

**Curriculum Mapping Teacher: Fallon, Mecca, Smith, and Zaleski Content Area: Social Studies;
Modern World History **Grade: 10****

Content Unit Title/ Approx. MQ/ date:	The Industrial Revolution 4 weeks (first quarter)	
UBD Units:	British Industrial Revolution	Second Industrial Revolution
UBD Unit Dates	2 weeks	2 weeks
Content/ Essential Understandings:	<p>1.3.24 Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).</p> <p>1.3.25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).</p> <p>1.3.26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).</p> <p>1.4.27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).</p> <p>1.4.28. Analyze how geographic location and physical features have influenced national histories.</p> <p>1.8.38. Analyze laws that have been modified to meet society’s changing values and needs (e.g., civil rights laws, banking regulations).</p> <p>1.10.46. Describe how a nation’s availability of resources has changed over time (e.g., war, expansion, trade).</p> <p>2.1. 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question.</p> <p>2.2.2. Choose valid sources and provide evidence to answer a history/social studies question.</p> <p>2.3.7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event,</p>	<p>1.3.24 Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).</p> <p>1.3.26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).</p> <p>1.4.27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).</p> <p>1.8.38. Analyze laws that have been modified to meet society’s changing values and needs (e.g., civil rights laws, banking regulations).</p> <p>1.10.46. Describe how a nation’s availability of resources has changed over time (e.g., war, expansion, trade).</p> <p>2.1. 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question.</p> <p>2.2.2. Choose valid sources and provide evidence to answer a history/social studies question.</p> <p>2.3.7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources.</p> <p>2.3.8. Compose a thesis statement using primary and secondary sources.</p> <p>2.3.9. Prepare a research paper/project using primary and secondary sources and properly cite evidence.</p> <p>3.1.1. Use evidence to develop an interpretation of a historical event.</p>

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Essential Questions:	<p>To what extent is technology a blessing or a curse?</p> <p>What can we learn from the past to make better judgments about the future?</p> <p>What constitutes a revolution?</p>	<p>To what extent is technology a blessing or a curse?</p> <p>What can we learn from the past to make better judgments about the future?</p> <p>What constitutes a revolution?</p>
Assessment:	Content Quizzes	Prezi Persuasive Presentation: Yesterday and Today
Skills:	<p>Research</p> <p>Collection and interpretation of primary and secondary sources</p> <p>Present historical ideas using technology</p>	<p>Research</p> <p>Collection and interpretation of primary and secondary sources</p> <p>Present historical ideas using technology</p>
Curriculum Resources (textbook chapters., novels, supplemental materials):	<p>World History: Connections to Today</p> <p>Chapter 3</p> <p>www.schoolhistory.co.uk</p>	<p>World History: Connections to Today</p> <p>Chapter 5</p> <p>www.schoolhistory.co.uk</p>
Technology:		
Content:	Prezi	Prezi
Process:	Databases	Databases
Product/Evidence:	Noodle Tools	Noodle Tools