



BROWNELL TALBOT

World History: Modern Prioritized Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Modern World History for grade 10 is the second part of the freshman course that began with pre-history and establishment of early river-valley civilizations. This class will begin with quick review of the cultural and scientific advancements of the Renaissance and continue on to the social and cultural reform of the Protestant Reformation. The class will also look at the social changes that accompanied the Age of Enlightenment and how those changes brought new ways of thinking both socially and politically. The students will look at the how these European movements would become global forces through the Age of Exploration and Colonization of the New World by Spain, Portugal, Britain, and France. This course will continue by analyzing how political systems worldwide evolved from the centralized structure of feudalism and monarch led governments to citizen centered governments like those of the U.S. and France after the Age of Revolution in the 18th and 19th centuries. Finally, grade 10 World History will conclude by synthesizing all of the previous information about we have learned about the world's societies, cultures, and economies and applying them to our understanding of how those entities evolved into the societies and nation states that have shaped the economic and political dynamics of the world since the beginning of the 20th century. Links for AP U.S. and World History course standards are located at the bottom of this document.

CULTURE

- Understand “culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Understand concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance
- (All these concepts are taught from different angles/ views and at different depths from one year and course to another).
- Understand that culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns
- Understand how culture develops and changes in ways that allow human societies to address their needs and concerns
- Understand how people from different cultures develop diverse cultural perspectives and frames of reference (cont... emphasis on cultural diffusion throughout both the age of exploration and continuing throughout, age of immigration and two world wars.)
- Understand that behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding
- Understand that awareness and knowledge of other cultures is important in a connected society and an interdependent world
- Understand that the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges
- Give examples of the value of cultural unity and cultural diversity, within and across groups (the importance of contact among peoples through exploration, war, and/or immigration)
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Construct reasoned judgments about specific cultural responses to persistent human issues
- Analyze historic and current issues to determine the role that culture has played (Through synthesis of events past and present, we can understand how culture has led to an evolution of similar events were handled at different times throughout history. Dropping the atom bomb on Hiroshima and the atomic bomb conflict with N. Korea)

TIME, CONTINUITY, & CHANGE

- Understand different interpretations of the history of societies, cultures, and humankind
- Understand concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives
- Understand that knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian
- Understand different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g., the history of democratic principles and institutions, the development of political and economic philosophies; the rise of modern nation-states, and the establishment and breakdown of colonial systems (The social and cultural principles of the Renaissance/Reformation and the Enlightenment and how they led to colonization of the New World and set the foundation for the Age of Revolution and establishments of today's nation states)
- Understand the impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion
- Understand different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
- Understand the contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history (How the ideas of the Renaissance and the Enlightenment pushed man out of the middle-ages and into the age of exploration)
- Understand the importance of knowledge of the past to an understanding of the present and to informed decision-making about the future (Synthesis of ideas/concepts from one era to another. Ex: Failure of League of Nations leading to creation of U.N.)
- Research and analyze past periods, events, and recurring issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence
- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments
- Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it
- Compare historiographical interpretations of a period or event by explaining differences among historians in their purpose, perspective, and use of evidence

PEOPLE, PLACES, & ENVIRONMENTS

- Understand concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment (how people settled parts of Europe and how that settlement (ex. England) influenced how they used the land how that exploitation would eventually force exploration and expansion to the New World).
- Understand the cultural diffusion of customs and ideas (Age of exploration and colonialism, 15th and 15th centuries).
- Understand factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs
- Understand the use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time
- Ask and find answers to geographic questions related to regions, nations, and the world in the past and present
- (How did the lack of resources/available land in Europe by the 16th century lead to a boom in colonialism and industrialization in the New World through the 18th and 19th centuries)
- Analyze different interpretations of the causes and effects of migrations of people in various times and places on the globe
- Evaluate the consequences of human actions in environmental terms

INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand that complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity

INDIVIDUALS, GROUPS, & INSTITUTIONS

- Understand this theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions (the social dynamics of groups leading various revolutions in the 18th and 19th centuries as well as the rise of communism and fascism in the early 20th century)
- Understand concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender
- Understand the influence of individuals, groups, and institutions on people and events in historical and contemporary settings
- Understand how the various forms of groups and institutions change over time (The evolution of the Catholic Church from its inception through the Reformation)
- Understand the impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems
- Understand how the beliefs of dominant groups tend to become norms in a society
- Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time
- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings
- Analyze instances of tensions between individual expression and group conformity
- Understand examples of tensions between belief systems and governmental actions and policies
- Examine the belief systems of specific contemporary and historical movements that have caused them to advocate public policies
- Understand the role of institutions in furthering both continuity and change (The role of the Catholic Church in fostering exploration but also providing the social/cultural foundation for much of Europe)

POWER, AUTHORITY, & GOVERNANCE

- Understand fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity)
- Understand the ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States (Understanding the social and cultural reasons why certain nations/peoples adopted less democratic forms of government ex. Russia and China and how they compare to those forces that allowed for the creation of people centered governments like France or Britain)
- Understand mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society (the principles of the reformation and enlightenment contributed to the democratic framework of the governments of the western nations or the communist/authoritarian governments of eastern Europe and parts of Asia).
- Understand ideas, theories, and modes of inquiry drawn from political science
- Ask and find answers to questions about power, authority, and governance in the region, nation, and world
- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity (from the religious conflicts like the Reformation and the Inquisition to the coming together of Europe under the EU)
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations
- Evaluate the role of technology in communications, transportation, information processing, weapons development, and other areas as contributes to conflict and cooperation among groups and nations. (The technological diffusion starting with the Silk Road/Renaissance combining with the wealth of discovered resources in the New World led to both 19th century industrial revolutions in the west).
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad (Establishments of Constitutions at home and colonization/imperialism abroad)
- Apply modes of inquiry used in political science to research issues concerning power, authority, and governance. (the evolution of modern governments from feudal systems to more democratic, people centered systems. How those system gradually evolved from monarchies to governments with legislative bodies and executive branches)

PRODUCTION, DISTRIBUTION, & CONSUMPTION

- Understand scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict (Scarce resources led to the Age of Exploration and colonization of the Americas, Africa, and parts of Asia)
- Compare various ways in which countries improve the output of goods and services and increase the level of income earned from producing goods and services

SCIENCE, TECHNOLOGY, & SOCIETY

- Understand science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks
- Understand science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present (The Renaissance and the Enlightenment opened up the world and its peoples to exploration and unfortunately exploitation)
- Understand consequences of science and technology for individuals and societies (The Renaissance and the Enlightenment opened up the world and its peoples to exploration and unfortunately exploitation)
- Understand decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints
- Understand the importance of the cultural contexts in which media are created and received
- Understand science, technology, and their consequences are unevenly available across the globe (The advances of the industrial revolutions of the 19th century came as a result of exploiting 3rd world nations)
- Understand science and technology have contributed to making the world increasingly interdependent (The age of Exploration ushered in an age of interdependence through Mercantilism)
- Ask and find answers to questions about the impact of science and technology in the past and present, and in different places and societies
- Use diverse types of media technology to access, analyze, evaluate, create, and distribute messages
- Select, organize, analyze, and evaluate information, and communicate findings regarding the impact of science or technology on a society today or in the past
- Identify and analyze reactions to science and technology from the past or present, and predict ongoing effects in economic, geographical, social, political, and cultural areas of life

GLOBAL CONNECTIONS

- Understand global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals (beginning with the age of exploration and continuing throughout the industrial revolution and 20th century. How technology (ships, telegraph, telephone, television, internet) has created a political, economic, and cultural community).
- Understand the solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws) (League of Nations, U.N., NATO)
- Understand conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface
- Understand the causes and consequences of various types of global connections
- Understand technological advances can both improve and detract from the quality of life (The Industrial Revolution in Europe)
- Understand individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues (Formation of the League of Nations after WWI and the U.N. after WW2)
- Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past (synthesis of global connections from the age of exploration to today. Compare/contrast the forms of global trade and communication past to present (telegraph to internet) and how those systems have created understanding but also contributed to global conflict.)
- Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding (The forced cultural assimilation of native peoples at the hand of Europeans ex. Britain in India)
- Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- Analyze and evaluate the effects of changing technologies on the global community (The impact of technology on opening the New World to exploration and trade. Continuing with the industrial revolutions of the 19th century, and the post-WWII technological boom and how they both helped and hurt the developed ex. U.S. and underdeveloped ex. Mexico nations of the world)

- Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions
- Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights (Age of Exploration led to Imperialism which resulted in the exploitation of people and resources ex. Spain in the New World)
- Describe and evaluate the role of international and multinational organizations in the global arena (League of Nations and the U.N.)
- Illustrate how individual behaviors and decisions connect with global systems
- Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights (Holocaust, Rwanda)
- Identify the roles of international and multinational organizations

CIVIC IDEALS & PRACTICES

- Understand the theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice
- Understand concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law
- Understand the origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals (The origins of democratic ideals from Enlightenment thinkers like Locke and Rousseau)
- Understand the importance of becoming informed as the basis for thoughtful and positive contributions through civic action
- Compare and contrast the roles of citizen in various forms of government past and present (Beginning with Feudalism, through the Magna Carta, to the evolution of the parliamentary systems of Europe)
- Identify examples of civic ideals and practices throughout history and in a variety of cultural settings (transitioning from governments that were centered upon monarchs (Luis XVI of France) to governments of and by the people (the French Republic).
- Research primary and secondary sources to make decisions and propose solutions to selected civic issues in the past and present
- Identify assumptions, misconceptions, and biases in sources, evidence, and arguments used in presenting issues and positions
- Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position