
New Mexico 10 World History

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Mexico
Grade	10 (High)
Subject	World History
Course category	Social Studies
Standards family	Social Studies
Framework	New Mexico Social Studies Standards
Issuing agency	New Mexico Public Education Department
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — 1848 and the Shifting Balance

Unit 3: Power Shifts and the Reach of Empire · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why did the revolutions of 1848 mostly fail, and still matter?
Standards	The Revolutions of 1848 -> 9-12.WH.24 History 16. Cause and Consequence — Distinguish between long-term and short-term causes in developing historical interpretations. How the Balance of Power Shifted -> 9-12.WH.12 Civics 4. Roles and Responsibilities of a Civic Life — Evaluate methods people use to create, change, expand, or oppose systems of power and authority.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will evaluate the influence of the Revolutions of 1848 on European politics and society.
- Students will analyse how the international balance of power shifted as a result of the unification of Germany, the decline of the Ottoman Empire and other changes.

Success criteria (student-friendly)

- "I state what the 1848 revolutions demanded and what happened."
- "I evaluate their influence despite their defeat."
- "I analyse how unification and decline shifted the balance."

Academic vocabulary

revolution, reaction, unification, balance of power, decline, alliance

Materials and technology

- Printed maps and sources
- Notebooks
- Blank maps

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

The influence of 1848 evaluated and the power shift analysed.

Family communication

Ask your child how a failed revolution can still change things.

Day 41 — What 1848 Demanded

Week 9, Day 1 · Unit 3 · Standards: 9-12.WH.24, 9-12.WH.12

Focus	The demands.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: nationalism and class. Teach: the demands of 1848 across Europe - constitutions, wider franchise, national self-government - and how widely the risings spread. Try: shared mapping. Apply: students map the risings and list three common demands. Reflect: the same demands in many places at once is itself the finding.

Check for understanding

Student identifies the common demands of 1848.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — What Happened

Week 9, Day 2 · Unit 3 · Standards: 9-12.WH.24, 9-12.WH.12

Focus	Outcome.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: the demands. Teach: the suppression of most risings within two years, and why - divided aims, loyal armies, and the split between middle-class and working-class demands. Try: shared analysis. Apply: students explain two reasons for the failures. Reflect: the split from Week 8 is one of the reasons.

Check for understanding

Student explains why the 1848 risings failed.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Evaluating the Influence

Week 9, Day 3 · Unit 3 · Standards: 9-12.WH.24, 9-12.WH.12

Focus	The standard's verb.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: failure. Teach: EVALUATING influence despite defeat - concessions that survived, the lesson governments drew, and the ideas that persisted to 1871 - which is a harder judgement than describing the outcome. Try: shared evaluation. Apply: students evaluate the influence with two pieces of evidence. Reflect: a failed revolution can still change what is thinkable.

Check for understanding

Student evaluates the influence of a failed revolution.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 44 — German Unification

Week 9, Day 4 · Unit 3 · Standards: 9-12.WH.24, 9-12.WH.12

Focus	One side of the shift.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: nationalism. Teach: the unification of Germany and its effect on the balance - a large industrial power at the centre of Europe where there had been many small states. Try: shared mapping before and after. Apply: students map the change and state its effect on the balance. Reflect: the map explains the alliance systems that follow.

Check for understanding

Student explains German unification's effect on the balance of power.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 45 — Ottoman Decline

Week 9, Day 5 · Unit 3 · Standards: 9-12.WH.24, 9-12.WH.12

Focus	The other side.
Learning target	"I can evaluate the influence of 1848 and analyse the shift in the balance of power."
Vocabulary in use	revolution, reaction, unification, balance of power, decline, alliance
Local date	_____

Learning sequence

Connect: unification. Teach: the decline of Ottoman authority in Europe, the new states that emerged, and why a weakening empire is destabilising for everyone around it. Try: shared mapping. Apply: students map the change and explain why it destabilised the region. Reflect: two changes, one balance, and the whole of Unit 4 follows from them.

Check for understanding

Student explains how Ottoman decline shifted the balance.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

New Mexico Public Education Department. New Mexico Social Studies Standards. Written by New Mexico. Kindergarten through grade 8 number the performance standards sequentially within the grade (K.1, 8.105) and carry the discipline in the anchor standard rather than the code; high school uses a band-and-course code (9-12.Civ.1, 9-12.NMH.18). New Mexico history is a course in its own right. Retrieved 2026-07-27 from <https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>