Grade 10 Ancient History Yearly Plan 2025-2026

August 26, 2025-November 2, 2025	November 3, 2025 - January 14, 2026	January 15, 2026 - March 18, 2026	March 29 2026 - June 9, 2025
Unit 1: Introduction to Ancient History 1.8.a, 1.8.b, 1.8.c, 1.8.d 1.12.a (long term pattern recognition to connect ancient to modern hist) **Unit 2: Themes: Origins** 1.8.d, 1.8.e, 1.8.f, 1.8.g, 1.8.h **Unit 3: Beginnings of Civilization** ● Chapter 1 The Peopling of the World ○ Section 1 Human Origins in Africa ○ Section 2 Humans Try to Control Nature ○ Section 3 Civilization 2.8.a, 4.8.a, 4.8.b, 4.8.c, 4.8.c, 4.8.d,1.12.c, 1.12.g.4.12.b (analysis of art/lit shaping society), 8.12.a (techs role in cultural diffusion)	**Unit 4: Theme: Legacies** 3.8.a, 2.8.b, 1.8.b, 1.8.d, 1.8.e, 1.8.f, 1.8.g 3.12.d (migration impact) **Unit 5: New Directions in Government & Society** ● Chapter 5 Classical Greece ○ Section 1 Cultures of the Mountains and the Sea ○ Section 2 Warring City-States ○ Section 3 Democracy and Greece's Golden Age ○ Section 4 Alexander's Empire ○ Section 5 The Spread of Hellenistic Culture 1.8.a, 1.8.b, 1.8.d, 1.8.e, 1.8.f, 1.8.g 5.12.b socialization process in ancient societies)	**Unit 6: Theme: Empires** 1.8.a, 1.8.d, 1.8.e, 1.8.f, 1.8.g 6.12.b (comparative analysis between political systems) **Unit 7: Age of Exchange & Encounter** ● Chapter 10 The Muslim World ○ Section 1 The Rise of Islam ○ Section 2 Islam Expands ○ Section 3 Muslim Culture ● Chapter 11 Byzantines, Russians and Turks Interact ○ Section 1 The Byzantine Empire ○ Section 2 The Russian Empire ○ Section 3 Turkish Empires Rise in Anatolia 1.8.a, 1.8.d, 1.8.e, 1.8.f, 1.8.g, 8.12.a (connects tech innovation to cultural and economic expansion)	**Unit 8: Human Rights** 2.8.e, 2.8.a, 1.8.d, 1.8.e, 1.8.f **Unit 9: Connecting Hemispheres** Chapter 20 The Atlantic World ○ Section 1 Spain Builds an American Empire ○ Section 2 European Nations Settle North America ○ Section 3 The Atlantic Slave Trade ○ Section 4 The Columbian Exchange and Global Trade 2.8.e, 2.8.c, 2.8.a, 1.8.d, 1.8.e, 1.8.f, 1.8.g 3.12.d (migration impacts in ancient and early migration periods)
Global citizenship ● Compare and contrast how use of technology has changed since prehistory. ● Compare and contrast how early civilisations have developed over time. ● How does culture shape civilisations?	**Global citizenship** ● How did Democracy shape the world? ● What legacies did the Ancient Greeks and Romans leave behind in history that impact the world today? ● Compare and contrast life for people in Ancient Greece and Ancient Rome. ● How are the people of a civilisation impacted by the fall of an empire?	**Global citizenship** ● Compare the world when there were empires to now when empires no longer exist.	**Global citizenship** ● How does slavery in history compare to modern day slavery in the modern world? ● What impact does it have on the countries concerned? ● What human rights issues can you identify during the Atlantic Slave Trade?
Essential Competencies <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 these relationships. ● Identify and evaluate long- term changes, enduring influences, and	**Essential Competencies** <u>Connections and Conflict</u> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. ● Analyze how cooperation and conflict influence political, economic, and social	**Essential Competencies** <u>Culture</u> Students will understand cultural and intellectual developments and interactions among societies ● Examine the historic tension between science and religion. ● Explain the origins and diffusion of modern science.	**Essential Competencies** <u>Science, Technology, and Society</u> Students will understand how societies have influenced and been influenced by scientific developments and technological developments. ● Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.

recurring patterns in world history. ● Compare models for organizing history into periods (periodization). ● Interpret graphic presentation of quantitative data. ● Analyze the impact of revolution on politics, economies, and societies. ● Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another. ● Perform analyses of quantitative historical data. ● Evaluate historians' interpretations of the past using a variety of sources.	conditions. <u>Geography</u> Students will understand the interactions and relationship between human societies and their physical environment ● Use spatial models to investigate relationships between places and patterns of settlement and human interaction.	<u>Society and Identity</u> Students will understand social systems and structures and how these influence individuals ● Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world. ● Discuss the limits of socialization and the power of choice in personal identity. <u>Government</u> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship. ● Explain the roots of and historical development of contemporary political systems. ● Evaluate functions and responsibilities of, and challenges to, leadership.	● Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments. ● Examine historical and current influences of modern science on technological innovation. ● Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts. ● Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation ● Examine the meaning and ambiguity of the word "technology." ● Discuss whether confidence in modern science is growing or decreasing. ● Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.