

**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

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea – Politics and Government</b>			
<b>Essential Question-</b> What institutions and processes have people used to assume authority over others?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Types of governments throughout history</li> <li>• Means of assuming power</li> <li>• Relationship to military, religion</li> <li>• Relationship between ruler and ruled</li> <li>• Methods of ruling</li> <li>• Causes and methods of warfare</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i></p> <p><b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i></p> <p><b>8.4.W.C.</b> <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></p> <p><b>8.4.W.D.</b> <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
<b>Vocabulary</b>			

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea –Belief systems and religion</b>			
<b>Essential Question- What are the key tenets of the world’s religions, what worldviews do they entail, and how have they driven human actions?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Origins, beliefs, and practices of major belief systems.</li> <li>Balance between human rationality and irrationality</li> <li>Means of diffusion</li> <li>Relationship between beliefs and cultures</li> <li>Changes and conflicts within and between belief systems</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> <b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> <b>8.4.W.C.</b> <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> <b>8.4.W.D.</b> <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
<b>Vocabulary</b>			

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea – Commerce and industry</b>			
<b>Essential Question- How have different groups of people produced and delivered goods and services, and what have been the consequences of that?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Division of labor in society</li> <li>• Government’s role in the economy</li> <li>• Extent of interaction and trade with other groups</li> <li>• Role and implications of infrastructure</li> <li>• Means and consequences of distributing wealth</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> <b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> <b>8.4.W.C.</b> <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> <b>8.4.W.D.</b> <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
<b>Vocabulary</b>			

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea – Technology</b>			
<b>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.</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Identifying technological advances and their implications</li> <li>Evaluating pertinent cultural values that impact the technological growth of a society</li> <li>Identifying and evaluating governmental practices that impact the technological growth of a society</li> <li>Identifying and evaluating means of disseminating technology</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> <b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> <b>8.4.W.C.</b> <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> <b>8.4.W.D.</b> <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
<b>Vocabulary</b>			

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea – Physical and human geography</b>			
<b>Essential Question- How have physical characteristics impacted human life, and how has human life impacted the environment?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Hypothesizing and evaluating human settlement patterns and pertinent physical geography</li> <li>Evaluating the role of changing environments in the success and failure of civilizations</li> <li>Evaluate the role of human actions on the local environments</li> <li>Evaluate pros and cons of human exploitation of the environment</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i></p> <p><b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i></p> <p><b>8.4.W.C.</b> <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></p> <p><b>8.4.W.D.</b> <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
<b>Vocabulary</b>			

<b>Social Studies Curriculum – Grade 10</b>			
<b>Big Idea – Social organization</b>			
<b>Essential Question- How have groups of people organized themselves</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Social class systems and their evolution</li> <li>• Implications of class systems in different civilizations</li> <li>• Familial units</li> <li>• Role of clans</li> <li>• Evolution of familial relationships</li> </ul>	<p><b>7.1.W.A</b> <b>7.3.W.A.</b> <b>7.4.W.B</b> <b>8.4.W.A.</b> <i>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history</i> <b>8.4.W.B.</b> <i>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history</i> <b>8.4.W.C.</b> <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> <b>8.4.W.D.</b> <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>	<p>World History Text; Pearson Education</p>	<p>World History; Pearson Education unit assessments</p>
<b>Vocabulary</b>			