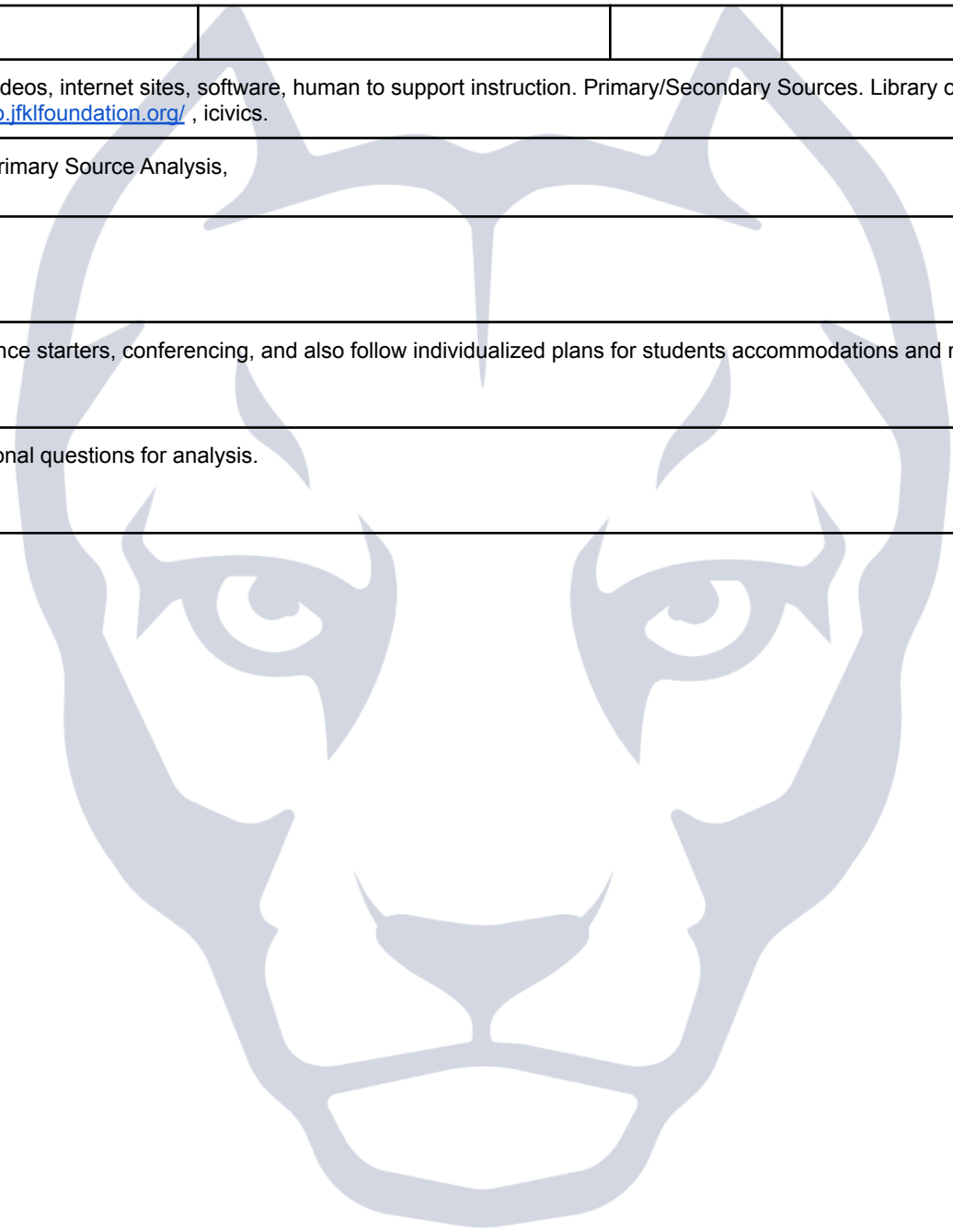


IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 1 Rise of Modern Democratic Ideas					
Concepts	<ul style="list-style-type: none"> - Understand that principles behind the government we have today are based on a government created long ago in Athens. - Despite its flaws, Athenian democracy left a lasting impact in the form of its founding beliefs, namely the principle of self-governance and the idea that government exists for the people. - Learn about the development of democratic thinking, from its beginnings in ancient Greece through the American and French revolutions. 					
Big Ideas	<ul style="list-style-type: none"> - Ancient Greece's civilization has far reaching effects into the modern world. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: Why might the modern world be interested in the history, culture, and civilizations of ancient Greece? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify where the modern democratic ideas came from around the world and understand the role they play in trying to maintain these democracies. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Through the use of the DBQ curriculum students will develop an understanding of how democracy formed and was shaped in ancient Greece and how it is still used today all around the world. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Democracy, Government, Principles, Culture, Athens

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



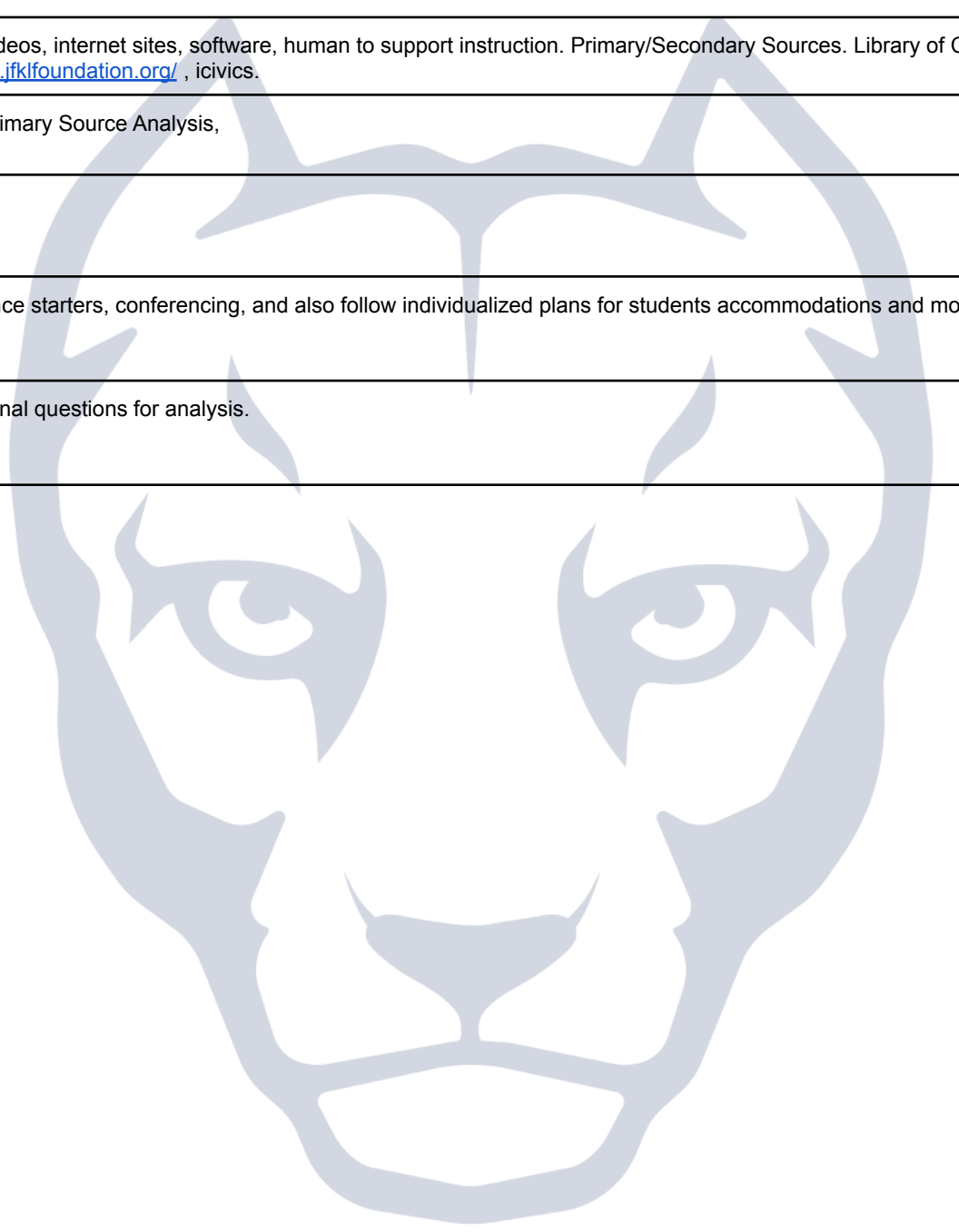
IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 2: The Muslim World
Concepts	<ul style="list-style-type: none"> - The foundation of Islamic religious practices is the Five Pillars. - These basic duties -- belief, worship, fasting, almsgiving, and pilgrimage -- guide Muslims in their daily life and their worship of God. - Through the materials presented in this lesson, students will explore and understand the basic beliefs of Islam and the Five Pillars.
Big Ideas	<ul style="list-style-type: none"> - As the followers of Islam conquered lands on three continents, they spread Islam, preserved and furthered learning in many areas.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: In what ways did Muslim societies encourage cultural blending?
Competencies	<ul style="list-style-type: none"> - Students will be able to identify the different religious practices from the Muslim World and explain their significance in shaping the culture and society of the area and around the world.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of the rise of Islam and how it spread to become one of the largest and most influential religions in the modern world. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Islam, Muslim, Culural Blending, Conquer, Worship, Five Pillars

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.

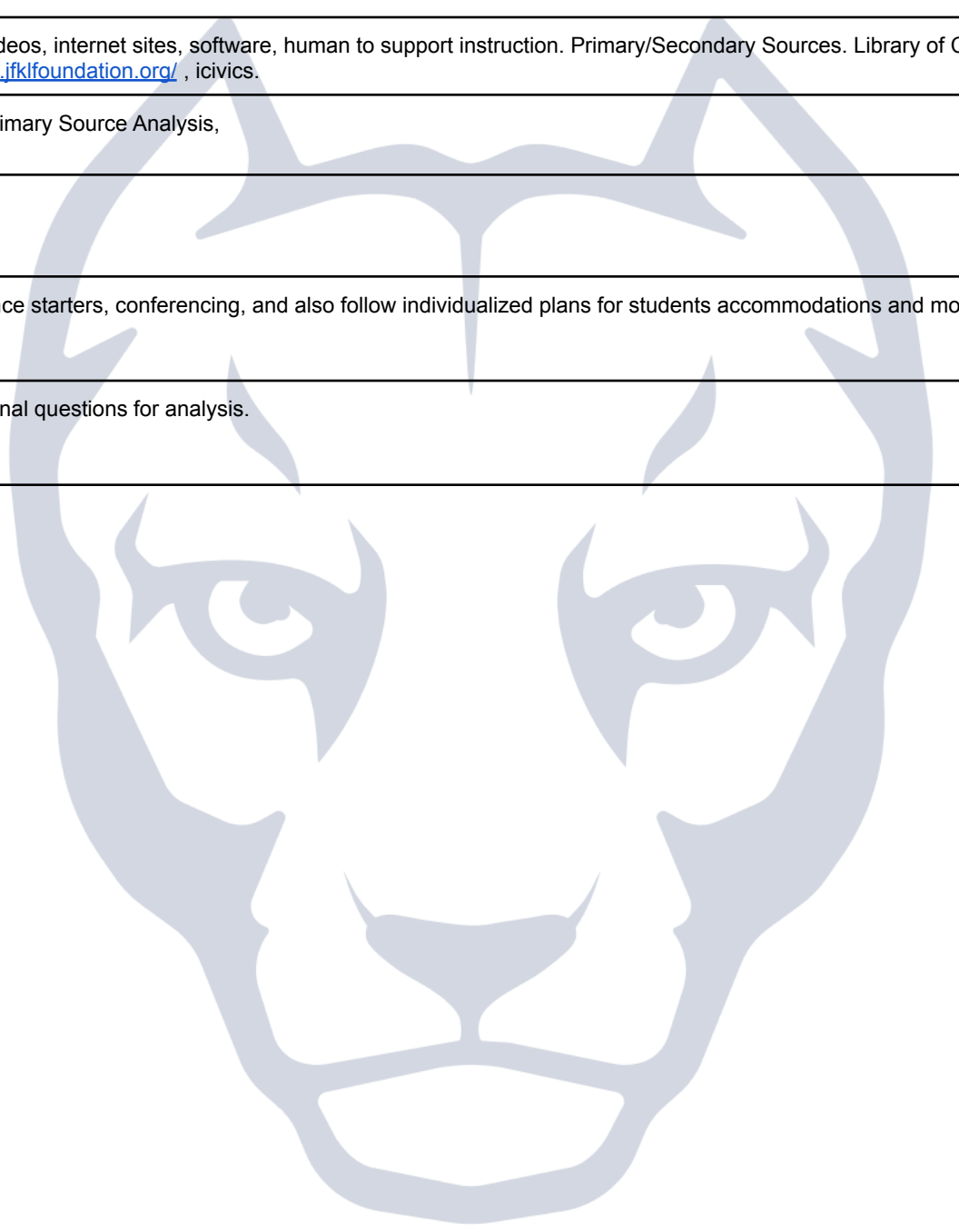


IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 3 Empires in East Asia and the Middle Ages					
Concepts	<ul style="list-style-type: none"> - Learn about a series of dynasties that reunified China and produced a prolonged golden age. - Learn about the histories of societies that existed in Central Asia and Europe. 					
Big Ideas	<ul style="list-style-type: none"> - China grows as a powerful kingdom. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: In general was China helpful or harmful to the development of neighboring empires and kingdoms? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to explain how China, Central Asia, and Europe all emerged as strong and powerful kingdoms during The Golden Age of world history. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of some very important empires and kingdoms and their influence in world history. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Empire, Ancient, Middle Ages, Dynasty, Golden Age, Harm, Kingdom,

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.



IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 4: Societies and Empires					
Concepts	<ul style="list-style-type: none"> - Learn about the first Americans and the complex cultures that arose in Mesoamerica, the Andes, and North America in the period before contact with Europeans. - Learn how African civilizations adapted to various environments and developed complex civilizations and trading networks. - Learn how the effects of the Crusades, the Hundred Years' War and the Plague transformed medieval society. 					
Big Ideas	Early cultures had complex trade networks and cultures that were affected by European expansion.					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: What would Europe look like today if the Crusades hadn't happened? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify different characteristics of societies and empires around the world and make comparisons between them to check for similarities and differences in structure and in how they functioned. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of how societies throughout the world played a role in the transformation of humans and their cultures. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10. A CC.1.2.9–10. B CC.1.2.9–10. C CC.1.2.9–10. E CC.1.2.9–10.	Empire, Ancient, Middle Ages power authority identity gender technologies globalization

						F CC.1.2.9–10.1 CC.1.2.9–10. L CC.1.4.9–10. C CC.1.4.9–10. D	
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.						
Formative Assessments	Thesis outlines, Primary Source Analysis,						
Summative Assessments	DBQ Essay,						
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.						
Acceleration Strategies	Additional questions for analysis.						

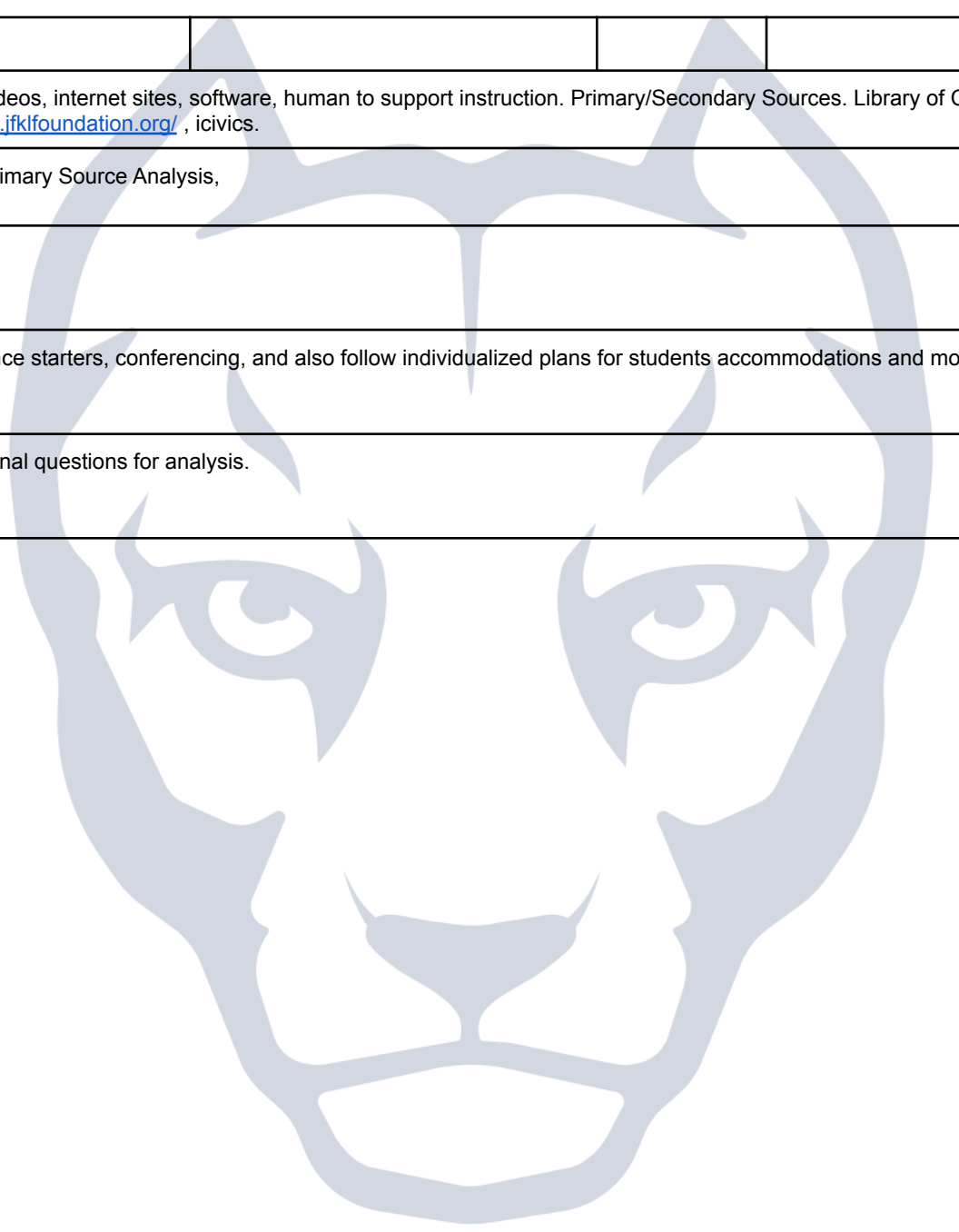
IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 5: Enlightenment, Revolution, and Exploration
Concepts	<ul style="list-style-type: none"> - identify the ideas and beliefs of the Enlightenment thinkers. - analyze how the emergence of the Enlightenment fits in with the changing values and ideas of the era. - explain how the ideas of the Enlightenment thinkers compare and contrast to each other.
Big Ideas	<ul style="list-style-type: none"> - Enlightenment scientists and thinkers challenged old ideas in science, the arts, government, and religion.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: In what ways were the ideas introduced by European scientists and thinkers between the 1500s and 1700s revolutionary?
Competencies	<ul style="list-style-type: none"> - Students will be able to explain the role scientists and philosophical thinkers played in shaping the modern world in different countries during the time period of the Enlightenment.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of the role exploration, colonization, and monarchs played in shaping modern world history. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Exploration, Monarch, colonization, science, Enlightenment, Reformation, Scientists, Government, Arts

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



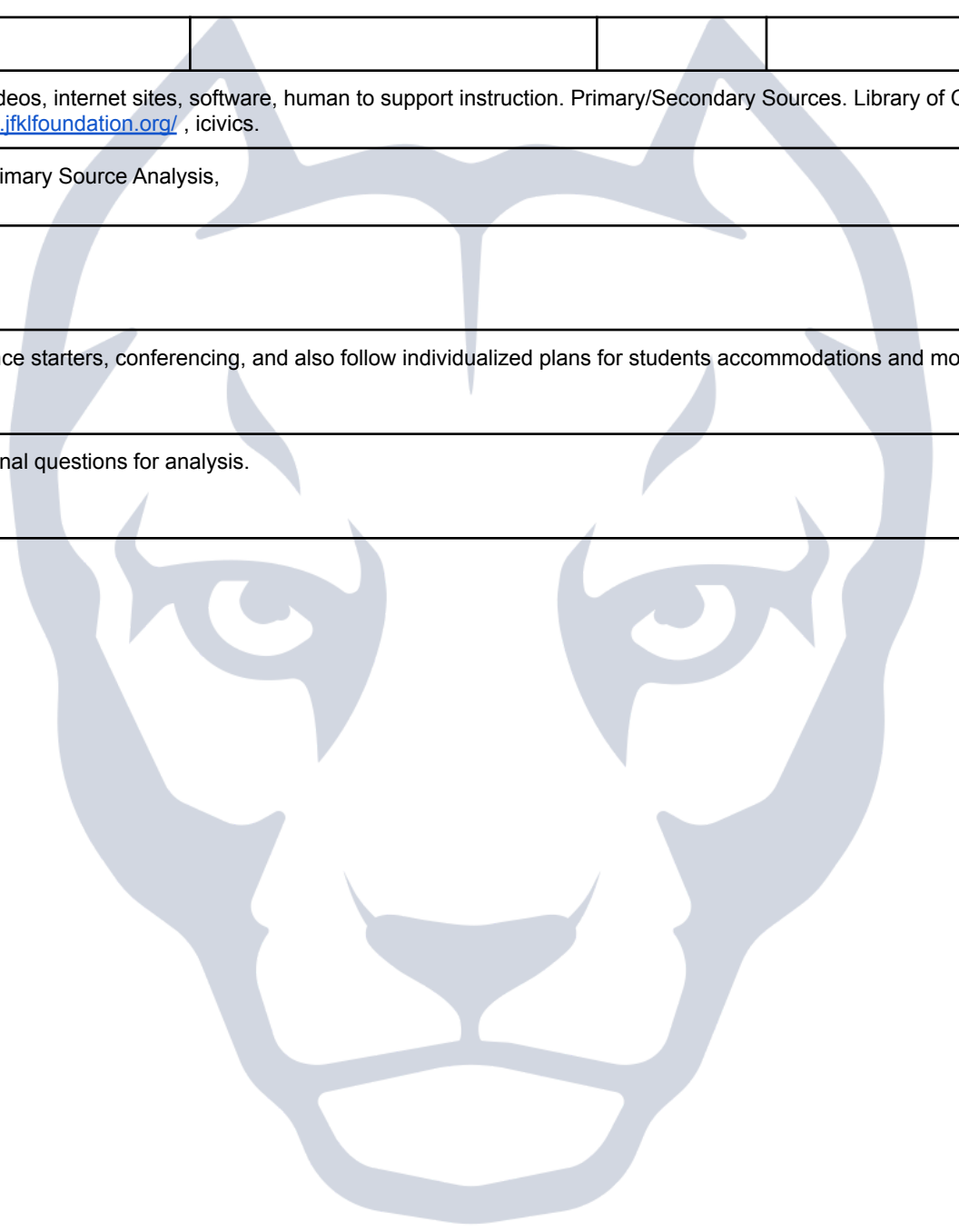
IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 6: Revolutions Change the World
Concepts	<ul style="list-style-type: none"> - Learn about the French Revolution, Napoleon Bonaparte's empire, and the Congress of Vienna. - Learn that nationalist revolutions, inspired by Enlightenment ideas, swept through Latin America and Europe. - Learn about the Industrial Revolution and how it changed life for people in Europe and the United States.
Big Ideas	<ul style="list-style-type: none"> - The Industrial Revolution changed life for people in Europe and the United States.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: What impact did the Industrial Revolution have on Western economics, politics, and society?
Competencies	<ul style="list-style-type: none"> - Students will be able to describe how worldwide revolutions that were political, societal, and technological transformed the modern world and opened up new and bold opportunities for many more of its people.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of how multiple revolutions played a role in shaping the course of world history. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Exploration, Monarch, colonization, science. Revolution., Congress, Industrial Revolution, Conflict, Revolt, Economics

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

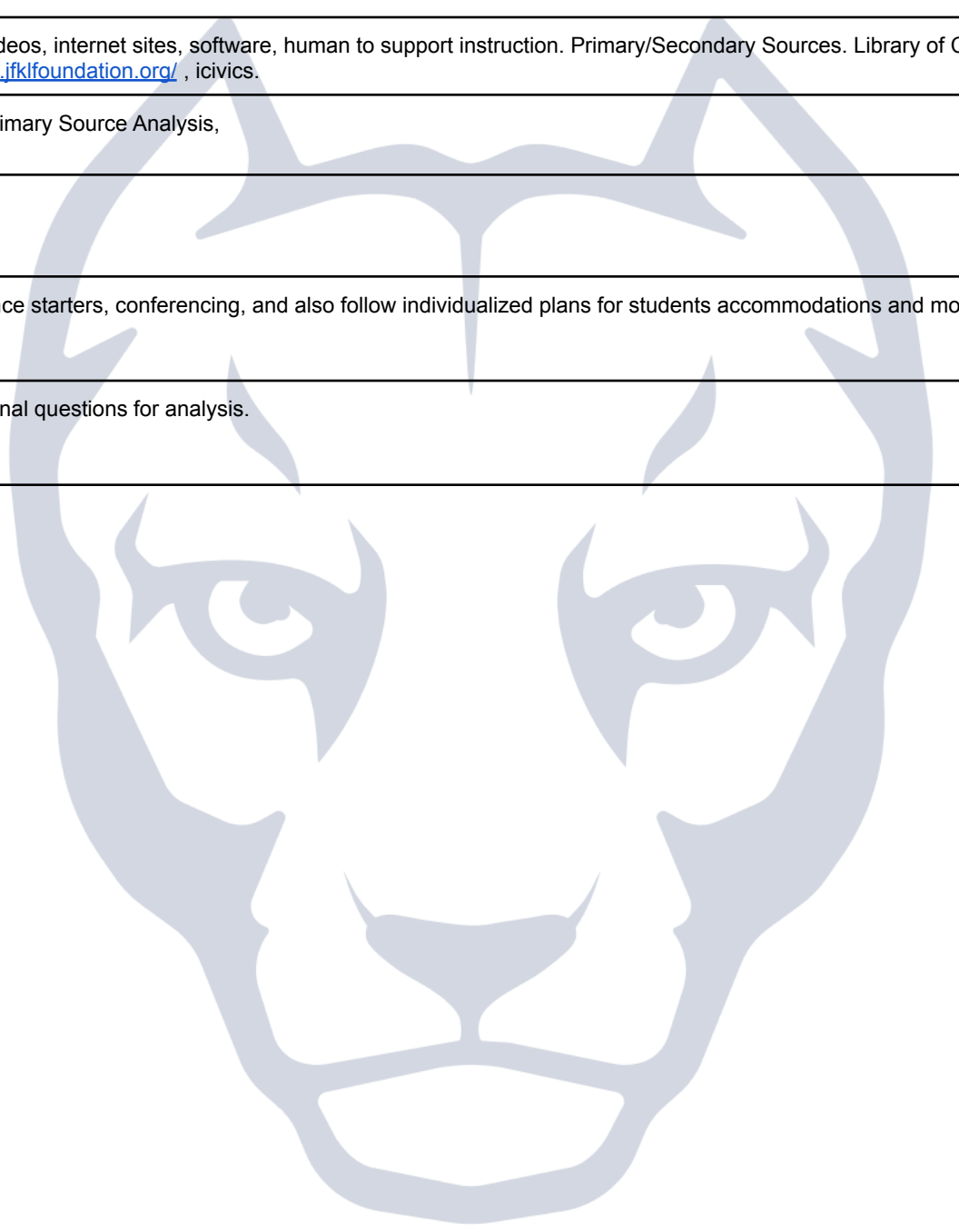


IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 7: Age of Transformations					
Concepts	<ul style="list-style-type: none"> - Learn about foreign influence and modernization in East Asia and Latin America. - Learn about Western European colonization of large areas of Africa, Asia, and Latin America. - Learn about the spread of democratic ideals and industrial and scientific progress in the 19th century. 					
Big Ideas	<ul style="list-style-type: none"> - Reforms, innovations, and advancements in technologies, science, and government impact Western society during the 19th century. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did democratic reforms, technological innovations, and scientific advancements impact Western society during the 19th century? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to examine Western society and identify different reforms and technological advancements that played a role in changing the landscape of the area. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of how transformations and reforms played a role in Western society in helping shape how the world was changed. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Exploration, Monarch, colonization, science. Revolution, Latin America, East Asia, Democratic Ideals, Technological Innovations, Science,

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.



IAA Curriculum

Content Area	Social Studies	Grade	10
Course Name	Modern World History		

Unit	Unit 8: Great Wars of the 20th Century					
Concepts	<ul style="list-style-type: none"> - Learn about the causes and major events of World War I - Learn about the political upheavals that swept through Russia, China, and the Ottoman Empire. - Learn about the interwar period marked by a time of uncertainty and loss from the Great War. 					
Big Ideas	<ul style="list-style-type: none"> - World War I changed the landscape of the modern world. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the World Wars change the landscape of modern world history? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to examine the major world wars and the impact they had on shaping the entire world and their creation of global superpowers during the 20th century. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • .Through the use of the DBQ curriculum students will develop an understanding of how multiple wars around the world changed the landscape and roles of government in modern history. 	DBQ Unit Format for Teaching.	8.1.C.B. 8.2.C.B. 8.3.C.B. 8.3.C.C. 8.4.C.B,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Illustrations, Ottoman Empire, Great War, Influence, Russian Empire, Colonies, Territory

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.

