

## Grade 10 Ancient History Yearly Plan 2022-23

August 30, 2022-November 3, 2022	November 6, 2022-January 19, 2023	January 22, 2023-March 20, 2023	March 21, 2023-June 3, 2023
<b>Unit 1: Introduction to Ancient History</b>  <b>Unit 2: Themes: Origins</b>  <b>Unit 3: Beginnings of Civilization</b> <ul style="list-style-type: none"> <li>Chapter 1 The Peopling of the World <ul style="list-style-type: none"> <li>Section 1 Human Origins in Africa</li> <li>Section 2 Humans Try to Control Nature</li> <li>Section 3 Civilization</li> </ul> </li> </ul>	<b>Unit 4: Theme: Legacies</b>  <b>Unit 5: First Age of Empires</b> <ul style="list-style-type: none"> <li>Section 1 The Egyptian and Nubian Empires</li> <li>Section 2 The Assyrian Empire</li> <li>Section 3 The Persian Empire</li> <li>Section 4 The Unification of China</li> </ul> <b>Unit 6: New Directions in Government &amp; Society</b> <ul style="list-style-type: none"> <li>Chapter 5 Classical Greece <ul style="list-style-type: none"> <li>Section 1 Cultures of the Mountains and the Sea</li> <li>Section 2 Warring City-States</li> <li>Section 3 Democracy and Greece's Golden Age</li> <li>Section 4 Alexander's Empire</li> <li>Section 5 The Spread of Hellenistic Culture</li> </ul> </li> </ul>	<b>Unit 7: Theme: Empires</b>  <b>Unit 8: Age of Exchange &amp; Encounter</b> <ul style="list-style-type: none"> <li>Chapter 10 The Muslim World <ul style="list-style-type: none"> <li>Section 1 The Rise of Islam</li> <li>Section 2 Islam Expands</li> <li>Section 3 Muslim Culture</li> </ul> </li> <li>Chapter 11 Byzantines, Russians and Turks Interact <ul style="list-style-type: none"> <li>Section 1 The Byzantine Empire</li> <li>Section 2 The Russian Empire</li> <li>Section 3 Turkish Empires Rise in Anatolia</li> </ul> </li> </ul>	<b>Unit 9: Human Rights</b>  <b>Unit 10: Connecting Hemispheres</b> <p>Chapter 20 The Atlantic World</p> <ul style="list-style-type: none"> <li>Section 1 Spain Builds an American Empire</li> <li>Section 2 European Nations Settle North America</li> <li>Section 3 The Atlantic Slave Trade</li> <li>Section 4 The Columbian Exchange and Global Trade</li> </ul>
<b>Global citizenship</b> <ul style="list-style-type: none"> <li>Compare and contrast how use of technology has changed since prehistory.</li> <li>Compare and contrast how early civilisations have developed over time.</li> <li>How does culture shape civilisations?</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>How did Democracy shape the world?</li> <li>What legacies did the Ancient Greeks and Romans leave behind in history that impact the world today?</li> <li>Compare and contrast life for people in Ancient Greece and Ancient Rome.</li> <li>How are the people of a civilisation impacted by the fall of an empire?</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>Compare the world when there were empires to now when empires no longer exist.</li> </ul>	<b>Global citizenship</b> <ul style="list-style-type: none"> <li>How does slavery in history compare to modern day slavery in the modern world?</li> <li>What impact does it have on the countries concerned?</li> <li>What human rights issues can you identify during the Atlantic Slave Trade?</li> </ul>
<b>Essential Competencies</b> <u>Time, Continuity, and Change</u> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of	<b>Essential Competencies</b> <u>Connections and Conflict</u> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and	<b>Essential Competencies</b> <u>Culture</u> Students will understand cultural and intellectual developments and interactions among societies <ul style="list-style-type: none"> <li>Examine the historic tension between</li> </ul>	<b>Essential Competencies</b> <u>Science, Technology, and Society</u> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

<p>these relationships.</p> <ul style="list-style-type: none"> <li>Identify and evaluate long- term changes, enduring influences, and recurring patterns in world history.</li> <li>Compare models for organizing history into periods (periodization).</li> <li>Interpret graphic presentation of quantitative data.</li> <li>Analyze the impact of revolution on politics, economies, and societies.</li> <li>Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</li> <li>Perform analyses of quantitative historical data.</li> <li>Evaluate historians' interpretations of the past using a variety of sources.</li> </ul>	<p>diplomacy.</p> <ul style="list-style-type: none"> <li>Analyze how cooperation and conflict influence political, economic, and social conditions.</li> </ul> <p><u>Geography</u></p> <p>Students will understand the interactions and relationship between human societies and their physical environment</p> <ul style="list-style-type: none"> <li>Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</li> </ul>	<p>science and religion.</p> <ul style="list-style-type: none"> <li>Explain the origins and diffusion of modern science.</li> </ul> <p><u>Society and Identity</u></p> <p>Students will understand social systems and structures and how these influence individuals</p> <ul style="list-style-type: none"> <li>Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>Discuss the limits of socialization and the power of choice in personal identity.</li> </ul> <p><u>Government</u></p> <p>Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p> <ul style="list-style-type: none"> <li>Explain the roots of and historical development of contemporary political systems.</li> <li>Evaluate functions and responsibilities of, and challenges to, leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</li> <li>Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</li> <li>Examine historical and current influences of modern science on technological innovation.</li> <li>Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</li> <li>Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation</li> <li>Examine the meaning and ambiguity of the word "technology."</li> <li>Discuss whether confidence in modern science is growing or decreasing.</li> <li>Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.</li> </ul>
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