

# **History / Social Science**

## **Standards**

### *Level 10*

## **WORLD HISTORY**

### **INTRODUCTION:**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars.

They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. These students extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**HISTORY /SOCIAL SCIENCE  
UNIFYING STANDARDS  
LEVELS PRE K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multi-media presentations.

## FOCUS GOALS

### Level 10

The standards for the year long course in World History are taught and learned through six major themes sequenced chronologically:

The Rise of Democratic Ideals	World War I and its Consequences
The Industrial Revolution	Totalitarianism in the Modern World
The Rise of Imperialism and Colonization	Internationalism in the Contemporary World

The essential **FOCUS GOALS** for each of the **UNIFYING STANDARDS** that students are expected to achieve in this course include:

#### **Historical Literacy 1.0**

- 1.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 1.2 Compare and contrast the multiple causes, conditions and impact of the Glorious Revolution of England, the French Revolution and the American Revolution.
- 1.3 Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 1.4 Analyze the causes and course of World War I.
- 1.5 Analyze the effects of World War I.
- 1.6 Analyze the rise of totalitarian governments after World War I.
- 1.7 Analyze the causes and consequences of World War II.
- 1.8 Analyze causes of the Cold War, with the free world on one side and Soviet client states on the other.

#### **Cultural Literacy 2.0**

- 2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America.
- 2.2 Describe the emergence of Romanticism in art and literature, social criticism and the move away from Classicism in Europe.
- 2.3 Discuss the influence of World War I on literature, art, and intellectual life in the West.

#### **Geographic Literacy 3.0**

- 3.1 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
- 3.2 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- 3.3 Analyze patterns of global change in at least two of the regions or countries: Africa, Southeast Asia China, India, Latin America, and the Philippines.
- 3.4 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes.
- 3.5 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
- 3.6 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
- 3.7 Analyze how nations were building in the contemporary world in at least two of these regions or countries: the Middle East, Africa, Mexico, Latin America and China.

**Economic Literacy 4.0**

- 4.1 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- 4.2 Analyze the emergence and response to capitalism as a dominant economic pattern.
- 4.3 Describe the rise of industrial economics and the link to imperialism and colonialism into Africa, Southeast Asia, China and India.
- 4.4 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 4.5 Compare the economic and military power shifts caused by the war.

**Sociopolitical Literacy 5.0**

- 5.1 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.

**Historical Thinking 6.0**

- 6.1 Make historical connections by applying Language Arts literacy skills in reading.
- 6.2 Make historical connections by applying Language Arts literacy skills in writing.
- 6.3 Make historical connections by applying Language Arts literacy skills in listening/speaking.

**Historical Thinking 6.0:** This standard and its Focus Goals will be embedded and reflected in each unit of study throughout the year. It is printed here, for your reference, rather than to include it repeatedly in each of the following pages:

***6.1 Make historical connections by applying Language Arts literacy skills in reading (p)***

- Apply vocabulary encountered through the reading of primary and secondary source documents and text resources to learn fundamental world history concepts. (r .1.0)
- Know and use strategies to comprehend informational materials and grade level text in world history education. (r. 2.0)
- Read a wide variety of genres including newspapers, political advertisements, cartoons, and speeches. (r.3.0)

***6.2 Make historical connections by applying Language Arts literacy skills in writing (p)***

- Write “quick writes” that address current trends, events and controversial issues. (w.2.0)
- Write expository compositions, essays, research reports and historical investigation reports on world history topics. (w 2.0)
- Write reflective compositions on a variety of world history topics. (w.2.0)
- Use technology and various reference sources to gather information that will be organized and interpreted to create thesis-based research papers. ( w.3.0)

***6.3 Make historical connections by applying Language Arts literacy skills in listening and speaking.(p)***

- Take notes in world history classes. (l.1.0)
- Participate actively in discussions. (s.2.0)
- Deliver presentations, persuasive debates and multimedia presentations on world history topics. ( s.3.0)

***PLEASE NOTE:***

***Numbering System:*** As you study these standards, be aware of the numbering system. Each of the ***Unifying Standards*** is reflected and addressed during the year. However, each unit of study will vary in

*terms of which Unifying Standards are represented. You may see some, all, or none of the Unifying Standards in each individual unit of instruction. The **Focus Goals** are numbered in relationship to the Unifying Standard they represent, and therefore the numbering sequence for the goals appears **accumulative** in nature.*

**HISTORY-SOCIAL SCIENCE  
WORLD HISTORY  
LEVEL 10**

**THE RISE OF DEMOCRATIC IDEALS**

Historical Literacy

- 1.1** *Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. (10.1)*
- Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics. (10.1.2)
- 1.2** *Compare and contrast the multiple causes, conditions and impact of the Glorious Revolution of England, the French Revolution and the American Revolution. (10.2)*
- Explain the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), and the U.S. Bill of Rights. (10.2.2)
  - Describe the unique character of the American Revolution and how it spread to other parts of the world. (10.2.3)

Cultural Literacy

- 2.1** *Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America. (10.2.1)*
- Study John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison.

Geographic Literacy

- 3.1** *Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (10.2.5)*

Sociopolitical Literacy

- 5.1** *Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire. (10.2.4)*

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**THE INDUSTRIAL REVOLUTION**

Historical Literacy

- 1.3** *Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. (10.3)*
- Analyze why England was the first country to industrialize. (10.3.1)
  - Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement. (10.3.4)

Cultural Literacy

**2.2 Describe the emergence of Romanticism in art and literature, social criticism and the move away from Classicism in Europe. (10.2.7)**

- Study William Blake, William Wordsworth, Charles Dickens

Geographic Literacy

**3.2 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. (10.3.3)**

Economic Literacy

**4.1 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (10.3.5)**

**4.2 Analyze the emergence and response to capitalism as a dominant economic pattern. (10.3.6)**

- Describe Utopianism, Social Democracy, Socialism, and Communism.

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## THE RISE OF IMPERIALISM AND COLONIZATION

Geographic Literacy

**3.3 Analyze patterns of global change in at least two of the regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. (10.4)**

- Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. (10.4.2)
- Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. (10.4.3)
- Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion. (10.4.4)

Economic Literacy

**4.3 Describe the rise of industrial economics and the link to imperialism and colonialism into Africa, Southeast Asia, China and India. (10.4.1)**

- Emphasize the role of national security and strategic advantage, moral issues, Social Darwinism, missionary impulse, land, resource, and technology issues. (10.4.1)

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## WORLD WAR I AND ITS CONSEQUENCES

Historical Literacy

**1.4 Analyze the causes and course of World War I. (10.5)**

- Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.” (10.5.1)
- Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (10.5.3)

- Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort. (10.5.4)
- Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens. (10.5.5)

**1.5 Analyze the effects of World War I. (10.6)**

- Analyze the intentions and roles of world leaders, and their influence on a decisions at Versailles, Wilson's Fourteen Points, and the rejection of the League of Nations. (10.6.1)

Cultural Literacy

**2.3 Discuss the influence of World War I on literature, art, and intellectual life in the West. (10.6.4)**

- Examine the works by Pablo Picasso, Gertrude Stein, Ernest Hemingway (10.6.4)

Geographic Literacy

**3.4 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes. (10.5.2)**

**3.5 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (10.6.2)**

Economic Literacy

**4.4 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (10.6.3)**

- Emphasize the role of national security and strategic advantage, moral issues, Social Darwinism, missionary impulse, land, resource, and technology issues. (10.4.1)

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## TOTALITARIANISM IN THE MODERN WORLD

Historical Literacy

**1.6 Analyze the rise of totalitarian governments after World War I. (10.7)**

- Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control. (10.7.1)
- Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights. (10.7.2)
- Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. (10.7.3)

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## WORLD WAR II CAUSES AND CONSEQUENCES

Historical Literacy

**1.7 Analyze the causes and consequences of World War II. (10.8)**

- Compare the German, Italian, and Japanese drives for empire in the 1930's, including the 1937 rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939. (10.8.1)

- Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (10.8.2)
- Describe the political, diplomatic, and military leaders during the war (e.g. Churchill, Roosevelt, Emperor Hirohito, Hitler, Mussolini, Stalin, MacArthur, Eisenhower). (10.8.4)
- Analyze the Nazi policy of pursuing racial purity, especially against European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. (10.8.5)
- Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (10.8.6)

Geographic Literacy

**3.6 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war (10.8)**

- Discuss and locate the principal points of conflict.
- Identify the key strategic decisions.
- Discuss the resulting war conferences and political resolutions.
- Recognize the significance of geographic factors.

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## INTERNATIONALISM IN THE CONTEMPORARY WORLD

Historical Literacy

**1.8 Analyze causes of the Cold War, with the free world on one side and Soviet client states on the other. (10.9.2)**

- Explore Egypt, the Congo, Vietnam, and Chile. (10.9.2)

Geographic Literacy

**3.7 Analyze how nations were building in the contemporary world in at least two of these regions or countries: the Middle East, Africa, Mexico, Latin America and China. (10.10)**

- Understand the challenges in the regions. (10.10.1)
- Describe the history of the regions. (10.10.2)
- Discuss how the regions are developing individual freedoms and democracy. (10.10.3)
- Analyze the integration of countries into the world economy. (10.11)

Economic Literacy

**4.5 Compare the economic and military power shifts caused by the war. (10.9.1)**

- Study the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (10.9.1)