

GRADE 10
WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

HISTORY/SOCIAL SCIENCE STANDARDS

Students in grade ten study major turning points that shaped the modern world, from the late 18th 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 issues. The student will 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.

Student Performance Expectations: All students who have completed one year of World History experience shall be expected to:

Standard 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. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views; reason and faith; duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on the political systems of the contemporary world.

Standard 2: Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effect on the democratic revolution in England, the United States, France, and Latin America.
2. List the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and the U.S. Bill of Rights.
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Discuss how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
5. Discuss how nationalism spread across Europe with Napoleon, but was repressed for a generation under the Congress of Vienna and Concert of Europe until Revolutions of 1848.

Standard 3: Students analyze the effects of Industrial Revolution in England, France, Germany, Japan and the United States

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change.
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and effect of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of the Romantic impulse in art and literature, social criticism, and the move away from Classicism in Europe.

Standard 4: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines

1. Describe the rise of industrial economics and their link to imperialism and colonialism.
2. Discuss the location of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. 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.
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.

Standard 5: Students analyze the causes and course of the First World War.

1. 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 civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points and the importance of geographic factors in military decisions and outcomes.
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

4. Understand the nature of the war, the human costs on all sides of the conflict, including how colonial peoples contributed to the effort.
5. Discuss human rights and genocide, including the Ottoman government's actions against Armenian citizens.

Standard 6: Students analyze the rise of totalitarian governments after World War I.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics.
2. 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. Understand the widespread disillusionment with pre-war institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West.

Standard 7: Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control.
2. 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.
3. Analyze the rise of aggression, and human costs of totalitarian regimes in Germany, Italy, and the Soviet Union noting their common and dissimilar traits.

Standard 8: Students analyze the international developments in the post-World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930's, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact 1939.
2. Understand the role of appeasement, nonintervention, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers; 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.
4. Describe the political, diplomatic and military leadership.

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews, its transformation into the Final Solution and the Holocaust resulting in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany Britain, United States, China, and Japan.

Standard 9: Students analyze instances of nation building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, or China.

1. Discuss the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recovery of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and Marshall Plan which established the pattern for the postwar American policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China.
5. Describe the uprisings in Poland, Hungary, and Czechoslovakia and their resurgence in the 1970's and 1980's as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and the Non-Russian Soviet republics.
8. Discuss the establishments and work of the United Nations, the Warsaw Pact, SEATO, and NATO, the Organization of American States and their purposes and functions.

Standard 10: Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved.
2. Describe the recent history of the region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.

Standard 11: Students analyze the integration of countries into the world economy, and the information, technological and communications revolutions.