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# Pennsylvania 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            | Pennsylvania                                                  |
| Grade            | 10 (High)                                                     |
| Subject          | World History                                                 |
| Course category  | Social Studies                                                |
| Standards family | Social Studies                                                |
| Framework        | History and Reading and Writing in History and Social Studies |
| Issuing agency   | Pennsylvania Department of Education                          |
| 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          | <p><b>The Revolutions of 1848</b> -&gt; <b>CC.8.5.9-10.C Reading Informational Text</b> — Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them</p> <p><b>How the Balance of Power Shifted</b> -&gt; <b>CC.8.6.9-10.C Writing</b> — Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience</p> |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| 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: CC.8.5.9-10.C, CC.8.6.9-10.C

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 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: CC.8.5.9-10.C, CC.8.6.9-10.C

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 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: CC.8.5.9-10.C, CC.8.6.9-10.C

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 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.*

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 44 — German Unification

Week 9, Day 4 · Unit 3 · Standards: CC.8.5.9-10.C, CC.8.6.9-10.C

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 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.*

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 45 — Ottoman Decline

Week 9, Day 5 · Unit 3 · Standards: CC.8.5.9-10.C, CC.8.6.9-10.C

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| 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

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- 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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