

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: Grade 10 Modern World		
School: THS	Grade:10	Curriculum Pacing: 36 weeks
Unit One: Emergence of Western World	Unit Two: Changes in Political Thought	Unit Three: Dare to Revolt
Unit Pacing: 4 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: This unit focuses on the era of rebirth and changes in culture throughout western Europe. These changes inspired people to explore the world which resulted in globalization and exchanges between continents. Through the use of primary and secondary resources, students will explore these changes and analyze their local and global effects then and today.</p>	<p>Unit Overview: This era of Enlightenment brought new changes to viewing the world. Enlightenment thinkers introduced new ideas about liberty and human rights. In this unit, students will explore and analyze revolutionary ideas that affected the ordinary people of modern Europe and North America. All students will make connections between these new ideas introduced during this era and our current democratic system and American beliefs.</p>	<p>Unit Overview: European rulers continued to centralize power at the expense of their nobles and the clergy. As wars of religion raged in many European lands, monarchs battled to impose royal law and restore order in their kingdoms. At the same time, different classes of people learned about enlightenment ideas and began to demand for social, political, and economic justice. In this unit, students will compare and contrast these differing views to determine their validity. They will also analyze and draw conclusions from varying pieces of evidence from this revolutionary era.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> How has my world been shaped by explorations past and present? How has my world been shaped by individuals whose perspectives and actions challenged the status quo? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> What might my world be like today if the Enlightenment never occurred? Did the Enlightenment work? What might it have meant for me to have lived in different places during the Enlightenment? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> When is it okay to revolt or rebel? When does rebellion or revolution go too far? Can terrorism ever be justified?
Priority Learning Targets	Priority Learning Targets	Priority Learning Targets

<p>1.ECO 9-12.6 I can argue the effects of globalization trends and policies on specific markets, nations, and peoples.</p> <p>2. GEO 9-12.7 I can argue to the extent of how changes in the environment and culture of a place or region is influenced by the patterns of trade and land use.</p> <p>3.HIST 9-12.3 I can argue why perceptions of individuals and groups have changed over time and been shaped by historical context.</p> <p>4. HIST 9-12.5 I can analyze how historical contexts have shaped and continue to shape perspectives.</p> <p>5. INQ 9-12.1 I can select and analyze relevant primary and secondary sources to answer critical questions about an issue or topic.</p> <p>6. INQ 9-12.2 I can develop and refine critical questions that help me defend an idea or claim about an issue or topic</p>	<p>1.(CIV 9-12.4) I can analyze governmental procedures and decisions at the local, state, and national level.</p> <p>2. (GEO 9-12.6) I can analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>3. (HIST 9-12.5) I can analyze how historical contexts have shaped and continue to shape perspectives.</p> <p>4. (INQ) I can connect specific historical questions to bigger historical issues.</p> <p>5. (INQ) I can analyze different viewpoints on a common question, topic or issue.</p>	<p>1. (CIV 9-12.3) I can compare and contrast differing perspectives and personal interests through which people approach a topic or issue.</p> <p>2. (HIST 9-12.8) I can compare and contrast current interpretations of the past with perspectives I glean from primary source documents.</p> <p>3. (HIST 9-12.13) I can analyze a text to determine its historical usefulness and/or accuracy as relates to or informs a secondary interpretation.</p> <p>4. (INQ D1) I can connect specific historical questions to bigger historical issues.</p> <p>5. (INQ D1) I can analyze different expert viewpoints on a common question, topic or issue.</p>
<p>Unit Four: Birth of the Industrial World</p>	<p>Unit Five: Clash of Ideologies</p>	<p>Unit Six: Global Expansion</p>
<p>Unit Pacing: 5 weeks</p>	<p>Unit Pacing: 5 weeks</p>	<p>Unit Pacing: 5 weeks</p>
<p>Unit Overview: After a tradition of living and working in small villages, a chain of events set in motion an industrial revolution. Production shifted from simple hand tools to complex machines. Sources of energy shifted from human and animal power to steam and eventually, electricity. In this unit, students will develop strong claims that the industrial age</p>	<p>Unit Overview:: After revolutions swept through Europe, powerful rulers sought to suppress change to preserve their own power. But, the ideas of democracy still lingered which undermined the values of the old social order. A clash of ideologies ensued. In this unit, students will compare and contrast the old regimes with the new ideologies blossoming</p>	<p>Unit Overview:During the Industrial Revolution, the Western world was transformed. Advances in technology, transportation and communication strengthened the West. After strengthening domestically, the world's new Western superpowers began to look increasingly for opportunities to grow and strengthen beyond their borders. This expansionist era in history gave rise to imperialism,</p>

<p>was that of personal and societal advancement or a time of tumult and abuse. They will do this by analyzing political and economic decisions made by different regions throughout Europe.</p>	<p>throughout Europe. Students will also look at varying viewpoints of Nationalism and determine if these Nationalistic ideas hurt or help newly formed nations.</p>	<p>colonialism, subjugation, and annexation. In this unit, students will gain an understanding of this era, including the causes and consequences of Western expansion. Students will also draw conclusions about the impacts of expansionism and globalization on different cultures, groups, and ideologies..</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How would my life have changed during the Industrial Revolution? 2. Was the Industrial Revolution a blessing or a curse? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What are the challenges of diversity within my community and the world? 2. In what ways does Nationalism affect my community? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Does the expansion of one country always hurt another? 2. What would my life be like if I lived in a subjugated nation?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (ECO 9-12.1) - I can analyze the extent to which policies benefit or create incentives for specific groups. 2. (GEO 9-12.4) - I can argue how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 3. (HIST 9-12.15) - I can argue which long term causes and triggering events are most and least responsible for creating and sustaining historical arguments. 4. (INQ D3) - I can compare and contrast information drawn from multiple sources to see where inconsistencies and discrepancies lie. 5. (INQ D3) - I can develop strong claims upon which I build an argument and strengthen my argument by addressing 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (GEO 9-12.1) I can use geospatial and related technologies to create maps that explain spatial patterns related to cultures and/or the environment. 2. (HIST 9-12.7) I can analyze how perspectives shape interpretations of past historical events. 3. (HIST 9-12.10) I can analyze differing types of historical evidence and draw conclusions about the possible limitations of each type in informing secondary interpretations. 4. (INQ 9-12.4) I can develop and refine critical questions that help me defend an idea or claim about an issue or topic. 5. (INQ 9-12.2) I can analyze different expert viewpoints on a common question, topic, or 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (GEO 9-12.7) I can argue to the extent of how changes in the environment and culture of a place or region is influenced by the patterns of trade and land use. 2. (HIST 9-12.3) I can argue why perceptions of individuals and groups have changed over time and been shaped by historical context. 3. (HIST 9-12.10) I can analyze differing types of historical evidence and draw conclusions about the possible limitations of each type in informing secondary interpretations. 4. INQ D3) I can gather information from a variety of sources representing a wide range of views in order to pursue an inquiry or support an argument. 5. INQ D3) I can analyze experts' opinions about a source to determine its credibility. uiry practice)

counterclaims.	issue.	
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Unit Seven: The World at War
Unit Pacing: 5 weeks
<p>Unit Overview: By 1914, Europe had enjoyed a century of peace. Growing rivalries among great world powers existed. Gradually, alliances divided up these powerful nations. These alliances had definite consequences. After the horrors of World War 1, leaders throughout Europe and North America, tried to avoid conflict through diplomacy. They could only hold out for so long before war was once again, inevitable.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How would I be affected in a time of war? 2. Why does war happen?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.CIV. 9-12.6 I can analyze public policies in terms of intended and unintended outcomes, and related consequences. 2.HIST 9-12.5 I can analyze how historical contexts have shaped and continue to shape perspectives. 4. GEO 9-12 4 I can analyze how political and economic decisions throughout time have influenced cultural and environmental characteristics of various regions.

5. INQ 9-12.1 I can select and analyze relevant primary and secondary sources to answer critical questions about an issue or topic.

6. INQ 9-12.2 I can develop and refine critical questions that help me defend an idea or claim about an issue or topic