

Introduction to the Curricular Map

The curricular maps were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. [Click here](#) for additional information and support.

Common Core State Standards

The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. [Click here](#) for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

Reading Like a Historian

The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

Setting up for Success

In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

[Click here](#) for detailed information on the implementation of Setting up for Success in History/Social Science

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

Instructional Component 1

10.1 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 of law, reason and faith, and duties of the individual.	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Ethics • Genocide • Democracy • Reason • Faith • Tyranny 	<p><u>Reading Like a Historian Lessons</u></p>	<p><u>CCSS Writing Emphasis</u></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with will-chose, relevant, and sufficient details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship between among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and a style appropriate to the context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented.</p>
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 political systems in the contemporary world.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Political thought shapes government</i></p> <p>What is the purpose of government?</p> <p>How do governments promote or limit freedom?</p> <p>How are governments and ethical systems interdependent?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Does economic interaction lead to cultural change?</p>		<p>Do economic interests shape government?</p> <p>How do governments balance competing economic interests?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Why do people create laws?</p> <p>Why are laws necessary?</p> <p>Who do laws benefit?</p> <p>Can people be trusted to govern themselves?</p> <p>Why do laws change over time?</p>	

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10.2 Students 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.			
	<u>Concepts</u>	<u>Reading Like a Historian Lessons</u>	<u>CCSS Writing Emphasis</u>
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	<ul style="list-style-type: none"> • Equality • Natural rights • Revolution • Tyranny • Nationalism • Empire 	<p style="color: blue; font-weight: bold;">Reign of Terror</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with will-chose, relevant, and sufficient details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship between among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and a style appropriate to the context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented.</p>
2. 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).			
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. Explain 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 the Revolutions of 1848.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How do ideas drive historical change?</p> <p>Why do the same ideas have different effects in different places and times?</p> <p>Are revolutions contagious?</p> <p>What rights should all humans have?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Are the concepts of economic and political freedom linked?</p> <p>Does political independence ensure economic independence?</p>			<p>Does the success of democratic principles depend upon economic freedom?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What rights should all people have?</p> <p>Are individual rights essential for freedom?</p> <p>How do citizens, both individually and collectively, influence their government?</p> <p>How do ideas stimulate revolutionary action?</p> <p>What causes people to revolt?</p>

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10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.			
<p>1. Analyze why England was the first country to industrialize.</p> <p>2. 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).</p> <p>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p> <p>4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>7. 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.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Capitalism • Labor union • Pollution • Romanticism • Social Darwinism • Social reform • Socialism • Urbanization • Entrepreneurship • Communism • Utopianism • Classicism 	<p>Reading Like a Historian Lessons</p> <p style="color: blue; font-weight: bold;">Factory Life</p>	<p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with will-chose, relevant, and sufficient details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship between among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and a style appropriate to the context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How does the rise of industry change the meanings of freedom and equality?</p> <p>How does political thought respond to modernization?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Does economic change affect political thought?</p> <p>Does capitalism encourage innovation?</p>		<p>Is progress always a step in the right direction?</p> <p>Is there a relationship between political and economic power?</p> <p>What are the costs of progress?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How does necessity inspire innovation?</p> <p>How do people manage change?</p> <p>How do artists/writers shape or reflect their times?</p> <p>Will a people united never be defeated?</p>	

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10.4 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.			
	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
1. 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 search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	<ul style="list-style-type: none"> • Social Darwinism • Balance of power • Civil service • Cultural diffusion • Ethnocentrism • Non-violence • Resource distribution • Social Structure • Traditional • Imperialism • Colonization 	<p style="color: blue; font-weight: bold;">Battle of Adwa</p> <p style="color: blue; font-weight: bold;">Sepoy Rebellion</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with will-chose, relevant, and sufficient details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship between among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and a style appropriate to the context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented.</p>
2. 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.			
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.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Political thought shapes government</i></p> <p>How does political thought determine relations between different peoples?</p> <p>How does political thought justify the control of other peoples?</p> <p>How do human views of “the other” influence political ideologies?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>How do governments serve economic interests?</p> <p>How do economic interests affect relationships between nations?</p>		<p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Why do people try to control others?</p> <p>What does it mean to be “civilized”?</p> <p>Are dependent relationships reciprocal?</p> <p>How does inequality affect people’s identity?</p> <p>How do religious beliefs and visions inspire resistance?</p>	

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10.5 Students analyze the causes and course of the First World War.			
<p>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."</p> <p>2. Examine the principal 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>3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>4. 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.</p> <p>5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Balance of power • Alliances • Disarmament • Internationalism • Isolationism • Mass communication • Militarism • Propaganda • Genocide • Racism 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Battle of the Somme</p>	<p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with will-chose, relevant, and sufficient details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship between among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and a style appropriate to the context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows form and supports the information or explanation presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Political thought shapes government</i></p> <p>Does nationalism promote or prevent conflict? Must political freedoms be limited during times of conflict? How do political ideas inspire personal sacrifice? Do political alliances promote conflict or cooperation?</p> <p><i>Big Idea: Economic conflict and cooperation</i></p> <p>Does conflict or cooperation characterize the world economic</p>		<p>system?</p> <p>Does war inspire economic cooperation or conflict?</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How do you know if a cause is just? Is making war sometimes easier than making peace? Does technology expand or limit choice? When do the costs outweigh the benefits? Is it ever too late to quit fighting?</p>	

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Instructional Component 2

10.6 Students analyze the effects of the First World War.			
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 United States's rejection of the League of Nations on world politics.	Concepts <ul style="list-style-type: none"> • Disarmament • Total war • Totalitarian dictatorship 	Reading Like a Historian Lessons Ataturk and Women's Rights	CCSS Writing Emphasis 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
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 prewar 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 (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).			
Sample Essential Questions <i>Big Idea: Political thought shapes government</i> Do powerful nations have a responsibility to ensure global stability? How do maps shape the world? How should victors treat the vanquished? What are the hidden costs of victory? <i>Big Idea: Economic conflict and cooperation</i> What role does economics play in peace? Can money buy peace? Do countries benefit more economically from peace or war?		<i>Big Idea: Individuals and groups as change agents</i> Should revenge play a role in peace-making? What conditions are necessary for enduring peace? What's the difference between a truce and a peace? Who are the victims of war? How do people overcome loss?	

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10.7 Students analyze the rise of totalitarian governments after the First World War.			
<p>1. 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. 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. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Authoritarianism • Command economy / centralization • Collectivism • Communism • Dictatorship • Genocide • Ideology • Indoctrination • Police state • Racism • Anti-Semitism 	<p>Reading Like a Historian Lessons</p> <p style="color: blue; font-weight: bold;">Nazi Propaganda</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><u>Big Idea: Political thought shapes government</u></p> <p>Why do people exchange freedom for security?</p> <p>Under what circumstances do governments dehumanize the “other”?</p> <p>How do political philosophies promote the creation of new identities?</p> <p>What is the political power of hope?</p> <p><u>Big Idea: Economic conflict and cooperation</u></p> <p>How do times of economic instability affect political outcomes?</p> <p>Do drastic times require drastic measures?</p> <p>How much control should governments have over the economy?</p> <p>Is nationalism good for business?</p>		<p><u>Big Idea: Individuals and groups as change agents</u></p> <p>When do people decide to resist, obey, or compromise?</p> <p>Can one person make a difference?</p> <p>Does a leader have a duty to his or her people?</p> <p>When is power legitimate?</p> <p>What makes power corrupt?</p> <p>Does absolute power corrupt absolutely?</p>	

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10.8 Students analyze the causes and consequences of World War II.			
<p>1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.</p> <p>2. 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>4. 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 MacArthur, Dwight Eisenhower).</p> <p>4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</p> <p>5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.</p> <p>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.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Racism • Aggression • Anti-Semitism • Appeasement • Expropriation • Occupation • Partition • Non-intervention/ isolationism • Diplomacy 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Invasion of Nanking</p> <p style="color: blue;">Appeasement</p> <p style="color: blue;">Nazi Propaganda</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><u>Big Idea: Political thought shapes government</u></p> <p>What makes an effective leader?</p> <p>Should nations protect the human rights of people in other countries?</p> <p>How should nations respond to aggression?</p> <p>What is a war criminal?</p> <p><u>Big Idea: Economic conflict and cooperation</u></p> <p>How does economic strife give rise to conflict?</p> <p>Are all wars fought over economic interests?</p> <p>How effective are economic weapons?</p>		<p><u>Big Idea: Individuals and groups as change agents</u></p> <p>Who is responsible for enforcing the rules of war?</p> <p>What is a war criminal?</p> <p>Is war ever justified?</p> <p>What are the qualities of an effective leader?</p>	

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10.9 Students analyze the international developments in the post-World War II world.			
	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
1. 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.	<ul style="list-style-type: none"> • Partition • Reconstruction • Cold War • Hegemony • Geopolitics • Intolerance • Nuclear proliferation • Class conflict • Xenophobia 	<p>China's Cultural Revolution</p> <p>Castro and the United States</p> <p>Korean War</p> <p>Cold War</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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 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.			
4. 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).			
5. 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.			
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, and 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 growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.			
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.			

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Sample Essential Questions

Big Idea: Political thought shapes government

How does a nation's involvement in international conflicts affect its identity?

Can ideas be contained?

Should past injustices be redressed? If so, how?

How can the weak overcome the strong?

On what basis do nations establish alliances?

Big Idea: Economic conflict and cooperation

How does a country's economy affect its stability?

Do you have to spend money to make money?

Does economic investment encourage cooperation or competition?

Do treaties, alliances, and other political structures promote economic growth?

Big Idea: Individuals and groups as change agents

What is the best way to unify people?

Why do people divide the world into "us" and "them"?

Can peace be achieved through strength?

Why do nations fail?

How can people resist governments they consider to be unjust?

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10.10 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, and China.			
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	<ul style="list-style-type: none"> • Apartheid • Autonomy • Developing world/third world • Ethnocentrism • Intolerance • Segregation • Xenophobia 	<p style="color: blue; margin: 0;">India Partition</p> <p style="color: blue; margin: 0;">Assassination of Patrice Lumumba</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.			
<p>Sample Essential Questions</p> <p><u><i>Big Idea: Political thought shapes government</i></u></p> <p>What does it mean to be independent? How do nations gain respect? What distinguishes a terrorist from a freedom fighter?</p> <p><u><i>Big Idea: Economic conflict and cooperation</i></u></p> <p>Why are so many resource-rich countries so poor? Is nationalism good for business? Does political independence ensure economic independence? Who benefits most from capitalism? What is economic freedom?</p>		<p><u><i>Big Idea: Individuals and groups as change agents</i></u></p> <p>What is the best way to unify people? What challenges do newly independent nations face? How do newly independent nations meet the challenges they face?</p>	

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

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).			
	<p>Concepts</p> <ul style="list-style-type: none"> • Environmental pollution • Global infrastructure • International commerce • Market economy 	<p>Reading Like a Historian Lessons</p>	<p>CCSS Writing Emphasis</p> <ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>Sample Essential Questions</p> <p><u>Big Idea: Political thought shapes government</u> To what extent is the spread of political ideologies driven by other interests?</p> <p><u>Big Idea: Economic conflict and cooperation</u> What are the costs of free trade?</p>		<p><u>Big Idea: Individuals and groups as change agents</u> How can people balance tradition and modernity? What are the costs and benefits of globalization? Does technology bring countries closer together or drive them apart?</p>	