

**WORLD HISTORY
WEST COVINA HIGH SCHOOL
COURSE OUTLINE & PACING GUIDE**

California State Standard: Strand 10.1

- **10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Prologue 1, 2,3 ➤ IDR Unit 1 p. 8, 9, 15 ➤ AT 12, CT 5,6 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. 10.1.2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .	1 st Semester 1 st Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR Unit 1 p. 8, 9, 15 ➤
<ul style="list-style-type: none"> ➤ Prologue 3 ➤ Ch. 19.2, 20.3 ➤ IDR 1 p. 37 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	10.1.3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	1 st Semester 1 st Triad	<ul style="list-style-type: none"> ➤ IDR 1 p. 37 ➤ Teacher produced questions ➤ Essay Prompt ➤ Quiz

California State Standard: Strand 10.2

- **10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

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<ul style="list-style-type: none"> ➤ Prologue 4, Ch.5.5, 6.2, 6.3, 6.4 ➤ TCI- Meeting of the minds-group work ➤ Teacher produced power-point presentation 	10.2.1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	1 st Semester 1 st Triad	<ul style="list-style-type: none"> ➤ Ch. Exam ➤ Teacher produced questions ➤ Essay Prompt
<ul style="list-style-type: none"> ➤ Prologue 4, Ch.5.5, 6.4, 7.2 ➤ IDR Unit 1 p.2, Unit 2 p.12, 30, 45 ➤ CT 22, 58 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	1 st Semester 1 st Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR Unit 1 p.2, Unit 2 p.12, 30, 45
<ul style="list-style-type: none"> ➤ Prologue 4, Ch. 6.4 ➤ IDR Unit 1 p 14 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	1 st Semester 1 st Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR Unit 1 p 14
<ul style="list-style-type: none"> ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation ➤ Ch 7.1, 7.2, 7.3 ➤ IDR 2 p. 46-53 	10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	1 st Semester 2nd Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR Unit 1 p. 8, 9, 15
<ul style="list-style-type: none"> ➤ Ch 7.3, 7.4, 7.5, 8.2, 8.3 ➤ IDR Unit 2 p 9, 43, 46- 	10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a	1 st	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt

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<p>53</p> <ul style="list-style-type: none"> ➤ CT 24, 60 GT 24 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>	<p>Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ Ch. Exam ➤ Quiz ➤ IDR 2 p. 46-53
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California State Standard: Strand 10.3

- **10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch. 9.1, 9.2, 9.3, p.275 ➤ TCI- Rise of Industrialism- Interactive slide lecture ➤ CT-26, 61 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.3.1. Analyze why England was the first country to industrialize.</p> <p>10.3.2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>10.3.3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p>	<p>1st Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 9.1, 9.2, 9.4 ➤ IDR 3 p.2-3, 6-14 ➤ TCI- Investigating effects of industrial rev.- Writing exercise ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.3.4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p>	<p>1st Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR 3 p.2-3, 6-14

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<ul style="list-style-type: none"> ➤ Ch. 8.4, 9.3, 9.4 ➤ IDR Unit 2 p71 Unit 3 p4, 16-19 ➤ TCI- Rock paper scissors: Understanding Marxist Theory ➤ AT 53, 56 ➤ TCI- Painting, music, lit. 	<p>10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>10.3.7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>	<p>1st Semester 3rd Triad</p>	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR Unit 2 p71 Unit 3 p4, 16-19

California State Standard: Strand 10.4

- **10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch. 8.1, 11.1, 11.2, 11.3, 11.4, 11.5, 12.1, 12.3 ➤ IDR- 3 p. 37-38, 48-49, 72 ➤ CT 63 ➤ GT 20, 26-28 ➤ TCI- The quest for empire ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.4.1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p>	<p>1st Semester 3rd Triad</p>	<ul style="list-style-type: none"> ➤ IDR- 3 p. 37-38, 48-49, 72 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 8.1, 11.1, 11.2, 11.3, 11.4, 11.5, 12.2, 12.3, 	<p>10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied</p>	<p>1st</p>	<ul style="list-style-type: none"> ➤ IDR 3 p 39-40, 45-47, 50-53,55-71

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<p>12.4, 14.4</p> <ul style="list-style-type: none"> ➤ IDR 3 p 39-40, 45-47, 50-53, 55-71 ➤ IDR 4 p 29 ➤ Teacher produced graphic organizer 	<p>immediate and long-term responses by the people under colonial rule.</p> <p>10.4.4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	<p>Semester 3rd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 29 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
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California State Standard: Strand 10.5

➤ **10.5 Students analyze the causes and course of the First World War.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch.13.1, 13.2, 13.3, 14.1 ➤ TCI- The First World War ➤ IDR- 4 p 5-6, 8-10, 12, 15 ➤ CT 65-66 ➤ AT 63-64 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”</p> <p>10.5.2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> <p>10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ IDR- 4 p 5-6, 8-10, 12, 15 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 9.1, 9.2, 9.4 ➤ IDR 3 p.2-3, 6-14 ➤ TCI- Investigating effects of industrial rev.- Writing exercise ➤ Teacher produced 	<p>10.5.4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>10.5.5. Discuss human rights violations and genocide, including the Ottoman government’s</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR 3 p.2-3, 6-14

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power-point presentation	actions against Armenian citizens.		
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California State Standard: Strand 10.6

➤ **10.6 Students analyze the effects of the First World War.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch 13.4, 15.1, 15.2, 15.3 ➤ IDR- 4 p 11, 16, 17, 30, 45 ➤ CT 30 ➤ GT 29, 35 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United State’s rejection of the League of Nations on world politics.</p> <p>10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ IDR- 4 p 11, 16, 17, 30, 45 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 15.1 ➤ IDR- 48-49, 51 ➤ AT 63-65, 67-69 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.6.4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ IDR- 48-49, 51 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz

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➤ **10.7 Students analyze the rise of totalitarian governments after World War I.**

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Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch 14.1, 14.2 ➤ IDR 4 p 26-27, 30, 34 ➤ CT 30, 66 ➤ AT 65 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation ➤ 	<p>10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>10.7.2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 26-27, 30, 34 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 14.2 ➤ IDR 4 p 47 ➤ AT 69 ➤ CT 31 ➤ GT 30-31 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p>	<p>2nd Semester 1st Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 47 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz

California State Standard: Strand 10.8

➤ **10.8 Students analyze the causes and consequences of World War II.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch. 15.4, 16.1, 16.2 ➤ CT 32, 66 ➤ GT 30-31 ➤ Teacher produced power-point presentation 	<p>10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p>	<p>2nd Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 26-27, 30, 34 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz

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<ul style="list-style-type: none"> ➤ Ch. 15.2, 15.3, 15.4, 16.1, 16.2, 16.4, 16.5 ➤ IDR 4 P 41-42, 59-60, 62 ➤ AT 70-71 ➤ CT 32, 67-68 ➤ GT 32 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.8.2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p>	<p>2nd Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz ➤ IDR 4 P 41-42, 59-60, 62
<ul style="list-style-type: none"> ➤ Ch. 16.2, 16.4 ➤ IDR 4 p 35, 52, 69-70 ➤ CT 68 ➤ Teacher produced power-point presentation 	<p>10.8.4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p>	<p>2nd Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 35, 52, 69-70 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz
<ul style="list-style-type: none"> ➤ Ch. 16.3 ➤ IDR 4 p 46, 64, 66 ➤ CT 68 ➤ Teacher produced power-point presentation 	<p>10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p>	<p>2nd Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 4 p 46, 64, 66 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam ➤ Quiz

California State Standard: Strand 10.9

➤ **10.9 Students analyze the international developments in the post–World War II world.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch. 17.1, 17.5 ➤ IDR 5 p 1 ➤ CT 32 ➤ Teacher produced power-point presentation 	<p>10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p>	<p>2nd Semester 2nd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 5 p 1 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

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➤ Teacher produced graphic organizer			
<ul style="list-style-type: none"> ➤ Ch. 17.1, 17.2, 17.3, 17.4 ➤ IDR 5 p 4-5, 11-16 ➤ CT 33,69 ➤ GT 33 ➤ Teacher produced power-point presentation ➤ Teacher produced graphic organizer 	10.9.2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	2 nd Semester 2 nd Triad	<ul style="list-style-type: none"> ➤ IDR 5 p 4-5, 11-16 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam
<ul style="list-style-type: none"> ➤ Ch. 17.1, 17.2, 17.3, 17.4, 17.5 ➤ IDR 5 p 2, 7-8, 10-16 ➤ AT 73,78 CT 69 ➤ Teacher produced power-point presentation ➤ Teacher produced graphic organizer 	10.9.3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	2 nd Semester 3 rd Triad	<ul style="list-style-type: none"> ➤ IDR 5 p 2, 7-8, 10-16 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam
<ul style="list-style-type: none"> ➤ Ch. 17.4, 17.5 ➤ CT 35,69 ➤ Teacher produced power-point presentation ➤ Teacher produced graphic organizer ➤ 	10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	2 nd Semester 3 rd Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam
<ul style="list-style-type: none"> ➤ Ch. 17.4, 17.5, 18.4, 19.3 ➤ AT 75 ➤ CT 34,36 ➤ Teacher produced 	10.9.5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	2 nd Semester 3 rd Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

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<ul style="list-style-type: none"> ➤ power-point presentation ➤ Teacher produced graphic organizer 			
<ul style="list-style-type: none"> ➤ Ch 19.4 p.497 ➤ Teacher produced power-point presentation ➤ Teacher produced graphic organizer 	10.9.6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	2 nd Semester 3 rd Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam
<ul style="list-style-type: none"> ➤ Ch. 17.1 ➤ Teacher produced power-point presentation ➤ Teacher produced graphic organizer 	10.9.7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. 10.9.8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	2 nd Semester 3 rd Triad	<ul style="list-style-type: none"> ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

California State Standard: Strand 10.10

- **10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

Suggested Materials	California State Standard	Time	Suggested Assessment
<ul style="list-style-type: none"> ➤ Ch. 18.1, 18.2, 18.3, 18.4, 19.1, 19.5, 20.2, 20.3, 20.4, 21.1, 21.4 ➤ IDR 5 p 18, 20-30,32,45,47-51 	10.10.1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.		<ul style="list-style-type: none"> ➤ IDR 5 p 18, 20-30,32,45,47-51 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

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<ul style="list-style-type: none"> ➤ CT 70-71 ➤ GT 36 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 			
<ul style="list-style-type: none"> ➤ Ch. 18.1, 18.2, 18.3, 18.4, 19.5, 20.2, 20.3, 21.3 ➤ IDR 5 p 9-10, 16-17, 25, 27-36, 46,52-53,70-71 ➤ AT 74 ➤ CT 34-36, 70-71 ➤ GT 34,44-45 ➤ Teacher produced graphic organizer ➤ Teacher produced power-point presentation 	<p>10.10.2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p>	<p>2nd Semester 3rd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 5 p 9-10, 16-17,25,27-36, 46,52-53,70-71 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam
<ul style="list-style-type: none"> ➤ Ch. 18.1, 18.2, 18.3, 19.5, 20.2, 20.3 ➤ CT 71 ➤ IDR 5 p 64,66-69 	<p>10.10.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p>2nd Semester 3rd Triad</p>	<ul style="list-style-type: none"> ➤ IDR 5 p 64,66-69 ➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

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- **10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

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➤ Ch. 20.1, 20.2, 21.1, 21.4	10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	2 nd Semester 3rd Triad	➤ Teacher produced questions ➤ Essay Prompt ➤ Ch. Exam

Resources:

Text- Mc Dougal Littell: *Modern World History: Patterns of Interaction*

Supplemental materials-

IDR- *In Depth Resources: Modern World History*, Mc Dougal Littell

CT= Critical Thinking Transparencies

AT= Art Transparencies

GT= Geography Transparencies

TCI= Teacher Curriculum Institute- Instructional Activities World History Grade 10