soybeans for global export (e.g., siltation, desertification, deforestation, global climate change). G, 14, 1 <p>Evaluate the intended and unintended impacts of using technology to modify the physical environment, as exemplified by being able to</p> <ul style="list-style-type: none"> Evaluate how the technologies used in petroleum production and transportation have expanded the scale of the industry from local or regional to global over the last century (e.g., offshore oil drilling, oil sands, supertankers, pipelines). Evaluate various types of contemporary agricultural techniques (e.g., no-till farming, herbicides, pesticides, center-pivot application of chemicals, crop rotation, irrigation, increased acreage in production), and compare the positive and negative implications of using these techniques. Evaluate the environmental impact of road building into remote locations (e.g., rain forests in Brazil, old growth forests in Oregon, agricultural land in China, Alaskan pipeline in the Arctic). G, 14, 2 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Black plague Urban growth <p><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam
<p>Geography</p> <p>G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and</p>		<p>Students understand how geography influences human settlement, cooperation or conflict by... G 3 (9-12) –3</p> <p>G 3 (9-12) –3a <u>Analyzing these relationships in a given historical or current example.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>A. Explain how territorial divisions are used to manage Earth’s surface, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze and explain the impacts of regional alliances intended for <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Conflict Cooperation Interdependence 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>resources, relationships (cooperation and conflict), and culture.</p>		<p>political, military, cultural, or economic control (e.g., the political integration of the European Union [EU] countries, United Nations [UN] oversight of the military division of the Korean Peninsula, the economic and cultural impacts of North American Free Trade Agreement [NAFTA]).</p> <ul style="list-style-type: none"> • Explain where and how nations (i.e., ethnic groups) seek territorial and national identity (e.g., the Kurds in Turkey, Iraq, and Iran; Palestinians in Israel, Lebanon, and Jordan; Tamils in Sri Lanka and India). • Explain how the “Law of the Sea” defines the extent and rights of the territorial jurisdiction of a nation state (e.g., control of passage of warships, rights to minerals on the ocean floor). <p>B. Compare the reasons for and consequences of different systems for dividing and controlling space, as exemplified by being able to</p> <ul style="list-style-type: none"> • Compare the spatial expansion and extent of different empires and describe the reasons for and effects of the resulting boundaries (e.g., Chinese dynasties, Roman Empire, British Empire). • Analyze the patterns of territorial divisions that arose during the European colonialism era and compare the different responses to this expansion (e.g., the 1823 Monroe Doctrine against European expansion in the Western hemisphere, Berlin Conference 1884–1885, Battle of Adwa in Ethiopia, Sino-French War 1884). • Describe and compare the different forms of governmental structures for administering nation states (e.g., federations such as Canada versus unitary states such as France). G, 13, 1 <p>A. Evaluate how countries and organizations cooperate to address global issues, as exemplified by being able to</p> <ul style="list-style-type: none"> • Evaluate the success of United Nations (UN) agencies in dealing with global issues (e.g., peacekeeping and prevention of terrorist activities, disease prevention, emergency aid, climate change, education). • Analyze how globalization has contributed to the development of regional organizations and describe how those organizations have changed over time (e.g., European Union [EU], North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], African Union, Organization of Petroleum Exporting Countries [OPEC]). • Identify and describe the potential results of recommendations generated by international efforts to address global climate change (e.g., the series of agreements at Montreal, Kyoto, and Copenhagen). G, 13, 2 <p>A. Explain the ways conflict affects the cohesiveness and fragmentation of countries, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain the effects of interventionist policies by developed countries on lesser-developed countries (e.g., United States in Iraq, China in Tibet, Soviets in Afghanistan). • Describe and explain the formation of alliances during World Wars I and II and explain how those alliances influenced the territorial 	<p>own topics for inquiry</p> <ul style="list-style-type: none"> • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>divisions and occupations following the wars.</p> <ul style="list-style-type: none"> Compare the positive and negative effects conflict has on the cohesiveness of countries (e.g., response to outside threat can lead to unifying effect of protecting a nation state, ultranationalism can lead to discrimination against immigrant groups). <p>B. Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain the geographical reasons for and consequences of wars and revolutions (e.g., Eritrean war of independence, Vietnamese wars with France and the United States, Iraqi invasion of Kuwait). Analyze examples of how political and social unrest stem from competition for control of space and resources (e.g., Greeks and Turks in Cyprus; Taliban in Afghanistan, Hutu and Tutsi in Rwanda, actions of certain terrorist groups [Irish Republican Army or Hamas]). Analyze the effect that extracting and trading of resources has on conflicts in developing nations (e.g., lithium, conflict diamonds, petroleum, uranium). G, 13, 3 			
<p>Geography</p> <p>G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.</p>		<p>Students explain how humans depend on their environment by... G 4 (9-12)-1</p> <p>G 4 (9-12)-1a <u>Researching and reporting specific examples of</u> how human dependence on the environment has impacted political, economic, and/or social decisions. <u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>A. Explain the relationship between the quest for resources and the exploration, colonization, and settlement of different regions of the world, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe the Columbian exchange of plant and animal resources and explain how this exchange changed patterns of food consumption around the world (e.g., the introduction of cattle and beef consumption throughout the Americas, the introduction of potatoes as a staple food across northern Europe and parts of Asia, the introduction of corn as a staple food across southern Africa). Identify different types of resources (e.g., precious metals, spices, animal products) that drove the 15th- to 20th-century European process of exploration and colonization in North America, Africa, and Asia, and explain how this process influenced the spatial distribution of European colonies on those continents. Describe and explain how the prospect of gaining access to resources in the Arctic and Antarctic regions creates competition among countries with territorial claims. <p>B. Explain how globalization and higher standards of living affect the meaning and use of resources, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain why mass consumption associated with globalization 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>requires enormous amounts of resources worldwide (e.g., energy to ship raw materials and finished goods worldwide, emerging consumer markets increase in demand for energy due to increased ownership and use of electrical devices).</p> <ul style="list-style-type: none"> Explain fluctuations in world petroleum prices as a function of global changes in supply and demand (e.g., disruptions in supply due to political tensions, new suppliers such as Angola, environmental disasters such as oil leaks and spills). Explain how and why per-capita consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past. G, 16,1 			
<p>Geography</p> <p>G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.</p>		<p>Students explain how humans react or adapt to an ever-changing physical environment by... G 4 (9-12)-2</p> <p>G 4 (9-12)-2a <u>Examining a specific case study</u> of how a society reacted or adapting to a physical environmental change <u>and argue opposing solutions.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>A. Explain how societies adapt to reduced capacity in the physical environment, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain how societies historically adapted to reduced capacity in the physical environment (e.g., migration, limiting population growth, building aqueducts and cisterns) and predict locations where adaptation strategies might be required in the future. Explain how societies use technology in dealing with resource shortages amidst growing human populations (e.g., recycling used water, recycling paper products, converting to drip irrigation systems, development of new alternative energy sources). Describe and explain how societies may change their use of building materials in response to changes in the physical environment. <p>B. Analyze the concept of “limits to growth” to explain adaptation strategies in response to the restrictions imposed on human systems by physical systems, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze how people have adapted to physical environments that vary in carrying capacity (e.g., slash-and-burn agriculture practices, nomadic herding or hunting, importation of needed products). Analyze the lifestyles of humans in extreme or island environments and explain strategies inhabitants use to survive and not overwhelm the limits of their environments (e.g., water collection and rationing in arid climates, Inuit seasonal seal hunting and fishing practices, Antarctic researchers using sustainable living practices). Identify world locations that have vulnerable environmental 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		conditions (e.g., extreme temperatures, limited access to water, steep topography) and high population density and explain adaptation strategies used in these locations that address the limits to growth.			
<p>G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.</p>		<p>Students explain how human actions modify the physical environment by... G 4 (9-12) –3</p> <p>G 4 (9-12) –3a Analyzing the relationship between human action and the environment over time, using researched evidence.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>A. Analyze and explain the connections between sequences of historical events and the geographic contexts in which they occurred, as exemplified by being able to</p> <ul style="list-style-type: none"> • Analyze and explain how the vast size and physical geographic characteristics of Russia helped it to survive multiple military invasions (e.g., scorched-earth policy and continuous retreat, severe winter weather, length of logistical support lines for armies, distances to travel during short summer seasons). • Analyze the long-term development of the connections between Europe and the Americas in terms of trade of products and resources, migrations (forced and voluntary), disease diffusion, cultural diffusion, and colonization. • Analyze the restructuring of Africa by explaining how colonial-era boundaries were imposed on preexisting cultural geographies (e.g., race, ethnicity, language, religions) and have resulted in current boundary tensions. G, 17, #1 <p>A. Identify and explain the causes and processes of change in the geographic characteristics and spatial organization of places, regions, and environments over time, as exemplified by being able to</p> <ul style="list-style-type: none"> • Explain the diffusion of a phenomenon and the effects it had on regions of contact (e.g., the spread of diseases such as bubonic plague or species such as the African honey bee, diffusion of cell phone technology, the migration of urban dwellers to the suburbs in 20th-century United States, the spread of religious faiths). • Explain the causes of and short- and long-term effects of migrations on the receiving and sending regions (e.g., the Great Migration of African Americans to the cities of the North, the move to “El Norte” of Mexicans and other Central Americans in 1900 to the present, the population shift out of the Dust Bowl in the 1930s). • Analyze how technological changes in infrastructure have affected human activities in places, regions, and environments over time (e.g., the effects of processes of technological change, particularly suburbanization, through creation of an interstate highway system, development of the railroad spurring migration and influencing 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>changes in land-use patterns with access to markets). G, 17, #2</p> <p>G 4 (9-12) –3b Comparing and contrasting the <u>physical, social, and economic impacts to suit and satisfy human needs.</u></p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing <p style="text-align: right;"><u>Websites</u></p>			
<p>COMMON CORE LITERACY Reading</p> <p>Key Ideas and Details (RH)</p>		<p>Students</p> <p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Central idea • Claim • Counter argument • Counter claim • Graphic organizer • Primary source • Secondary source • Textural evidence <p style="text-align: right;"><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <p>Technology</p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov <p><u>Materials</u></p>	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Anecdotal records • Collaborative activities • Conferencing • Exhibits • Interviews • Graphic organizers • Journals • Modeling • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> o Role playing - bodily

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
					<ul style="list-style-type: none"> ○ kinesthetic ○ Graphic organizing - visual ○ Collaboration - interpersonal • Oral presentations • Primary source analysis • Problem/Performance based/common tasks • Research • Rubrics/checklists • Tests and quizzes • Technology • Think-alouds • Vocabulary • Writing genres <ul style="list-style-type: none"> ○ Arguments ○ Informative
<p>COMMON CORE LITERACY Reading Craft and Structure (RH)</p>		<p>Students</p> <p>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH. 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Claim • Compare/contrast • Counter argument • Counter claim • Graphic organizer • Non-linguistic 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>Suggested (see list on page one)</p>

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		<ul style="list-style-type: none"> Representation Textural evidence <p style="text-align: center;"><u>Websites</u></p>	<ul style="list-style-type: none"> 5-3-1 QAR Read around the text 		
COMMON CORE LITERACY Reading Integration of Knowledge and Ideas (RH)		<p>Students</p> <p>RH. 9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH. 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH. 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> Primary source analysis Document-Based questions Argument writing Informational writing Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Argument writing Claim Compare/contrast Counter argument Counter claim Graphic organizer Non-linguistic Representation Textural evidence <p><u>Websites</u></p> <p>www.corestandards.org g. Appendix C</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam <p>Suggested (see list on page one)</p>
COMMON CORE LITERACY Reading Range of Reading (RH)		<p>Students</p> <p>RH. 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u></p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> Primary source analysis Document-Based questions Argument writing Informational writing Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Argument writing Claim Compare/contrast Counter argument Counter claim Graphic organizer Non-linguistic Representation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> 	<p>ASSESSMENT NOTES</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam <p>Suggested (see list on page one)</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Textural evidence <p style="text-align: center;"><u>Websites</u></p>	scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text 		
<p>COMMON CORE LITERACY Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Arguments • Information 		<p>Students</p> <p>WHST. 9-10.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <p>WHST. 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Use formative assessment to guide Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text 	<p><u>Textbook</u></p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • • <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov <p><u>Materials</u></p>	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p><u>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Anecdotal records • Collaborative activities • Conferencing • Exhibits • Interviews • Graphic organizers • Journals • Modeling • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> o Role playing - bodily kinesthetic o Graphic organizing - visual o Collaboration - interpersonal • Oral presentations • Primary source

SOCIAL STUDIES CURRICULUM Grade 10

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Claim • Compare/contrast • Counter argument • Counter claim • Graphic organizer • Non-linguistic • Representation • Textural evidence <p><u>Websites</u></p>			<p>analysis</p> <ul style="list-style-type: none"> • Problem/Performance based/common tasks • Research • Rubrics/checklists • Tests and quizzes • Technology • Think-alouds • Vocabulary • Writing genres <ul style="list-style-type: none"> ○ Argument ○ Informative
COMMON CORE LITERACY Writing Production and Distribution (WHST)		<p>Students</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..</p> <p>WHST9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>Grade 10 - World History Dates: 1300 - Present</p> <p><u>Essential knowledge and skills</u></p> <p>Utilizes</p> <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Claim • Compare/contrast • Counter argument • Counter claim • Graphic organizer • Non-linguistic • Representation • Textural evidence <p><u>Websites</u></p>	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES • See resource list on page one WEBSITES	ASSESSMENT NOTES REQUIRED COMMON ASSESSMENTS <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>Suggested (see list on page one)</p>
COMMON CORE		Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT

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<p>LITERACY Writing Research to Build and Present Knowledge (WHST)</p>		<p>WHST.6-8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u> Utilizes <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer </p> <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Claim • Compare/contrast • Counter argument • Counter claim • Graphic organizer • Non-linguistic • Representation • Textural evidence <p><u>Websites</u></p>	<p>See complete instructional strategies list in the introduction</p>	<ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p>	<p>NOTES</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>Suggested (see list on page one)</p>
<p>COMMON CORE LITERACY Writing Range of Writing (WHST)</p>		<p>Students</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade 10 - World History Dates: 1300 - Present</u> <u>Essential knowledge and skills</u> Utilizes <ul style="list-style-type: none"> • Primary source analysis • Document-Based questions • Argument writing • Informational writing • Graphic organizer </p> <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Argument writing • Claim • Compare/contrast • Counter argument • Counter claim • Graphic organizer • Non-linguistic • Representation • Textural evidence <p><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one • <p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENT NOTES</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam <p>Suggested (see list on page one)</p>