

AUGUST 08

**CURRICULUM MAPPING TEMPLATE**  
**INSTRUCTIONAL SERVICES, KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

AUGUST 08

Teacher: \_\_\_\_\_

Grade: 10

Subject: World History

<b>TIME PER WEEK (450 MINUTES)</b>	<b>QUARTER 1 (9 WEEKS)</b>	<b>QUARTER 2 (9 WEEKS)</b>	<b>QUARTER 3 (9 WEEKS)</b>	<b>QUARTER 4 (9 WEEKS)</b>
<b>STANDARDS AND BENCHMARKS/SKILLS</b>	History: B-7.10, B-10.10, B-14.10	Geography – A-5.10 History – B-3.10, B-8.10, B-10.10, B-13.10 Political Science & Citizenship – C-13.10	Same as Quarter 1	Same as Quarter 2
<b>ASSESSMENT</b>	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.		
<b>CONTENT TOPIC/THEME/UNIT</b>	Chapter 1-3 Traits of Civilization; Chapter 2 (All) River Civilization (chart p. 52) <b>1-week</b>  World Religions 250-265 *Chapter Connections: Origin, Central Ideas/Basic Beliefs, Founder, Connection to Modern Traditions (icons, texts, symbols) <b>1-2 week</b>  Greece: Chapter 5, Classical Greece <b>1-week</b>  Rome: Chapter 6, Development of the Republic, Fall of Rome <b>1-week</b>  Middle Ages: Chapters 13 & 14 <b>2-weeks</b>  Rest of the World – Africa, Asia, Americas: Selected Chapters 7-9, 12, 15, 16, 19, 20. <b>2 weeks</b>	Renaissance/Reformation Chapter 17 <b>1 week</b>  Absolute Monarchy/Scientific Revolution/ Enlightenment/ French Revolution Chapters 21, 22, and 23. <b>2 weeks</b>  19 <sup>th</sup> Century/Industrial Revolution/Imperialism Chapter 25 and Chapter 27. <b>2 weeks.</b>  World Wars (1914 – 1945) Chapter 29-32. <b>2 weeks.</b>  Contemporary issues – Cold War to the Present Selected chapters 33-36. <b>2 weeks</b>		
<b>INSTRUCTIONAL MATERIALS</b>	World History-Patterns of Interaction: Beck, McDougal Littell (2001)			
<b>TECHNOLOGY</b>				

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**WORLD HISTORY – QUARTER 1 PACING GUIDE**

<b>STANDARDS AND BENCHMARKS/ SKILLS</b>	History: B-10.10, Performance Standard – Social Studies Processes I-1.10, I-3.10	History: B. 14.10, Performance Standard – Social Studies Processes F-1.10	History: B-7.10, B-10.10 Performance Standard - Social Studies Processes: F-3.10
<b>STUDENT PERFORMANCE SKILLS ASSESSED</b>	Students will: <b>Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history (B10)</b> Connect current events with major ideas of past historical eras (I-1) Interpret different viewpoint regarding on-going current events while making generalizations and drawing conclusions (I-3)	Students will: <b>Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity (B14)</b> Use information to compare information, construct meaning and explain different viewpoints (F-1)	Students will: <b>Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history (B10)</b> <b>Select instances of scientific, intellectual, &amp; religious change in various regions, at different times and discuss the impact those changes had on beliefs and values (B7)</b> Recognize the chronology and continuity and change over time; connect the relationships among significant historical periods (F.3)
<b>ASSESSMENT</b>	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.
<b>CONTENT TOPIC/THEME/ UNIT</b>	Chapter 1-3 Traits of Civilization; Chapter 2 (All) River Civilization (chart p. 52) 1 week	World Religions 250-265 *Chapter Connections: Origin, Central Ideas/Basic Beliefs, Founder, Connection to Modern Traditions (icons, texts, symbols) 1-2 weeks	Greece: Concepts Establishment of Democracy, Chapter5 Classical Greece –1 wk
<b>INSTRUCTIONAL MATERIALS</b>	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)
<b>TECHNOLOGY</b>			

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<b>STANDARDS AND BENCHMARKS/SKILLS</b>	History: B-10.10 Social Studies Processes – G-1.10	History: B-6.10, B-7.10 Social Studies Processes – F-2.10 G-1.10	History: B-7.10, B-10.10 Performance Standard – Social Studies Processes F-1.10
<b>STUDENT PERFORMANCE SKILLS ASSESSED</b>	Students will: <b>Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history (B10)</b> Analyze different points of view, make comparisons, integrate new information, and develop a reasoned conclusion (G-1)	Students will: <b>Recall, select, and analyze significant historical periods and the relationships among them (B6)</b> <b>Select instances of scientific, intellectual, &amp; religious change in various regions, at different times and discuss the impact those changes had on beliefs and values (B7)</b> Explain how interactions impact cause and effect relationships (F-2) Analyze different points of view, make comparisons, integrate new information, and develop a reasoned conclusion (G-1)	Students will: <b>Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history (B10)</b> <b>Select instances of scientific, intellectual, &amp; religious change in various regions, at different times and discuss the impact those changes had on beliefs and values (B7)</b> Use information, compare information, construct meaning, connect relationships among significant historical periods, explain trends, themes, interactions and explain how interactions impact cause and effect relationships (F-1)
<b>ASSESSMENT</b>	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.
<b>CONTENT TOPIC/THEME/UNIT</b>	Rome: Chapter 6 - Development of the Republic, Fall of Rome  1 week	Middle Ages: Chapters 13 & 14  2- weeks	Rest of the World – Africa, Asia, Americas Selected chapters: 7-9, 12, 15, 16, 19, and 20. 2 weeks
<b>INSTRUCTIONAL MATERIALS</b>	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)
<b>TECHNOLOGY</b>			

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**WORLD HISTORY – QUARTER 2 PACING GUIDE**

<b>STANDARDS AND BENCHMARKS/ SKILLS</b>	History: B-7.10, B-10.10 Performance Standard F - Social Studies Processes: F, H	History: B-6.10, B-9.10 Political Science and Citizenship: C-9.10 Performance Standard F - Social Studies Processes: H
<b>STUDENT PERFORMANCE SKILLS ASSESSED</b>	Students will: <b>Explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history (B10)</b> <b>Select instances of scientific, intellectual, &amp; religious change in various regions, at different times and discuss the impact those changes had on beliefs and values (B7)</b> Use information, compare information, construct meaning, connect relationships among significant historical periods, explain trends, themes, interactions and explain how interactions impact cause and effect relationships (F) Use essential vocabulary to make connections, recognize points of view, and use vocabulary in oral and written communication (H)	Students will: <b>Recall, select, and analyze significant historical periods and the relationships among them (B6)</b> <b>Analyze examples of ongoing change within and across cultures i.e. the development of ancient civilizations (B9)</b> <b>Describe/evaluate ideas of how societies should be organized and political power should be exercised including ideas of monarchism, representative democracy etc. and assess how such ideas have worked in practice (C9)</b> Use essential vocabulary to make connections, recognize points of view, and use vocabulary in oral and written communication (H)
<b>ASSESSMENT</b>	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.
<b>CONTENT TOPIC/THEME/ UNIT</b>	Renaissance/Reformation Chapter 17  Approximate instructional time 1 week	Absolute Monarchy/Scientific Revolution/ Enlightenment/French Revolution Ch 21, 22, and 23.  Approximate instructional time 2 weeks.
<b>INSTRUCTIONAL MATERIALS</b>	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)
<b>TECHNOLOGY</b>		

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<b>STANDARDS AND BENCHMARKS/ SKILLS</b>	Geography: A-5.10 History: B-6.10 Political Science and Citizenship: C-9.10 Performance Standard F - Social Studies Processes: F, H	Political Science and Citizenship: C-9.10 Performance Standard F - Social Studies Processes: G, H, I
<b>STUDENT PERFORMANCE SKILLS ASSESSED</b>	Students will: <b>Describe scientific and technological development and analyze ways that development affected the environment and culture (A5)</b> <b>Recall, select, and analyze significant historical periods and the relationships among them (B6)</b> <b>Describe/evaluate ideas of how societies should be organized and political power should be exercised including ideas of monarchism, representative democracy etc. and assess how such ideas have worked in practice (C9)</b> Use information, compare information, construct meaning, connect relationships among significant historical periods, explain trends, themes, interactions and explain how interactions impact cause and effect relationships (F) Use essential vocabulary to make connections, recognize points of view, and use vocabulary in oral and written communication (H)	Students will: <b>Describe/evaluate ideas of how societies should be organized and political power should be exercised including ideas of monarchism, representative democracy etc. and assess how such ideas have worked in practice (C9)</b> Assess validity/credibility of sources, integrate new information, evaluate major ideas of an era and connect main ideas, supporting details, make predictions and support predictions through research and essay writing (G) Use essential vocabulary to make connections, recognize points of view, and use vocabulary in oral and written communication (H) Connect current events to topics of study and interpret different viewpoints concerning ongoing world events (I)
<b>ASSESSMENT</b>	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.	Classroom Assessments: Quizzes, Unit Assessments, projects, etc.
<b>CONTENT TOPIC/THEME/ UNIT</b>	Industrial Revolution/Imperialism/19 <sup>th</sup> Century Chapters 25 & 27.  Approximate instructional time: 2 weeks	World Wars (1914-1945) Chapters 29-32  Approximate instructional time: 2 weeks
<b>INSTRUCTIONAL MATERIALS</b>	World History-Patterns of Interaction: Beck, McDougal Littell (2001)	World History-Patterns of Interaction: Beck, McDougal Littell (2001)
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**WORLD HISTORY – QUARTER 2 PACING GUIDE - CONTINUED**

<p align="center"><b>STANDARDS AND BENCHMARKS/SKILLS</b></p>	<p>Political Science and Citizenship: C-910 Performance Standard F – Social Studies Processes: G, H, I</p>
<p align="center"><b>STUDENT PERFORMANCE SKILLS ASSESSED</b></p>	<p>Students will: <b>Describe/evaluate ideas of how societies should be organized and political power should be exercised including ideas of monarchism, representative democracy etc. and assess how such ideas have worked in practice (C9)</b> predictions and support predictions through research and essay writing (G) Use essential vocabulary to make connections, recognize points of view, and use vocabulary in oral and written communication (H) Connect current events to topics of study and interpret different viewpoints concerning ongoing world events (I)</p>
<p align="center"><b>ASSESSMENT</b></p>	<p>Classroom Assessments: Quizzes, Unit Assessments, projects, etc.</p>
<p align="center"><b>CONTENT TOPIC/THEME/UNIT</b></p>	<p>Contemporary Issues – Cold War to the Present Selected Chapters 33-36.  Approximate instructional time 2 weeks</p>
<p align="center"><b>INSTRUCTIONAL MATERIALS</b></p>	<p>World History-Patterns of Interaction: Beck, McDougal Littell (2001)</p>
<p align="center"><b>TECHNOLOGY</b></p>	