

THS Curriculum Unit Social Studies Cover Sheet

Course: World History

Grade: 10

Unit Name(s): Unit 4: Connecting Hemispheres: 900-1800

Essential Questions:

- Trace the events that led to the development of Western Europe.
- Examine the development of early African societies, from hunting-gathering groups to empires.
- What led to the rise of empires and peoples that existed in the Americas before the arrival of Europeans?

Suggested Time Frame: 9 weeks

Common Core Standards Covered:

- MI I.1.3 Identify some of the major eras in world history and describe their defining characteristics
- MI I.2.3 Select events and individuals from the past that have had global impact on the modern world and describe their impact.
- MI II.1.0 All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
- MI II.2.0 All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them
- MI II Geographic Perspective
- MI V.1.0 All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information
- NCSS IIIb Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs
- NCSS IIIc Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information as a atlases, databases, grid systems, charts, graphs, and maps
- NCSS IIId Calculate distance, scale, area, and density, and distinguish spatial distribution patterns
- NCSS IVe Examine the interactions of ethnic, national, or cultural influences in specific situations or events
- NCSS IXa Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- NCSS Ie Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- NCSS Vc Describe the various forms institutions take, and explain how they develop and change over time

2nd Nine Week Assessment, World History

Standards Summary: All Standards In Test

- MI I.1.3 Identify some of the major eras in world history and describe their defining characteristics.
- MI I.2.0 All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)
- MI I.2.3 Select events and individuals from the past that have had global impact on the modern world and describe their impact.
- MI II.1.0 All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)
- MI II.1.1 Describe how major world issues and events affect various people, societies, places, and cultures in different ways.
- MI II Geographic Perspective
- MI V.1.0 All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)
- NCSS IIIb create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;
- NCSS IIIc use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
- NCSS IIId calculate distance, scale, area, and density, and distinguish spatial distribution patterns;
describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population;
- NCSS IIc identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nations-states, and social, economic, and political revolutions;
- NCSS IVe examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- NCSS IXa explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- NCSS Ia analyze and explain the ways groups, societies, and cultures address human needs and concerns;

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- NCSS 1c apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- NCSS 5c describe the various forms institutions take, and explain how they develop and change over time;