

**CKSD Curriculum**  
**Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit – 14-16 Days  
Instructor: Burket

Unit title and short description

- CH. 10: The Enlightenment – We will study how the Protestant Reformation and Scientific Revolution led to the Enlightenment movement in Europe.

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
- 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
- 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement - patterns, social organization, transportation and roles of women.
- 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.

Concepts – Content

- New scientific discoveries
- European societal problems
- New ways of thinking by European philosophes
- Impact of these ideas on the American Revolution and Constitution

Objectives – also called competencies in the SAS

- Analyze the effects of the Scientific Revolution and Enlightenment on the society of Europe and the American Revolution
- Discuss the contributions of European philosophes and how they contributed to changes in society

*Essential Questions – meant to challenge study to ponder, question and query*

- How did scientific discoveries change people's attitudes towards natural events and religious faith?
- How did new patterns of thought affect the ways that people studied social problems?

- Do you think Enlightenment ideas affected the actions of European rulers at the time?
- How did the American Revolution reflect Enlightenment ideals?

---

### Assessments-

- Section Questions
- Note Quiz
- Chapter Test

---

*Best Instructional Practice(s):* Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**SAS Curriculum Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit – 14-16 Days  
Instructor: Burket

---

### Unit title and short description

- CH. 12-13: The Industrial Revolution – We will study how the Industrial Revolution swept through Europe and changed society.

---

### Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
- 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
- 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
- 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.

---

### Concepts – Content

- Reasons why the Industrial Revolution began in Great Britain
- Impact of the Revolution on Europe's economy and social classes

- Rise of new social and economic ideas (Socialism/Communism)
- Effects of the Second Industrial Revolution on the society

---

Objectives – also called competencies in the SAS

- Explain both positive and negative effects of the Industrial Revolution on the European population.
- Discuss the origin of new social and economic philosophies and their impact on Europe's social classes.

---

*Essential Questions – meant to challenge study to ponder, question and query*

- What were some factors that contributed to the Industrial Revolution?
- What were some of the effects of the Industrial Revolution on the population?
- In what ways did the Industrial Revolution affect the economies of European countries and eventually the United States?
- What benefits do people enjoy today as a result of the Second Industrial Revolution?

---

Assessments-

- Worksheets
- Section Questions
- Test

---

*Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**SAS Curriculum Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit - 20 Days  
Instructor: Burket

---

Unit title and short description

- CH. 16: World War I – We will study the causes of WWI and the effects of the war on Europe and the rest of the world.

---

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
  - 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
  - 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
  - 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.
- 

#### Concepts – Content

- Long-term and immediate causes of WWI
  - New technologies/weapons used during the war
  - Total war and impact on European societies
  - Results of the war and Treaty of Versailles
- 

#### Objectives – also called competencies in the SAS

- Identify and explain the causes of World War I.
  - Summarize the impact of new weapons and trench warfare.
  - Analyze the impact of total war on Europe's society.
  - Explain the consequences of the World War I peace settlements.
- 

#### *Essential Questions – meant to challenge study to ponder, question and query*

- What ways did the system of European nation-states help lead to World War I?
  - Why did the war become a stalemate on the Western Front?
  - Why was the fall of the czarist regime significant to Russia?
  - What effect did the peace settlements have on Europe after World War I?
- 

#### Assessments-

- Worksheets
  - Quizzes
  - Trench Model
  - Section Questions
  - Test
- 

#### *Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**SAS Curriculum Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit –14-16 Days  
Instructor: Burket

---

Unit title and short description

- CH. 17: The West Between the Wars – We will study the factors that led to the rise of dictators in Europe after World War I.

---

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
  - 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
  - 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
  - 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.
- 

Concepts – Content

- Effects of the Treaty of Versailles on Germany
- Impact of the Great Depression on Europe
- Rise of Fascism in Italy
- Life in the USSR under Stalin
- Rise of Nazism and Hitler

---

Objectives – also called competencies in the SAS

- Summarize the factors that led to dictators taking power throughout Europe
- Analyze the impact that totalitarian governments had the on economic, political, and social aspects of European countries

---

*Essential Questions – meant to challenge study to ponder, question and query*

- What were the causes of instability in the West after World War I?
- Why did certain European countries become dictatorial regimes?
- How did Hitler and the Nazis gain power and rule over Germany?

---

Assessments-

- Worksheet
- Quiz
- Section Questions
- Test

---

*Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**SAS Curriculum Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit - 20 Days  
Instructor: Burket

---

Unit title and short description

- CH. 19: World War II – We will study the causes and major events of World War II. The Holocaust will also be examined.

---

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
- 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
- 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
- 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.

---

Concepts – Content

- The main causes of WWII
- Course of the war and key turning points
- End of the war and use of the atomic bombs
- Impact of the Holocaust

---

Objectives – also called competencies in the SAS

- Explain the causes of World War II and how the war encompassed the globe
- Analyze the effects of the Holocaust on various ethnic groups
- Summarize the ending of the war and its overall impact on the world

---

*Essential Questions – meant to challenge study to ponder, question and query*

- How did German and Japanese actions lead to World War II?
- How did the entrance of the United States into the war change its course?
- What groups did Nazi Germany target for genocide?
- How were people on the home fronts affected by the war?

---

Assessments-

- Worksheet
- Quiz
- Speech Analysis
- Section Questions
- Test

---

*Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**SAS Curriculum Unit Template**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit - 20 Days  
Instructor: Burket

---

Unit title and short description

- CH. 20-21 – We will study the Cold War era and its impact on the social, political, and economic structures around the globe from 1945-1990.

---

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
- 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
- 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
- 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.

---

Concepts – Content

- Rise of the United States and Soviet Union as superpowers at the end of WWII
- Efforts to contain communism
- The arms race and fear of nuclear war
- Fall of the Soviet Union

---

Objectives – also called competencies in the SAS

- Describe how the United States and its allies attempted to resist communism around the globe
- Summarize key events during the Cold War
- Identify world leaders and their contributions to the events

---

*Essential Questions – meant to challenge study to ponder, question and query*

- What differences between the Soviet Union and the United States led to the conflict known as the Cold War?
- How did conflict between the United States and Soviet Union spread to other areas of the world?
- Why did the Cold War end?

---

Assessments-



- Worksheets
  - Quiz
  - Timeline
  - Section Questions
  - Test
- 

*Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

ernative Format

**SAS Curriculum Unit Template**  
**Course/Subject/Grade Level?**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit - 20 Days  
Instructor: Burket

---

*Unit title and short description*

- Ch. 23: Africa and the Middle East – In this chapter we will look at the impact of Israel becoming a nation in the Middle East. We will also examine how Islamic fundamentalism has impacted world politics.

---

*Major Academic Standards Addressed*

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
  - 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
  - 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
  - 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.
- 

Concepts – Content — **What students should know**

- Genocide in Africa
- Formation of Israel
- Arab-Israeli Conflict
- Iraq War

- Afghanistan/Taliban
- Al Qaeda/ISIS

---

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Examine the roots of the Arab-Israeli conflict and the impact on the region
- Describe the reason for various wars in the region
- Summarize the impact of Islamic fundamentalism on the world stage

---

*Essential Questions – meant to challenge study to ponder, question and query*

- What challenges faced newly independent countries in Africa?
- What conditions led to conflict in the Middle East?
- What were the reasons for the rise in Islamic terrorism from the late 1990's to today?

---

Assessments-

- Section Worksheets
- Quiz
- Section Questions
- Test

---

*Best Instructional Practice(s):*

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

**Course/Subject/Grade Level?**  
10<sup>th</sup> Grade World Cultures  
Suggested Length of Unit - 20 Days  
Instructor: Burket

---

Unit title and short description

- Ch. 24: Asia and the Pacific – In this chapter we will study how Asian countries recovered from WWII their overall impact on the global economy of today.

---

Major Academic Standards Addressed

- 8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural to world history since 1450.
  - 8.4.12.B: Evaluate historical documents, material artifacts and historic sites important world history.
  - 8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women.
  - 8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe.
- 

Concepts – Content — **What students should know**

- Mao's policies and effects in China
  - Deng's efforts to improve communist China
  - Factors that led to India's economic success
  - America's involvement in rebuilding Japan and their success
  - Asian Tigers and significance to global economy
- 

Objectives – also called competencies in the SAS

**What students should be able to do as a result of the instruction**

- Examine the effects of communism on China and how policies changed over time
- Summarize India and Japan's rise as an economic giants in Asia
- Identify the Asian Tigers and their significance

*Essential Questions – meant to challenge study to ponder, question and query*

- How do large organizations accomplish their goals while protecting individual interests?
  - What conflicts can erupt in a country once the threat of a common oppressor is removed?
  - What factors contribute to economic success?
- 

Assessments-

- Section Worksheet
  - Quiz
  - Section Questions
  - Test
- 

**Best Instructional Practice(s):**

- Numerous learning strategies and assignments will be used throughout this chapter in order to provide students with various instructional methods.

