

Oxford Area School District World History_Scope and Sequence – Quarter 1:

Grade 10

*Beginnings of
Civilization*

- The Peopling of the World
- Early River Civilizations
- People & Ideas on the Move
- First Age of Empires

*New
Directions in
Government
and Society*

- Classical Greece
- Ancient Rome and Early Christianity
- India and China Establish Empires
- African Civilizations
- The Americas: A Separate World

Oxford Area School District World History Scope and Sequence – Quarter 2:

Grade 10

*An Age of
Exchange and
Encounter*

- The Muslim World
- Byzantines, Russians and Turks Interact
- Empires in East Asia
- European Middle Ages
- The Formation of Western Europe
- Societies and Empires of Africa

*Connecting
Hemispheres*

- People and Empires in the Americas
- European Renaissance and Reformation
- The Muslim World Expands
- An Age of Explorations and Isolation
- The Atlantic World

Oxford Area School District World History Scope and Sequence – Quarter 3:

Grade 10

*Absolutism to
Revolution*

- Absolute Monarchs in Europe
- Enlightenment and Revolution
- The French Revolution and Napoleon
- Nationalist Revolution Sweep the West

*Industrialism
and the Race for
Empire*

- The Industrial Revolution
- An Age of Democracy and Progress
- The Age of Imperialism
- Transformations around the Globe

Oxford Area School District World History Scope and Sequence – Quarter 4:

Grade 10

The World at War

- The Great War - WWI
- Revolution and Nationalism
- Years of Crisis
- World War II

*Perspectives on
the Present*

- Reconstructing the Postwar World
- The Colonies Become New Nations
- Struggles for Democracy
- Global Interdependence

Social Studies Curriculum – Grade 10			
Big Idea – Politics and Government			
Essential Question- What institutions and processes have people used to assume authority over others?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Types of governments throughout history Means of assuming power Relationship to military, religion Relationship between ruler and ruled Methods of ruling Causes and methods of warfare 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
Vocabulary			

Social Studies Curriculum – Grade 10			
Big Idea –Belief systems and religion			
Essential Question- What are the key tenets of the world’s religions, what worldviews do they entail, and how have they driven human actions?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Origins, beliefs, and practices of major belief systems. Balance between human rationality and irrationality Means of diffusion Relationship between beliefs and cultures Changes and conflicts within and between belief systems 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
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Social Studies Curriculum – Grade 10			
Big Idea – Commerce and industry			
Essential Question- How have different groups of people produced and delivered goods and services, and what have been the consequences of that?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Division of labor in society • Government’s role in the economy • Extent of interaction and trade with other groups • Role and implications of infrastructure • Means and consequences of distributing wealth 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
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Social Studies Curriculum – Grade 10			
Big Idea – Technology			
Essential Question- What role has technology played in the success and failure of civilizations, and what factors have led to the proliferation or dismissal of technology.			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Identifying technological advances and their implications Evaluating pertinent cultural values that impact the technological growth of a society Identifying and evaluating governmental practices that impact the technological growth of a society Identifying and evaluating means of disseminating technology 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
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Social Studies Curriculum – Grade 10			
Big Idea – Physical and human geography			
Essential Question- How have physical characteristics impacted human life, and how has human life impacted the environment?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Hypothesizing and evaluating human settlement patterns and pertinent physical geography Evaluating the role of changing environments in the success and failure of civilizations Evaluate the role of human actions on the local environments Evaluate pros and cons of human exploitation of the environment 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
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Social Studies Curriculum – Grade 10			
Big Idea – Social organization			
Essential Question- How have groups of people organized themselves			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Social class systems and their evolution Implications of class systems in different civilizations Familial units Role of clans Evolution of familial relationships 	<p>7.1.W.A 7.3.W.A. 7.4.W.B 8.4.W.A. <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> 8.4.W.B. <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> 8.4.W.C. <i>Evaluate how continuity and change have impacted: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization</i> 8.4.W.D. <i>Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania</i></p>	World History Text; Pearson Education	World History; Pearson Education unit assessments
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