

Comal ISD
10th Grade World History
Scope and Sequence-2011-2012

First Quarter Chapters 28-36 ***READINESS STANDARDS BOLDED/UNDERLINED**

Concept	Foundational Topic	TEKS Statement*	Specificity	Reporting Category	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	<u>8(D) explain the major characteristics and impact of European imperialism; and</u>	The student will understand how China and Japan was forced to change isolationists by external Western influences and internal social pressure and began the process of modernization	2	Chapter 28 715-735	4 days
History	The student understands traditional historical points of reference in world history. The student is expected to:	1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and		2		
History	The student understands traditional historical points of reference in world history. The student is expected to:	1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization	The student will be able to identify and explain the causes and effects of World War I	2	Chapter 29 736-763	6 days

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History	The student understands the causes and impact of World War I. The student is expected to:	<u>10(A) The student understands the causes and impact of World War I. The student is expected to:</u>	The student will be able to identify and explain the causes and effects of World War I	2		
History	The student understands the causes and impact of World War I. The student is expected to:	10(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;		2		
History	The student understands the causes and impact of World War I. The student is expected to:	<u>10(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</u>	The student will be familiar with significant individuals, such as Woodrow Wilson and his influence on political events of the 20 th century.	2		


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History	The student understands the causes and impact of World War I. The student is expected to:	<u>10(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.</u>	The student will be able to explain the causes and effects of the Russian Revolution and how it led to the rise of communism.	2	Chapter 30 768-791	4 Days
Culture	The student understands the roles of women, children, and families in different historical cultures. The student is expected to:	24(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.		3		
Citizenship	The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	22(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and		4		

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	Begin 10 Days Until The Last TAKS	The following list contains some of the issues students must understand	The student will be able to answers questions about geography can be answered by interpreting maps, graphs, and charts;		TA/OT http://www.glencoe.com/sec/socialstudies/taks/gr08/ http://www.georgetownisd.org/corner/socstudies/AssessmentStrategiesforTAKS.asp	10 Days
	While Continuing with 31.	how representative institutions developed during the colonial period ; how various historical documents influenced American political leaders during the colonial period as these leaders created the U. S. Constitution	how the U. S. Constitution and the Bill of Rights addressed colonial grievances listed in the Declaration of Independence ;		 Social Student TAKS Jeopardy.doc	
	TAKS April 25-29	how the U. S. Constitution reflects the following principles: limited government republicanism checks and balances federalism separation of powers popular sovereignty individual rights			http://www5.esc13.net/socialstudies/downloads.html The student will know: how dates specifically listed in this portion of the curriculum are essential to understanding American history; how and why the American Revolution and the drafting of the U. S. Constitution occurred; how individuals, issues, and events specifically listed in this portion of the curriculum contributed to the American Revolution ; and how the Declaration of Independence , the U. S. Constitution , and the Bill of Rights are connected to one another	

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Science Technology Society	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	28(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and		5	Chapter 31 794-816	
Science Technology Society	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	28(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt		5		
History	The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	<u>11(A) summarize the international, political, and economic causes of the global depression; and</u> 11(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.		2		

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History	The student understands the causes and impact of World War II. The student is expected to:	<u>12(A) describe the emergence and characteristics of totalitarianism;</u>		2		
History	The student understands the causes and impact of World War II. The student is expected to:	12(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and		2		
History	The student understands the causes and impact of World War II. The student is expected to:	<u>12(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</u>	The student will identify significant dates and events that led up to and through World War II.	2		

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Economics	The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	<u>18(D) identify the historical origins and characteristics of fascism;</u>		5		
Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	29(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;		N/A	Chapter 32 818-847 Begin After TAKS	8 Days
Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	29(E)) identify bias in written, oral, and visual material;		N/A		

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Citizenship	The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	22(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;		4		
Citizenship	The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	22(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;		4		
History	The student understands traditional historical points of reference in world history. The student is expected to:	1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.		2	End 32	

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Government	The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	20 (D) explain the significance of the League of Nations and the United Nations.		4	Chapter 33 852-880	3 Days
History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	<u>13(A) summarize how the outcome of World War II contributed to the development of the Cold War;</u>		2		
History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	<u>13(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;</u>		2		

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History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	<u>13(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;</u>		2		
Science Technology Society	The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	28 (C)explain the effects of major new military technologies on World War I, World War II, and the Cold War;		5	End 33	
History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to	<u>13(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and</u>		2	Chapter 34 884-907	3 days

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History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to	13(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.		2		
History	The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to	13(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;		2	Chapter 35 910-937	3 Days
Economics	The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	18(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and		5		

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Economics	The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	18(F)) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities		N/A		
History	The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:	14(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and		2	Chapter 36 specifically 36.3	3 Days
History	The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:	14(B) explain the U.S. response to terrorism from September 11, 2001, to the present.		2		