

Social Studies Pacing Guides



Global 10 ® World History & Geography

**Social Studies – Commencement Level Grade 10
Pacing Guide for Core Curriculum and Benchmarks**

Unit Name/Title Time Allotted	Content/Topics	Standard & PI #	Concepts/Themes	Connections/ Materials
Unit 6 <u>An age of Revolutions</u> <u>(1750 – 1945)</u> Marking Period 1 Marking Period 2 Marking Period 3	a. The Scientific Revolution b. Economic & Social Revolutions <ul style="list-style-type: none"> • Agrarian revolutions • Industrial revolution c. Japan/Meiji Restoration d. Enlightenment Europe e. Political revolution f. Russian absolutism g. Revolution and change in Russia h. Reaction against revolutionary ideas i. Global Nationalism j. Imperialism k. Collapse of European imperialism l. WWI m. Between the wars n. WWII	Standard 2, 4	<ul style="list-style-type: none"> • revolutions • turningpoints • economic systems • change • science and technology • environment • people and places • power and authority • conflict • historical analysis • nation-state • nationalism 	

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<p>Unit 8 <u>20th Century Since 1945</u> <u>Marking Period 3</u></p>	<p>a. Cold War balance of power b. Economic issues in the Cold War & post Cold War c. Post Cold War hot spots d. Chinese Communist Revolution e. Conflicts in the Middle East f. Political unrest in Latin America</p>	<p>Standards 2, 3, 4</p>	<ul style="list-style-type: none"> • use of geography • culture • civilization • environment • economic systems • factors of production • people and places • movement of people and goods • nation-state • nationalism • conflict 	
<p>Unit 9 Global Connections and Interactions Marking Period 4</p>	<p>a. Economic trends b. Collapse of Communism c. Modernization d. Urbanization e. Role of UN f. Patterns of Global Migration g. Science and Technology h. Environmental issues i. Population pressure j. International Terrorism</p>	<p>Standards 2, 3, 4, 5</p>	<ul style="list-style-type: none"> • turning points • political systems • movement of people and goods • conflict • change • government • political systems • power • nationalism • nation-state • science and technology • urbanization • imperialism 	
<p><u>Regent Review</u> 2 – 3 weeks</p>				

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Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
Key Idea 1: *The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 146 Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.(Mastery)	Concepts/themes <ul style="list-style-type: none"> global connections and interactions change cultures political systems technology diversity empathy 	<ul style="list-style-type: none"> give examples of characteristics of culture and civilizations distinguish between characteristics of two different civilizations. analyze various cultures as they change over time. identify /analyze cultures social customs, norms and values. compare/contrast contributions and societies. 	<ul style="list-style-type: none"> culture civilization change diversity cultural diffusion norms 	ELA ART Essential Question: What are the essential components of culture and civilization? How did civilizations develop over time?
PI 147 Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.(Mastery)	Concepts/themes <ul style="list-style-type: none"> change culture identity, interdependence technology students know and understand how civilizations developed characteristics of modern civilizations historical analysis 	<ul style="list-style-type: none"> evaluate the effects of Westernization and globalization on cultures compare and contrast traditional civilizations with modern civilization (e.g. traditional Japan vs. Meiji Japan) compare and contrast Western vs. non-Western civilizations over time (e.g. the Industrialization of Great Britain & Japan and how each culture was impacted by each event) 	<ul style="list-style-type: none"> Westernization Globalization industrialization interdependence. 	ELA Essential Question: How has Westernization changed and challenged non-Western societies?



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<p>PI 148 Analyze historic events from around the world by examining accounts written from different perspectives. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • change • cultures • civilizations • historical analysis 	<ul style="list-style-type: none"> • analyze primary source documents such as letters, diaries, documents writings from historians and philosophers, from various perspectives and vantage points.(e.g. views on Imperialism; see Mc/ little pg. 696). 	<ul style="list-style-type: none"> • primary source • secondary source • perspective • bias 	<p>ELA Essential Question: How does the writer’s bias affect his interpretation of events? How does the passage of time affect the interpretation of events?</p>
<p>PI 149 Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • turning point • change • global interaction • identity • political systems • power • nationalism, 	<ul style="list-style-type: none"> • analyze important events and developments in world history. • hypothesize what might have happened if decisions or circumstances were different. • investigate development and turning points such as: Unification of Germany and Italy; Rise and fall of Communism; Rise and fall of European colonies. 	<ul style="list-style-type: none"> • Culture • interaction • nationalism • turning point. 	<p>ELA Essential Question: What might have happened if decisions or circumstances had been different?</p>
<p>PI 150 Analyze changing and competing interpretations of issues, events, and developments throughout world history. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • cultural • intellectual life • historical analysis 	<ul style="list-style-type: none"> • judge various important events in world history • differentiate fact from opinion • determine which facts are most significant (e.g. causes of WWI from 1920’s Europe and 1990’s Europe. Perspectives on Columbus, positive & negative 	<ul style="list-style-type: none"> • perspective • fact • opinion. • bias 	<p>ELA Essential Question: How has the role of women changed throughout history? How have views on the Age of Imperialism changed from the 1800’s to today?</p>

Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.



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Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 151 Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.(Mastery)	Concepts/themes <ul style="list-style-type: none"> time change 	<ul style="list-style-type: none"> analyze multi– tier time line of events to determine the developments of each event compare and contrast the developments of past and present events make inferences of future events as a result of past and future events 	<ul style="list-style-type: none"> era periodization 	ELA TECH Essential Question: How do significant events throughout history relate to each other over time?
PI 152 Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> time and place 	<ul style="list-style-type: none"> examine various models for periodizing events from world history examine the development of the major civilizations and the history of other cultures through out the world explain the underlying principles for these models and make a case for why others might want to periodize events differently. (e.g. ,why does 17th & 18th century France fit into the Age of Reason, Age of Revolutions, and the period of Industrialization and colonization)? 	<ul style="list-style-type: none"> periodization time/place sequence model 	ELA TECH Essential Question: What are the criteria for sequencing historical events?
PI 153 Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> time and place 	<ul style="list-style-type: none"> analyze evidence such as historical narratives biographies or stories to recognize how attitudes, beliefs, change over time.(e.g. the status of women in traditional China compared with Communist China.) 	<ul style="list-style-type: none"> status social mobility. 	ELA Essential question: How did the European and the African/Asian perspectives differ on the issue of imperialism?



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<p>PI 154 Explain the importance of analyzing narrative drawn from different times and places to understand historical events. (expand and refine)</p>	<p>Concepts/themes</p>	<ul style="list-style-type: none"> • select an important event form World history and follow it over time to determine it’s consequences and trace it backward to identify its causes. (e.g. Britain/ Glorious Revolution, caused by Magna Carta • examine different narratives drawn from different time periods and places to understand historical events • determine how different narratives raises understandings about the different events from different places 		<p>ELA Essential question: How did the Treaty of Versailles lead to World War II? How did World War II lead to the Cold War?</p>
<p>PI 155 Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • time and place • change • culture • human rights • turning points 	<ul style="list-style-type: none"> • analyze the turning points that caused change in the political, social, economic structure of societies and the effects of these changes on society.(e.g. changes brought about Industrialization and the use of technology, changes in the status of women, children, common man and the desire for rights (social mobility) led to urbanization, Imperialism, pollution) 	<ul style="list-style-type: none"> • turning points • human rights 	<p>ELA Essential Question: What are the factors that bring about major changes in world history?</p>

Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
Key Idea 3: Study of the major, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.



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Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 156 Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> empathy power human rights political systems 	<ul style="list-style-type: none"> identify key individuals that have effected contributed to social, political, economic, cultural religious, practices and activities interpret and examine the impact these particular individual s had on history 	<ul style="list-style-type: none"> totalitarianism human rights, 	ELA CDOS Essential Question: How did a specific individual affect the social, political, economic, and/or religious practices of the world?
PI 157 Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> culture change interaction trade cultural diffusion. 	<ul style="list-style-type: none"> investigate how cultures from different geographic regions through out the world (Africa, M.E., E. Europe, W. Europe, former Soviet Union, China) interacted with one another and how this interaction affected their social, political and economic lives. Look at how increased trade with the west has brought changes in traditional societies 	<ul style="list-style-type: none"> cultural diffusion, Westernization, Globalization interdependence 	ELA Essential Question: How does cultural diffusion take place?
PI 158 Examine the social, cultural, political, economic, and religious norms and values of Western and other world cultures. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> diversity culture identity. religious beliefs 	<ul style="list-style-type: none"> identify the social, cultural, political, economic and religious norms and values of Western and other world cultures give examples of social, cultural, political, economic and religious norms and values of Western and other world cultures. compare two or more cultures norms and values 	<ul style="list-style-type: none"> norm value ism 	ELA Essential Question: How do different religions and belief systems affect world history?

Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
Key Idea 4: *The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the*



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<i>concepts of change and continuity over time.</i>				
Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 159 Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> historical analysis 	<ul style="list-style-type: none"> identify and examine historical problems analyze multiple perspectives and interpretations of important global topics.(E. G.: What would have been the possible outcomes of Germany winning WWII?) employ research tools such as the internet, primary sources, books, magazines etc. to examine and analyze topics 	<ul style="list-style-type: none"> hypothesis generalization fact opinion bias scientific method inferences 	ELA Essential Question: If a key turning point had the opposite outcome, how would history have changed?
PI 160 Interpret and analyze documents and artifacts related to significant developments and events in world history. (expand and refine)	Concepts/themes Historical analysis	<ul style="list-style-type: none"> identify and examine historical documents and artifacts that offers various perspectives of historical events . analyze primary source documents and artifacts and recognize the varying perspectives and intended audiences. (e.g. propaganda during the World Wars and the Cold War) 	<ul style="list-style-type: none"> primary and secondary sources documents narratives artifacts diaries interpret classify 	ELA Essential Question: How does a writer’s personal perspective color his interpretation of historical events?
PI 161 Plan and organize historical research projects related to regional or global interdependence. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> interdependence 	<ul style="list-style-type: none"> identify topics related to current regional and global interdependence. identify various types of research projects. determine what type of research project is appropriate. <ul style="list-style-type: none"> employ research tools like the use of the internet, books, ,periodicals, and distinguish between valid and questionable sources 	<ul style="list-style-type: none"> 	ELA ART TECH CDOS Essential Question: How has global interdependence increased since the end of World War II?



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<p>PI 162 Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (expand and refine)</p>	<p>Concepts/themes</p>	<ul style="list-style-type: none"> • consider multiple perspectives interpreting past events and describe how different values, frames of reference, beliefs and motives influence interpretations of topics and issues. • synthesize different historical events, their causes, developments, changes and effects from political, economic and social contexts. • determine whether documents and perspectives present bias or distortion of facts, propaganda, omission, or suppression of facts 	<ul style="list-style-type: none"> • classify • political • economic • social • cultural • credibility • reliability • validity • authority • authentic • relevant • irrelevant • suppression • omission • propaganda • distortion • bias • fact • opinion 	<p>ELA ART CDOS</p> <p>Essential Question: Why are there different interpretations of the same event in world history?</p>
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Standard 3: Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including distribution of people, places, and environment over the Earth’s surface.

Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 163 Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> change uses of geography 	<ul style="list-style-type: none"> identify the elements and information necessary to develop and use maps. examine maps and other graphic representations that display geographic issues, problems and questions. Analyze maps that display geographic issues, problems and questions. use maps to analyze and determine geographic issues and problems 	Demographic changes	ELA Essential Question: How do wars affect changes in political borders? How have environmental changes led to demographic changes?
PI 164 Describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> places and regions physical systems human systems environment and society the uses of geography 	<ul style="list-style-type: none"> identify and examine the physical characteristics of the Earth’s surface. analyze how the reshaping of the earth’s surface occurs as a result of human activities. distinguish the effects of human activities and processes on the physical features of the earth’s surface 	<ul style="list-style-type: none"> desertification deforestation erosion over-grazing pollution global warming 	ELA SCI TECH HEALTH Essential Question: How has modern technology impacted the environment?
PI 165 Investigate the characteristics, distribution, and migration of human populations on the Earth’s surface. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> places and regions physical systems human systems environment and society the uses of geography 	<ul style="list-style-type: none"> explain map patterns of migration caused by geographical, cultural, political, economic, and social factors.(e.g. trace the patterns of migration in Africa due to desertification and political conflict, using maps, charts and graphs) 	<ul style="list-style-type: none"> migration. Refugee Environmental change 	ELA Essential Question: How have wars and environmental changes led to mass migrations and refugee problems?



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<p>PI 166 Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • political systems • economic systems • culture • belief systems • people and places • places and regions 	<ul style="list-style-type: none"> • examine the circumstances that lead to the development of social, economic, political and religious systems in different regions of the world. • use a variety of maps, charts, and graphs to analyze the development and interactions of social, cultural political, economic and religious systems in different regions of the world.(identify or map of the world where each major religion is concentrated) 	<ul style="list-style-type: none"> • place • region • religious systems. 	<p>ELA Essential Question: Where are there current religious conflicts in the world? How have religious differences led to changes in political boundaries? What percentage of the population of an area belong to each major religion?</p>
<p>PI 167 Analyze how the forces of cooperation and conflict among people influences the division and control of the Earth’s surface. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • conflict • needs and wants • physical systems • environment and society • the uses of geography • places and regions 	<ul style="list-style-type: none"> • identify conflicts among people through out history and how it contributed to the division and control of land (e.g. the Berlin Conference, Imperialism of Africa, Rawanda and Tutsi tribal warfare). • determine the sequential circumstances that lead to conflict. • examine the effects of division and control of the Earth’s surface as a result of the forces of cooperation and conflict among people 	<ul style="list-style-type: none"> • conflict • political map • imperialism 	<p>ELA Essential Question: How did nations divide up the world at different times in history?</p>
<p>PI 168 Explain how technological change affects people, places, and regions. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • places and regions • physical systems • human systems • environment and society • the uses of geography • change • technology • scarcity 	<ul style="list-style-type: none"> • give examples of the technological changes that have taken place that impacted people and the places where they live. • analyze the positive and negative affects technological change has had on people, places, and regions.(e.g. the Green Revolution on Asia , Africa, India). • describe how technological changes impacted people, places, and regions 	<ul style="list-style-type: none"> • Green Revolution • technology • technological change • scarcity. • Environmental problems 	<p>ELA SCI Essential Question: What are the positive and negative effects of technology on people. Places, and regions?</p>



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Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.				
Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 169 Plan, organize, and present geographic research projects. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> scientific method 	<ul style="list-style-type: none"> identify topics that raise geographic issues to plan and organize a research project determine what resources to use to plan and organize geographic research project develop a plan for a geographic research project using graphs, maps, and charts to present a project 	<ul style="list-style-type: none"> political map cultural map bar graph pie chart. 	ELA ART CDOS Essential Question: What are different ways of representing geographic information?
PI 170 Locate and gather geographic information from a variety of primary and secondary sources. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> uses of geography technology 	<ul style="list-style-type: none"> use of technology / internet, atlas, and other research sources to gather geographic information. Uncover primary and secondary sources of geographic information 	Primary source Secondary source	ELA ART TECH CDOS Essential Question: How can geographic information be analyzed?
PI 171 Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. (expand and refine)	Concepts/themes	<ul style="list-style-type: none"> identify the various designs of representations of geographic information, pie charts, graphs, maps, tables, diagrams. determine which design is appropriate to relate geographic information create graphic examples to represent geographic information 		ELA ART Essential Question: How do maps, charts, and graphs show information about people, places, and environments?



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<p>PI 172 Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (expand and refine)</p>	<p>Concepts/themes Uses of geography</p>	<ul style="list-style-type: none"> • interpret map, photographs, and other geographic representations to make inferences. • examine maps information to draw conclusions. • compare and contrast various maps and information presented to make inferences and draw conclusions 		<p>ELA SCI MATH Essential Question: What are the characteristics, functions, and applications for various types of maps, globes, pictographs, and other geographic organizers?</p>
<p>PI 173 Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. (expand and refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • geographic inquiry • uses of geography 	<ul style="list-style-type: none"> • produce generalizations from representation of geographic information. • test generalizations to develop analytical questions. • draw conclusions based on analysis of geographic information. • Discriminate between valid and invalid information. • Predict what might happen in the future.(e.g. environmental disasters and trace it’s impact on the immediate area, Chernobal) 		<p>ELA SCI Essential Question: What determines the patterns of where people are located and why they made that choice?</p>



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Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non market mechanisms

Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and interdependence of economies and economic systems throughout the world.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 174 Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. (Expand and Refine)	Concepts/themes <ul style="list-style-type: none"> economic systems factors of production interdependence needs and wants 	<ul style="list-style-type: none"> recognize how various societies, nations and regions of the world have satisfied basic needs and wants throughout world history identify the various ways civilizations, societies, nations and regions have utilized scarce resources throughout history examine various nations' economic policies and how they attempt to satisfy basic needs and wants (e.g., mercantilism, economic imperialism, European Economic Union) 	<ul style="list-style-type: none"> scarcity trade production consumption goods and services depression recession interdependence 	ELA CDOS Essential Question: How do societies try to control their environment and utilize scarce resources to meet their needs and wants?
PI 175 Define and apply basic economic concepts such as scarcity, supply, demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. (expand and refine)	Concepts/themes <ul style="list-style-type: none"> economic systems factors of production interdependence 	<ul style="list-style-type: none"> give examples of how basic economic concepts are applied to various nations and regions throughout world history determine how each concept has developed and shaped economic systems in various nations, and regions throughout world history recognize how each concept has had an impact and brought changes in the way various nations and regions have developed policies to promote economic growth and interdependence 	<ul style="list-style-type: none"> scarcity opportunity costs resources trade embargo tariffs import export trade deficit money and banking loans 	ELA Essential Question: What goods and services are produced and in what quantities? How are these goods and services produced? For whom are these goods and services produced?



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<p>PI 176 Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • economic systems • factors of production • interdependence 	<ul style="list-style-type: none"> • give examples of how scarcity impacts the way various nations made economic and political choices • analyze the positive and negative effects of scarcity on people’s economic choices • examine the effects of scarcity on historical events (e.g. the Middle Ages and feudalism, Imperialism, Oil Embargo, European Free trade) • compare and contrast how various nations dealt with scarcity throughout time 	<ul style="list-style-type: none"> • scarcity • opportunity costs • resources • trade • embargo • tariffs • import • export • trade deficit 	<p>ELA Essential Question: How have historical events been impacted by decisions based on scarcity of resources?</p>
<p>PI 179 Explain how economic decision making has become global as a result of an interdependent world economy. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • economic systems • factors of production • interdependence 	<ul style="list-style-type: none"> • compare and contrast the economic relationships between nations throughout the world and throughout time • examine how the relationships make nations interdependent. • examine historical events that are influenced by economic decision-making (e.g. Treaty of Versailles lead to worldwide depression and cause of WWII, NAFTA, European Free Trade Association) 	<ul style="list-style-type: none"> • interdependence • trade • export • import • favorable trade partner • embargo • trade deficit • recession • depression 	<p>ELA Essential Question: How has the world become increasingly interdependent since the 19th century?</p>
<p>PI 180 Understand the roles in the economic system of consumers, producers, workers, investors, and voters. (Expand and Refine)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • economic systems • factors of production 	<ul style="list-style-type: none"> • examine the role of consumers, producers, workers, investors and voters throughout various nations and throughout time • examine how the roles of consumers, producers, workers, investors and voters have changed throughout time • give examples of significant time periods where the greatest changes in the roles of producers, consumers, workers and voters have occurred 	<ul style="list-style-type: none"> • consumer • producer • goods • services • supply • demand • investors • profit • labor market 	<p>ELA Essential Question: What is the role of consumers, producers, workers, investors and voters in different economic systems (such as market economies, command economies, mixed economies, etc.)?</p>



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Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purpose of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 185 Analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. (Introduction)	Concepts/themes <ul style="list-style-type: none"> • government • political systems • citizenship • civic values • human rights • power 	<ul style="list-style-type: none"> • examine political documents and other sources to determine how they reflect a nations values as they relate to human rights and needs. 	Human rights Genocide Values Social Contract Enlightenment	ELA Essential Question: How do a society’s values affect their attitude on human rights and their provisions for human needs?
PI 186 Consider the nature and evolution of constitutional democracies throughout the world. (Introduction)	Concepts/themes <ul style="list-style-type: none"> • government • political systems • citizenship • civic values • human rights • power 	<ul style="list-style-type: none"> • identify and examine evidence of democratic ideas seen throughout history and across time.(e.g. English Bill of Rights, Enlightenment) 	<ul style="list-style-type: none"> • Constitutional democracy • Limited democracy • Social contract • Inalienable rights 	ELA Essential Question: How did democracy evolve in different places around the world?



Social Studies

Commencement Level Benchmarks • Grade 10

<p>PI 188 Identify and analyze advantages and disadvantages of various governmental systems. (Introduction)</p>	<p>Concepts/themes</p> <ul style="list-style-type: none"> • government • political systems • citizenship • civic values • human rights • power 	<ul style="list-style-type: none"> • investigate the advantages and disadvantages of various governmental systems (e.g. dictatorship vs. democracy) 	<ul style="list-style-type: none"> • democracy • totalitarianism • dictatorship • tyranny • constitutional monarchy • theocracy • Islamic fundamentalism • Absolute monarchy • Benevolent Despot • Oligarchy • Republic • Parliamentary democracy 	<p>ELA</p> <p>Essential Question: What are the advantages and disadvantages of various governmental systems at different times in history?</p>
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