

Social Studies Curriculum

Grade 10 Global History and Geography II

Social Studies Practices Grades 9-12

A Gathering, Using, and Interpreting Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.

4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E Economics and Economic Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.

5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
 6. Identify situations in which social actions are required and determine an appropriate course of action.
 7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
 8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.
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10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)

- What did the empires of the world look like; including but not limited to; Mughal, Ottoman, Tokugawa, Russian?
- How did they function internally?
- How did they respond to outsiders?

Social Studies Practices: A (1.2.3.5) B (1.5.7.8) C (3.4.6) D (1.2.5)

CCLS: RI (1.2.3.4.5.6.7.8.9.10) W (1a. 1b. 1c. 1d. 1e. 2a. 2b. 2c. 2d. 2e. 2f. 4. 5. 6. 7. 8. 9. 10) SL (1a. 1b. 1c. 1d. 1e. 2. 3. 4. 5. 6)

10.2 ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)

- What will happen in the world when people begin to question the purpose of government?
- What will the resulting changes look like, what consequences will they have, will nations unite or be torn apart?

Social Studies Practices: A (1.2.3.4.5.6) B (1.2.3.4.5.6) C (2.3.4) D (1.2.5)

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10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)

- How does Industrialization shape the world moving forward?
- How do innovations spread and affect different regions and areas?
- What perspectives will be formed and ultimately shaped into two different ideologies that guide economic futures?

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10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)

- How will industrialization change the political map of the world?
- What nations will emerge as leaders, while others are taken over and exploited?
- What effect will imperialism have on Africa and Asia, and what will those places attempt to do about their European Imperialists?
- What problems still exist today as a result of imperialism?

Social Studies Practices: A (1.2.3.4.5.6) B (1.3.4.5) C (2.3.4.5.6) D (1.2.5.6) E (1.2.3)

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10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)

- How will rapid industrialization lead to the Great War
- What circumstances or factors contributed to this continental conflict?
- How does the end of WWI play into the coming decades?
- How will the world wide depression and the rise of totalitarian leaders in Europe ultimately lead to WWII?
- How does the government change in Russia affect future European relations?
- What horrors will humans unleash on other humans? (i.e. Holocaust)

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10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

- How will the world be shaped after the end of WWII?
- the two superpowers that emerge will engage the globe in a political, social, economic, military, and space race for 5 decades
- key events to cover in this unit; Yalta Conference, Potsdam Conference, the Iron Curtain, the Division of Germany, the Berlin Blockade/Airlift, The Truman Doctrine, the Marshall Plan, NATO, Korean Conflict, Warsaw, Space Race, Cuban Revolution, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Vietnam

Social Studies Practices: A (1.2.3.4.5.6.7) B (1.2.3.4.5) C(2.4.5.6) D (1.2.5.6) E(2.3.5.6)

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10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)

- How will the world change after 1945?
- Each change will have its own unique set of circumstances and outcomes.
- the independence movements in India and Indochina, led by Gandhi and Ho Chi Minh
- African colonies will begin gaining their independence; focus on Ghana, Algeria, Kenya.
- Israel will be created leading to the beginning of the Arab-Israeli conflict.
- China will become communist.

Social Studies Practices: A (1.2.3.4.5.6.7) B(1.2.3.4.5.6) C(2.4.5.6) D(1.2.3.5.6)

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10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context. (Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)

- modernization is seen as both a potential threat and an opportunity
- nations react to modernization in different ways depending on perspective and context
- Areas and Ideas to consider; Urbanization and industrialization in Latin America and Africa pitting tradition vs. modernization
- Turkey and Iran and their different reactions to westernization

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10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment. (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)

- from 1990 on the world has become a more interconnected arena, resulting in conflict, but also opportunities for cooperation, all of this has led to strains on the environment
- How have changes in technology, new diseases, organizations like OPEC and the WHO, played a role in the way nations interact and solve problems?
- In what ways have terrorism, along with cyber war, influenced the global community?

Social Studies Practices: A (1.2.3.4.5.6.7) B (7) C (5.6) D (1) F (4.5.6.7)

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10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)

- Since the end of WWII there have been numerous violations of human rights.
- What has the United Nations done to provide a set of guiding principles to protect threatened groups?
- Examine the Holocaust, the Rape of Nanjing are two along with the trials that resulted.
- Investigate more modern violations committed by Slobodan Milosevic, Augusto Pinochet, and Deng Xiaoping, and the nations of Cambodia, Rwanda, and Darfur.
- examine those who used alternative methods to end violence and oppression; Nelson Mandela, Mother Teresa, and Aung San Suu Kyi

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