

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard One: The students will relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</p>	<p>A. Can the students research the history of the world’s religions?</p> <p>B. Can the students recognize the similarities and differences in the Judeo-Christian and Greco-Roman view of law, reason and faith, and duties of the individual?</p>	<ul style="list-style-type: none"> • The students will do a collaborative presentation explaining the establishment of an Eastern or Western religion. • The students will produce a Venn diagram comparing Judeo-Christian and Greco-Roman views on law and the duties of the individual.
<p>*2. The students will trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny using selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>.</p>	<p>A. Can the students trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny using selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>?</p>	<ul style="list-style-type: none"> • The students will produce a Venn diagram comparing and contrasting Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i> to a modern day leader/philosopher.
<p>3. The students will consider the influence of the U.S. Constitution on political systems in the contemporary world.</p>	<p>A. Can the students cite examples of the influences of the United States Constitution on political systems in the contemporary world?</p>	<ul style="list-style-type: none"> • The students will write an analysis paper tracing the influence the United States Constitution and/or the Declaration of Independence had on a modern nation.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Two: The students will compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simòn Bolivar, Thomas Jefferson, James Madison).</p>	<p>A. Can the students identify the ideas of the Enlightenment Philosophers and their impact on the age of Revolutions?</p>	<ul style="list-style-type: none"> • The students will perform a news conference taking the identities of the Philosophers explaining their contribution to the Declaration of the Rights of Man.
<p>*2. The students will list the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>	<p>A. Can the students identify the democratic developments established since the Magna Carta?</p>	<ul style="list-style-type: none"> • The students will create a comparison chart showing the democratic principles, such as due process and individual rights, established in the Magna Carta and the English Bill of Rights.
<p>3. The students will understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p>	<p>A. Can the students identify the American Revolution and its spread throughout the Western world?</p>	<ul style="list-style-type: none"> • The students will perform a news conference describing and detailing the spread of American Revolution ideas throughout the Western world.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>*5. The students will 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.</p>	<p>A. Can the students explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire?</p> <p>A. Can the students explain how nationalism spread and was then repressed across Europe in the age of Napoleon?</p>	<ul style="list-style-type: none"> • The students will create a graphic depicting the ideology of the French Revolution and its different stages of government. • The students will create a cause and effect graphic depicting the progression of nationalism in Europe from Napoleon to the Revolution of 1848.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Three: The students will analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will analyze why England was the first country to industrialize.	A. Can the students identify why England was the first country to industrialize?	<ul style="list-style-type: none"> • The students will create a chart depicting the reasons why England was the first to industrialize.
2. The students will examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	A. Can the students explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural changes?	<ul style="list-style-type: none"> • The students will develop a graphic examining how scientific and technological changes effected cultural changes.
3. The students will describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	A. Can the students identify the effects of industrialization on the individual, the family, and society?	<ul style="list-style-type: none"> • The students will create a before and after industrialization chart depicting living conditions, workplace conditions, and economic conditions.
*4. The students will 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.	A. Can the students identify the reason for the development of labor unions for the worker?	<ul style="list-style-type: none"> • The students will write a rhetorical stance essay on the development of unions.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
5. The students will understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	A. Can the students explain the connections between natural resources, entrepreneurship, labor, and capital in an industrial economy?	<ul style="list-style-type: none"> • The students will design a flow chart showing the connections between natural resources, entrepreneurship, labor, and capital in an industrial economy.
*6. The students will analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	A. Can the students identify the many types of world economics?	<ul style="list-style-type: none"> • The students will design a class newspaper including social conditions, editorial pages, and political cartoons that reflect industrialization.
7. The students will describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	A. Can the students identify the emergence of Romanticism in art and literature and the move away from Classicism in Europe?	<ul style="list-style-type: none"> • The students will design a graphic comparing and contrasting Romanticism versus Classicism.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Four: The students will 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.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues, such as land, resources, and technology).</p>	<p>A. Can the students identify the reason why countries sought colonies in the late 18th century?</p>	<ul style="list-style-type: none"> • The students will write a summary explaining the causes and effects of imperialism in a world region.
<p>*2. The students will 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.</p>	<p>A. Can the students identify on a map where the mother European countries, the United States, and Japan sought colonies in the world?</p>	<ul style="list-style-type: none"> • The students will match colonies to European countries on a world map.
<p>*3. The students will 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.</p>	<p>A. Can the students explain imperialism from the perspective of the colonizers and the colonized and the varied responses by the people under colonial rule?</p>	<ul style="list-style-type: none"> • The students will create a Venn diagram comparing and contrasting the perspective of colonizers versus the colonized.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will 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.</p>	<p>A. Can the students cite examples of the independence struggles of one or more colonized regions of the world (for example, India) and explain the role of the leaders, ideology, and religion on the struggle for independence?</p>	<ul style="list-style-type: none"> • The students will orally present and explain the role of leaders, ideology, and religion of a particular independence movement.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Five: The students will analyze the causes and course of the First World War.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will 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.”</p> <p>2. The students will examine the principle theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p>	<p>A. Can the students identify the causes of World War I?</p> <p>B. Can the students identify the ethnic and ideological revelries that led to the assassination of Archduke Francis Ferdinand?</p> <p>C. Can the students identify the effect of war on individuals and society?</p> <p>D. Can the students explain how propoganda effected the war effort in the world?</p> <p>A. Can the students identify the principal theaters of battle in World War I?</p>	<ul style="list-style-type: none"> • The students will write a research paper, with documentation, explaining the primary causes of the war. • The students will create a personal diary from the World War I trenches after viewing the video, <u>All Quiet on the Western Front</u>. • The students will compare the European countries before the war and after the war on a world map. • The students will develop propoganda posters that reflect World War I propoganda techniques. • The students will identify on a world map the major battles and theaters of World War I.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
*3. The students will explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	A. Can the students explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war?	<ul style="list-style-type: none"> • The students will, on a poster, compare and contrast how the Russian Revolution and the United States entry into the war affected its outcome.
*4. The students will 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.	A. Can the students explain the nature of the war and its human costs (military and civilian) and the affect of colonial peoples contributions to the war effort?	<ul style="list-style-type: none"> • The students will write an essay explaining the human costs, both military and civilian, on all sides of the conflict.
5. The students will discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	A. Can the students identify the human rights violations of World War I, including the Ottoman government's actions against Armenian citizens?	<ul style="list-style-type: none"> • The students will perform a news report on the civil rights violations, including the Ottoman government's actions against Armenian citizens.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Six: The students will analyze the effects of the First World War.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will 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 the United State’s rejection of the League of Nations on world politics.</p>	<p>A. Can the students explain why the League of Nations failed?</p>	<ul style="list-style-type: none"> • The students will participate in a simulation that demonstrates why the League of Nations failed.
<p>2. The students will 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.</p>	<p>A. Can the students explain the effects of the war and resulting peace treaties on population movement, international economy, and the shift of geographic and political borders of Europe and the Middle East?</p>	<ul style="list-style-type: none"> • The students will create a graphic, showing the “Big Picture,” of the effects of World War I, including economy and geographic and political border shifts.
<p>3. The students will understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p>	<p>A. Can the students explain the disillusionment with prewar governments and values and how that void was filled by totalitarian governments?</p>	<ul style="list-style-type: none"> • The students will debate the pros and cons of prewar governments and totalitarian governments.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p>	<p>A. Can the students identify the influence of World War I on literature, art, and intellectual life in the West?</p>	<ul style="list-style-type: none">• The students will compare modern literature, art, and intellectual life with World War I literature and art and its influences on it.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Seven: The students will analyze the rise of totalitarian governments after World War I.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>2. The students will 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 (e.g., the Terror Famine in Ukraine).</p> <p>*3. The students will 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.</p>	<p>A. Can the students analyze the causes and consequences of the Russian Revolution?</p> <p>A. Can the students explain Stalin’s rise to power in the Soviet Union and his economic and political policies and violations of human rights?</p> <p>A. Can the students analyze the reasons for the rise of totalitarian leaders in the world during the early 1900s?</p>	<ul style="list-style-type: none"> • The students will create a graphic showing the causes and consequences of the Russian Revolution. • The students will write a analytic essay tracing Stalin’s rise to power and his economic and political policies and abuse of human rights. • Using a chart, the students will compare leaders, such as Stalin, Hitler, and Mussolini in their rise to power and the economic conditions that led to their rise to power.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Eight: The students will analyze the causes and consequences of World War II.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p>	<p>A. Can the students explain the reasons behind the Rome-Berlin-Tokyo Asia?</p>	<ul style="list-style-type: none"> • The students will develop a graphic organizer showing the similarities of official policy of expansionism shared by Japan, Italy, and Germany.
<p>*2. The students will 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.</p>	<p>A. Can the students cite examples of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II?</p>	<ul style="list-style-type: none"> • The students will produce a cause and effect chart with specific examples of appeasement and isolationism, and how that led to the outbreak of World War II and United States' involvement.
<p>*3. The students will identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principle theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p>	<p>A. Can the students identify important events in World War II?</p> <p>B. Can the students locate key countries and geographical features which impacted World War II?</p>	<ul style="list-style-type: none"> • The students will create a timeline for World War II, listing major turning points, key battles, strategic decisions, important conferences, and political resolutions. • On a map, the students will identify Allied and Axis powers and note key geographic features.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas Mac Arthur, Dwight Eisenhower).</p>	<p>A. Can the students identify the political and military leaders during World War II?</p>	<ul style="list-style-type: none"> • The students will create a Venn diagram identifying the political and military leaders of World War II and the countries they are associated with.
<p>*5. The students will analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p>	<p>A. Can the students identify Hitler’s goals regarding the Jewish population?</p> <p>B. Can the students explain the rise of modern anti-Semitism and the specific actions taken by the Nazis that led to the Holocaust?</p>	<ul style="list-style-type: none"> • The students will create a graphic identifying Hitler’s goals leading to the Final Solution. • The students will analyze a timeline concerning the events of the Holocaust and write an essay explaining the roots of anti-Semitism.
<p>6. The students will 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.</p>	<p>A. Can the students identify and explain the human costs of the war?</p>	<ul style="list-style-type: none"> • The students will interview a World War II veteran and share his/her story with the class.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Nine: The students will analyze the international developments in the post-World War II world.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will compare 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 recoveries of Germany and Japan.</p>	<p>A. Can the students explain the economic and military power shifts caused by World War II?</p>	<ul style="list-style-type: none"> • The students will develop a radio show news broadcast to describe the economic and military power shifts caused by World War II.
<p>*2. The students will 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.</p>	<p>A. Can the students identify the causes of the Cold War and the increased competition for influences on such places as Egypt, the Congo, Vietnam, and Chile?</p>	<ul style="list-style-type: none"> • The students will write an analytic essay on the causes of the Cold War.
<p>*3. The students will understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar 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 (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p>	<p>A. Can the students explain the rise of Soviet control over Eastern Europe, the Truman Doctrine, and the Marshall Plan on the United States and the world after World War II?</p>	<ul style="list-style-type: none"> • The students will show the effects of the Yalta Pact, the Truman Doctrine, and the Marshall Plan on post World War II Europe and the United States in a cause and effect chart. • The students will create a graphic showing the impact of Soviet control over Eastern Europe on post World War II Europe and the United States.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>	<p>A. Can the students explain the Chinese Civil War and the subsequent political and economic upheavals in China?</p>	<ul style="list-style-type: none"> • The students will do a collaborative presentation explaining the Chinese Civil War and the subsequent political and economic upheavals in China.
<p>5. The students will describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p>	<p>A. Can the students identify the uprisings in Poland, Hungary, and Czechoslovakia (post World War II) and their struggle for freedom from Soviet control?</p>	<ul style="list-style-type: none"> • The students will write a position paper that supports their belief whether the uprisings in Poland, Hungary, and Czechoslovakia were justified against the Soviet Union.
<p>*6. The students will understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p>	<p>A. Can the students understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment?</p>	<ul style="list-style-type: none"> • The students will create a Venn diagram showing the causes of nationalism in the Middle East and their effects, with emphasis on the establishment of the modern day state of Israel.

WORLD HISTORY AND THE MODERN WORLD

10-12

Social Science

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>	<p>A. Can the students analyze the reasons for the collapse of the Soviet Union?</p>	<ul style="list-style-type: none"> • The students will perform a news conference describing and detailing the collapse of the Soviet Union and the resistance to Soviet rule in satellite states.
<p>*8. The students will discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>	<p>A. Can the students identify the causes and effects of the Cold War after World War II?</p>	<ul style="list-style-type: none"> • The students will debate the merits of the post World War II alliances created by the East and the West.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Ten: The students will 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.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>2. The students will describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>*3. The students will discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p>A. Can the students understand the challenges in the regions and the international relationships in which they are involved?</p> <p>A. Can the students describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns?</p> <p>A. Can the students discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy?</p>	<ul style="list-style-type: none"> • The students will do a collaborative presentation explaining the challenges in the regions and the international relationships in which they are involved. • The students will create a graphic describing the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. • The students will write an analysis paper tracing the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

WORLD HISTORY AND THE MODERN WORLD

Social Science

10-12

Curriculum Standard Eleven: The students will analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand and analyze the differences in purpose and structure between various categories of informational materials (e.g., textbooks, primary sources, newspapers, magazines, speeches, etc.).</p>	<p>A. Can the students determine the purpose of informational material?</p> <p>B. Can the students recognize that different types of informational materials are organized in a variety of ways?</p>	<ul style="list-style-type: none"> • The students will write a research paper integrating secondary and primary sources.

