World Civ. Grade 10	Unit 1: Middle Ages		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Program of Studies:		
 How did the church become the leading power? Describe how Medieval Europe shaped Europe today? What impact did the classes of the feudal society impact our classes today here in 	 □ Students will use a variety of tools (e.g., primary & secondary sources, data, artifacts) to explore world civilizations. □ Students will analyze social, political, and economic characteristics of various eras and civilizations in world civilization. □ Students will analyze the challenges and opportunities provided by an increasingly independent world. □ Students will explore ways in which belief systems, knowledge, technology, and behavior define cultures and help to explain historical patterns define cultures and help to explain historical perspectives and events. Core Content: 	□ Vikings □ Feudalism □ Inherited □ Manorial system □ Steward □ Bailiff □ Reeve □ Dowry □ Tithe □ Penance □ Matrimony □ Heresy □ Excommunication □ Constantinople □ Crusaders	
the United States?	□ SS-HS-2.1.1 Students will explain how	□ Muslims	☐ Graphic organizer / chart the technological advances of
4. In what ways did religious beliefs define the Crusades?	belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2	□ Sacraments □ Baptism	the time and how they benefited society. DOK 2 Research the causes the events of and the after effects of the Black Death and present to class. DOK 3 Teacher generated test (M.C. and OR's)
5. To what extent did the Black Death extend our medical procedures today?	SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).	□ Confirmation □ Franciscans □ Dominicans	□ Coat of Arms activity DOK 3
	□ SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may	□ Clergy□ Merchants□ Treaty of Verdun□ Serfs	☐ T-chart the positives and negatives of the results of the Crusades. DOK 2

World Civ.	Unit 1: Middle Ages		Suggested Length:
Grade 10 Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2 SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2 SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island,	□ Noblemen □ Bourgeoisie	□ Label a map of today's Western Europe by having the students color and label the division of Charlemagne's Empire □ Serfs and Slaves OR □ Diagram / Graphic organizer of social classes and responsibilities to society (men vs. women / and manor workers) DOK 2 □ Continue wall timeline.
	the Appalachian region). □ SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 □ SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2	□ Black Death □ Monopoly □ Roger Bacon □ Epic □ Geoffrey Chaucer	

World Civ. Grade 10	Unit 2: Renaissance and Reformation		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Program of Studies:		
 Does the Renaissance set the tone for the questioning of authority for the rest of history? How did Christianity become a strong religion in the Roman world and a force in preserving civilization? 	□ Students will begin their study of history in this course at the dawn of the Renaissance set right as the Middle Ages comes to an end. A brief period of time will be devoted to what encouraged the Renaissance to begin, for example the wars taking place in Europe and the Bubonic plague that left the people of Northern Italy ready to enjoy life rather than suffering for rewards in the next life. □ Students will be able to describe the changes in society through the Renaissance that are clearly seen through this evidence. The Renaissance leads directly into the changes in religion in the Reformation.	□ Feudalism □ Noblemen □ Excommunication □ Franciscans □ Dominicans □ Constantinople □ Serfs	□ Each chapter □ Chapter definitions □ Chapter outlines □ Teacher generated quizzes over individual sections □ Teacher generated test (multiple choice, fill in the blanks, open response
3. What role does religion play in society?	☐ SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism,		Chapter 11 – Students will create a coat of arms as a group and present to the class. Students will then write individually about how they would change their group's
4. How did national monarchies develop in Western and parts of Eastern Europe?	developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2 SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2	□ Tithe □ Papacy □ Sacraments □ Clergy □ Heresy □ Muslims	coat of arms to fit their beliefs. DOK 3 Chapter 11 – Critical Thinking questions on page 213. DOK 3
		□ Bubonic Plague	□ Chapter 12 Critical thinking question on page 229 –

World Civ.	Unit 2: Renaissance and Reformation	<u> </u>	Suggested Length:
Grade 10	Ont 2. Renaissance and Reformation		Suggested Length.
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	□ SS-HS-5.3.3 Students will analyze how an	Classical Culture	comparing Magna Carta vs. Constitution. DOK 2
	Age of Revolution brought about changes		□ Chapter 13 Comparing Nations OR
	in science, thought, government, and		
	industry (e.g., Newtonian physics, free		
	trade principles, rise of democratic		
	principles, development of the modern		
	state) that shaped the modern world, and		
	evaluate the long range impact of these		
	changes on the modern world. DOK 3		
World Civ.	Unit 3: Age of Revolution		Suggested Length:
Grade 10	Olit 3. Age of Revolution		Suggested Lengui.
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	Program of Studies:		
1 What impact	Chalanta will an alama and		
What impact did John Locke	□ Students will analyze causes and consequences of various political revolutions		
and Baron de	and rebellions.		
Montesquieu	☐ Students will analyze conflicts between and		
have on our	among different forms of government and		
country today?	examine the impact if these conflicts on		
Country today.	historical events and changes.		
2. How did the	☐ Students will compare and contrast different		
Kings lose their	political systems and recognize their sources		
power and	of power.		
parliaments	☐ Students will analyze social, political and		
begin to	economic characteristics of various eras and		
increase?	civilizations in world civilization.		
0 11 20 4			
3. Identify the	Core Content:		
ideas of human		D. Dediament	D. Cardina and Indianalian
rights that affect	□ SS-HS-1.1.1 Students will compare and	□ Parliament	Continue wall timeline
our countries establishment?	contrast (purposes, sources of power)	☐ Enlightenment☐ John Locke	Divide into groups and make posters on one philosopher and have the group explain their philosopher and his
estaonsiment?	various forms of government in the world (e.g., monarchy, democracy, republic,	☐ Montesqieu	significance to the U.S. and the modern governments.
4. List the major	dictatorship) and evaluate how effective	Democracy	DOK 2
differences are	they have been in establishing order,	Democracy	☐ Compare (Venn Diagram) the English Bill of Rights and
between the	providing security and accomplishing		the U.S. Bill of Rights using highlighters. DOK 2
between the	providing security and accompnishing	1	and O.D. Din of regine doing inglinghters. DOIX 2

World Civ. Grade 10	Unit 3: Age of Revolution		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights? 5. Describe the causes of the Revolutionary War?	□ SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3	□ Social Contract □ Rouseau	Graphic organizer to show the difference s between the Declaration of Independence and the Articles of Confederation, and the U.S. Constitution, and the Bill of Rights. DOK 2
	□ SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3	□ Roundheads □ Cavaliers □ Restoration □ Habeas Corpus Act □ Whigs □ Tories □ Glorious Revolution	☐ Time frame scramble ☐ Teacher generated Test (M.C. & O.R.)
	☐ SS-HS-5.2.1 Students will compare and contrast the ways in which Reconstruction was approached and evaluate the success of Reconstruction programs. DOK 2	□ Diderot□ Jean Raccine□ Wolfgang AmadeusMozart	
	SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas,	□ Intolerable acts□ U.S. Constitution□ The Bill of Rights	

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World Civ.	Unit 3: Age of Revolution		Suggested Length:
Grade 10 Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Student will:
	technologies, new plants/animals, forms of		Stadent will.
	government) to the other regions of the		
	world. DOK 2		
World Civ.	Unit 4: American Revolution		Suggested Length:
Grade 10			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
<u> </u>			Student will:
	•		
		,	
World Civ.	Unit 5: French Revolution		Suggested Length:
Grade 10			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
			Student will:
	•		
World Civ.	Unit 6: Industrial Revolution		Suggested Length:
Grade 10			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
World Civ.	Unit 7:		Suggested Length:
Grade 10			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
			Student will:
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		I	
World Civ	Unit 8:		Suggested Length:
Grade 10	20 10 15 5		
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:

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