

CPSD World History 10 Year-at-a-Glance (36 weeks)

FIRST SEMESTER - QUARTER 1

FIRST SEMESTER - QUARTER 2

Unit 0 Class Intro, Historical Thinking Skills, and Geography Review (1 week)	Unit 1 Part 1 Arkansas ACT 1284: Mandated Review of Beginnings to 1450 (3-4 weeks)	Unit 1 Part 2 Early Modern World (8 weeks)	Unit 2 Age of Revolutions (3-4 weeks)																												
Concepts <ul style="list-style-type: none"> Building class rapport Class expectations Technology compliance Syllabus/Materials Historical skills review Relevant geography review 	Concepts <ul style="list-style-type: none"> Beginnings of Human Civilization to 4000 B.C.E. Early Civilizations 4000-1000 B.C.E. Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E.- 300 C.E. Expanding Zones of Exchange and Encounter 300 C.E.- 1000 C.E Global Interactions 1000 C.E.-1500 C.E. 	Concepts <ul style="list-style-type: none"> Renaissance & Reformation Exploration & Exchange Absolutism Muslim Empires East Asian World 	Concepts <ul style="list-style-type: none"> Scientific Revolution Enlightenment & Independence French Revolution & Napoleon Latin American Revolutions 																												
AR Content Standards This is a review of Eras 1-6 of the Arkansas frameworks. Students will examine and explain major trends, changes, and developments in World History from the beginnings to 1890 C.E. Eras of study include: Era 1: Beginnings of Human Civilization to 4000 B.C.E. Era 2: Early Civilizations 4000-1000 B.C.E. Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E.- 300 C.E. Era 4: Expanding Zones of Exchange and Encounter 300 C.E.- 1000 C.E Era 5: Global Interactions 1000 C.E.-1500 C.E.		AR Content Standards Era6.1.WH.1 Era6.1.WH.6 Era6.1.WH.2 Era6.1.WH.7 Era6.1.WH.3 Era6.1.WH.8 Era6.1.WH.4 Era6.1.WH.9 Era6.1.WH.5	AR Content Standards Era6.1.WH.4 Era7.2.WH.2 Era7.2.WH.3 Era7.2.WH.8 Era7.2.WH.9 Era7.2.WH.10																												
AR Literacy Standards <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">RH.9-10.1</td> <td style="width: 25%;">RH.9-10.6</td> <td style="width: 25%;">WH.9-10.1</td> <td style="width: 25%;">WH.9-10.6</td> </tr> <tr> <td>RH.9-10.2</td> <td>RH.9-10.7</td> <td>(see a-f)</td> <td>WH.9-10.7</td> </tr> <tr> <td>RH.9-10.3</td> <td>RH.9-10.8</td> <td>WH.9-10.2</td> <td>WH.9-10.8</td> </tr> <tr> <td>RH.9-10.4</td> <td>RH.9-10.9</td> <td>(see a-f)</td> <td>WH.9-10.9</td> </tr> <tr> <td>RH.9-10.5</td> <td>RH.9-10.10</td> <td>WH.9-10.3</td> <td>WH.9-10.10</td> </tr> <tr> <td></td> <td></td> <td>WH.9-10.4</td> <td></td> </tr> <tr> <td></td> <td></td> <td>WH.9-10.5</td> <td></td> </tr> </table>				RH.9-10.1	RH.9-10.6	WH.9-10.1	WH.9-10.6	RH.9-10.2	RH.9-10.7	(see a-f)	WH.9-10.7	RH.9-10.3	RH.9-10.8	WH.9-10.2	WH.9-10.8	RH.9-10.4	RH.9-10.9	(see a-f)	WH.9-10.9	RH.9-10.5	RH.9-10.10	WH.9-10.3	WH.9-10.10			WH.9-10.4				WH.9-10.5	
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SECOND SEMESTER - QUARTER 3		SECOND SEMESTER - QUARTER 4	
Unit 3 Industry and Empire (5 weeks)	Unit 4 Crisis and Conflict (6 weeks)	Unit 5 Contemporary World since 1945 (6-7 weeks)	
Concepts <ul style="list-style-type: none"> Building class Industrialization Imperialism Nationalism & Democracy Global Tensions 	Concepts <ul style="list-style-type: none"> World War I Revolution & Nationalism World War II 	Concepts <ul style="list-style-type: none"> Social, Economic, and Political changes between 1945 and 1970 	
AR Content Standards Era7.2.WH.1 Era7.2.WH.4 Era7.2.WH.5 Era7.2.WH.6 Era7.2.WH.7 Era7.2.WH.10	AR Content Standards Era8.3.WH.1 Era8.3.WH.6 Era8.3.WH.2 Era8.3.WH.7 Era8.3.WH.3 Era8.3.WH.8 Era8.3.WH.4 Era8.3.WH.9 Era8.3.WH.5 Era8.3.WH.10	AR Content Standards Era9.4.WH.1 Era9.4.WH.2 Era9.4.WH.3 Era9.4.WH.4 Era9.4.WH.5 Era9.4.WH.6 Era9.4.WH.7 Era9.4.WH.8	
AR Literacy Standards			
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CPSD Power Standard

[Unit 1B](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

**** Unit 1 Part 1 [Arkansas ACT 1284](#): Mandated Review of Beginnings to 1450**

Unit 1B	Early Modern World	Grade Level	10	Approx length	8 weeks
CPSD Power Standards with Student Learning Objectives					
<p>Era6.1.WH.1 - Analyze the motivations that led to the exploration and the expansion of empires</p> <ul style="list-style-type: none"> • Belief systems • Economic • Political <ul style="list-style-type: none"> • I can identify similarities and differences between the major religions. • I can describe motivations for exploration. <ul style="list-style-type: none"> ○ Political (European power struggle) ○ Religious (Spread of Christianity) ○ Economic (mercantilism, slavery) • I can distinguish the positive and negative outcomes of exploration. <p>Era6.1.WH.9 - Construct historical arguments or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of primary and secondary sources</p> <ul style="list-style-type: none"> • I can identify the major changes that occurred in society from the Middle Ages to the Renaissance <ul style="list-style-type: none"> ○ (e.g. Scientific Revolution, Classical learning, Innovation of the Printing Press, Humanism, etc.) • I can distinguish pre-Renaissance art from Renaissance art • I can develop a claim supported by evidence about the extent to which the printing press facilitated change. • I can explain how the Protestant Reformation caused changes in European society and the political power of the church 					
Learning Indicators of Power Standards					
<p>Students will know...</p> <p>Era6.1.WH.1</p> <ul style="list-style-type: none"> • Major empires from 1450-1770 • Basic beliefs of 5 major world religions • Motivations (God, Gold, Glory) of exploration • Effects of exploration (Mercantilism, increased trade to foreign markets, diseases, slavery) 			<p>And be able to...</p> <p>Era6.1.WH.1</p> <ul style="list-style-type: none"> • Compare and contrast (World religions) • Identify (motivations for exploration) • Evaluate effects of exploration as positive or negative • Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) • Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) 		

Era6.1.WH.9

- The major changes that occurred in society from the Middle Ages to the Renaissance (e.g. Scientific Revolution, Classical learning, Innovation of the Printing Press, Humanism, etc.)
- Establishment of global trade
- Impact of Martin Luther and the Protestant Reformation and Counterreformation

- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (Culture, Science, and Military).
- Create a draft including the components of an argument
 - Support historical argument with relevant evidence
 - Develop and refute a counterclaim to strengthen an argument
 - Draft an effective conclusion
- Determine and analyze perspective
- Recognize and evaluate bias
- Cite sources appropriately
- Maintain an appropriate tone for academic writing

Era6.1.WH.9

- Evaluate the impact of changes in society (Printing Press)
- Distinguish pre-Renaissance art from Renaissance art
- Evaluate the impact of the Protestant Reformation on religious and political changes in Europe (particularly challenging the power of the church)
- Evaluate the impact of the innovations of the Scientific Revolution by developing a claim supported by primary source evidence. (Printing press)
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (Culture, Science, and Military).
- Create a draft including the components of an argument
 - Support historical argument with relevant evidence
 - Develop and refute a counterclaim to strengthen an

- argument
 - Draft an effective conclusion
- Cite sources appropriately
- Maintain an appropriate tone for academic writing

Additional Arkansas State Standards

Era6.1.WH.2 Era6.1.WH.6
Era6.1.WH.3 Era6.1.WH.7
Era6.1.WH.4 Era6.1.WH.8
Era6.1.WH.5

Unit 2	Age of Revolutions	Grade Level	10	Approx Length	3-4 weeks
CPSD Power Standards with Student Learning Objectives					
<p>Era7.2.WH.2 - Analyze the social, economic, and political ideas that influenced the 18th and 19th century revolutions</p> <ul style="list-style-type: none"> ● I can identify the main ideas of Enlightenment philosophers and discuss their impact on 18th and 19th century revolutions. ● I can describe the origin and decline of Absolutism during the 18th and 19th century. ● I can evaluate the significance of nationalism in the political, social, and economic changes in Europe. (and Latin America) 					
Learning Indicators of Power Standards					
<p>Students will know...</p> <p>Era7.2.WH.2</p> <ul style="list-style-type: none"> ● Origin and impact of Absolutism ● Enlightenment Ideas <ul style="list-style-type: none"> ○ New ideas on government ○ New ideas on economy ○ New ideas on roles of women ○ Individual liberties ○ Religious tolerance ● Beginnings of Nationalism (French Revolution, Latin Am. Revolutions) 			<p>And be able to...</p> <p>Era7.2.WH.2</p> <ul style="list-style-type: none"> ● Analyze the works of Enlightenment philosophers ● Analyze the influence of nationalism in Europe and Latin America ● Compare and contrast the revolutions of 1830 and 1848, and how they influenced nationalism in Europe ● Assess the impact of the political impact of the unrest in Russia during the 1800s. ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) ● Identify historical context, intended audience, point of view, and purpose in a variety of sources. ● Write a well-organized essay that offers a clear thesis and effectively supports and develops that thesis (Enlightenment) ● Cite sources appropriately ● Maintain an appropriate tone for academic writing 		

Additional Arkansas State Standards

Era6.1.WH.4
Era7.2.WH.3
Era7.2.WH.8
Era7.2.WH.9
Era7.2.WH.10

Unit 3	Industry and Empire	Grade Level	10	Approx Length	5 weeks
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CPSD Power Standards with Student Learning Objectives

Era7.2.WH.10 - Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources

- I can construct a historical argument over the legacy of political revolutions using a claim and relevant evidence
- I can explain the impact of Industrialization on economic and social revolutions.
- I can connect child labor of industrialization to child labor today

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era7.2.WH.10</p> <ul style="list-style-type: none"> ● Industrialization ● Lasting impact of French and Latin American Revolutions ● Varying <u>impacts of nationalism</u> <ul style="list-style-type: none"> ○ Unification of Italy and Germany ○ Breakdown of empires (Austria-Hungary, Ottomans) ○ World conflict ● Changes in Russian government and society 	<p>And be able to...</p> <p>Era7.2.WH.10</p> <ul style="list-style-type: none"> ● Evaluate the positive and negative effects of the Industrial Revolution ● Analyze the causes and consequences of nationalism in Europe during the 19th century ● Describe how political unrest in Russia led to influential economic and political revolutions ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) ● Identify historical context, intended audience, point of view, and purpose in a variety of sources. ● Create a draft including the components of an argument <ul style="list-style-type: none"> ○ Support historical argument with relevant evidence ○ Develop and refute a counterclaim to strengthen an argument ○ Draft an effective conclusion ● Cite sources appropriately ● Maintain an appropriate tone for academic writing
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Additional Arkansas State Standards

Era7.2.WH.1
Era7.2.WH.4
Era7.2.WH.5
Era7.2.WH.6
Era7.2.WH.7

Unit 4	Crisis and Achievement	Grade Level	10	Approx Length	6-7 weeks
CPSD Power Standards with Student Learning Objectives					
<p>Era8.3.WH.3 - Examine causes leading up to the outbreak of World War I and World War II from multiple perspectives (e.g., militarism, alliances, imperialism, nationalism)</p> <ul style="list-style-type: none"> ● I can recall the effects of Nationalism from multiple perspectives (leading to World War I) ● I can examine multiple perspectives on the causes of Imperialism. ● I can explain the positive and negative impacts of imperialism on Asian and African colonies ● I can explain the causes of World War I (<i>M.A.I.N</i>) ● I can explain how the end of World War I directly affects the beginning of World War II <p>Era8.3.WH.4 - Analyze short-term and long-term outcomes of World War I and World War II from multiple perspectives</p> <ul style="list-style-type: none"> ● I can identify the key components of the Marshall Plan ● I can evaluate the impact of new wartime technology ● I can discuss the failure of the League of Nations vs the success of the United Nations ● I can analyze the competing political and economic views of the United States and Russia in post WWII era 					
Learning Indicators of Power Standards					
<p>Students will know...</p> <p>Era8.3.WH.3</p> <ul style="list-style-type: none"> ● Conditions in Europe that led to Imperialism <ul style="list-style-type: none"> ○ Impact on colonized nations (economic, social, political, & New Imperialism) ○ How imperialism impacted Europe (leading to WWI) ● <i>M.A.I.N.</i> (Causes of World War I) ● Impact of Post-World War I <ul style="list-style-type: none"> ○ Rise of dictators ○ Fascism ○ Policy of appeasement ○ Isolationism 			<p>And be able to...</p> <p>Era8.3.WH.3</p> <ul style="list-style-type: none"> ● Recall the effects of Nationalism ● Explain the positive and negative impacts of imperialism on Asian and African colonies ● Compare and contrast the point of view of the colonized nations and European imperialists. ● Explain the causes of WWI (<i>M.A.I.N</i>) ● Identify the problems with the Treaty of Versailles ● Explain the correlation between the end of World War I and the beginning of World War II ● Explain how the economic climate in Europe post WWI led to the rise of dictators, isolationism, Fascism, appeasement. ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes 		

- for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (Culture, Science, and Military).
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 - Develop and refute a counterclaim to strengthen an argument
 - Draft an effective conclusion
- Cite sources appropriately
- Maintain an appropriate tone for academic writing

Era8.3.WH.4

- World War I
 - Impact of Treaty of Versailles
 - Weimar Republic
 - Economic struggles
 - Isolationism and Appeasement
 - Rise of Dictators
 - League of Nations
 - New technological warfare
- World War II
 - Marshall Plan
 - United Nations
- Cold War
- New technological warfare

Era8.3.WH.4

- Evaluate the impact of new wartime technology
- Discuss the failure of the League of Nations vs the success of the United Nations
- Analyze the competing political and economic views of the United States and Russia in post WWII era

Additional Arkansas State Standards

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|-------------|--------------|
| Era8.3.WH.1 | Era8.3.WH.6 |
| Era8.3.WH.2 | Era8.3.WH.7 |
| Era8.3.WH.8 | Era8.3.WH.10 |
| Era8.3.WH.9 | |
| Era8.3.WH.5 | |

Unit 5	Contemporary World	Grade Level	10	Approx Length	6-7 weeks
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CPSD Power Standards with Student Learning Objectives

- Era9.4.WH.2 - Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence**
- I can recognize colonization as a cause for economic, political, social, and technological delays in former colonies.
 - I can identify causes and effects of the Cold War
 - I can identify three major impacts of decolonization
 - I can identify key people in the communist takeover in China
- Era9.4.WH.5 - Assess the social, economic, political, and technological efforts to address economic imbalances and social inequalities among the world's peoples**
- I can identify characteristics of the 3 major economic systems (capitalism, socialism, communism)
 - I can describe the purpose of the United Nations.
 - I can identify the major differences each type of world countries and what countries belong in each category.
 - I can describe the goals of the United Nations.
 - I can describe the differences between socialism and communism

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era9.4.WH.2</p> <ul style="list-style-type: none"> • Iron curtain • Policy of Containment • Cold War confrontations • Global Decolonization • Religious impacts of decolonization • Rise of Communist China • Cultural Revolution • Rise of pacific economies <hr/> <p>Era9.4.WH.5</p> <ul style="list-style-type: none"> • capitalism • socialism • communism • Creation and Goal of United Nations • The difference between 1st, 2nd, and 3rd world countries 	<p>And be able to...</p> <p>Era9.4.WH.2</p> <ul style="list-style-type: none"> • Explain the cause and effects of the Cold War • Evaluate how they went from colony to independent nations • Assess the social, economic and political lasting impacts of decolonization. • Analyze the major steps that were taken for the take over of communist China • Evaluate the steps for economic growth in the Pacific Rim. <hr/> <p>Era9.4.WH.5</p> <ul style="list-style-type: none"> • Compare and contrast the socialism and communism • Describe the creation of the UN and its role in global affairs • Analyze the major outcomes of the United Nations and their accomplishments • Understand the major changes in the world that affect poverty in 1st and 3rd world countries
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Additional Arkansas State Standards

Era9.4.WH.1
Era9.4.WH.3
Era9.4.WH.4
Era9.4.WH.6
Era9.4.WH.7
Era9.4.WH.8