

Grade Ten – World History Middle Ages to the Present

World history is the focus of the tenth grade course. The standards cover historical and geographical content from the Middle Ages to the present. The course includes the historical development of people, places, and environments. Students interpret patterns of behavior that contribute to cultural understanding. Students compare civilizations and evaluate their contributions to societies and their impact on Western civilization. The study of origins, traditions, customs, and beliefs is essential to the standards. The events of the nineteenth and twentieth centuries are emphasized in the modern world history course. Chronological events and geographic influences on history are explored. Students use maps, texts, charts, other resources, and technology to construct data and interpret information.

Skills:

- Interpret climate, topographic, and demographic maps
- Analyze information from charts, graphs, diagrams, graphic organizers
- Interpret data and create and design graphic displays (charts, graphs, diagrams, graphic organizers) using technology
- Infer information from captions, cartoons, photographs, newspapers, and advertisements
- Evaluate the appropriateness of resource materials (biographies, journals, letters)
- Use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing
- Research and analyze information using text based databases and communication networks
- Create PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Identify new social and political philosophies across history that have expanded the concept of democratic government.
- b. Discuss citizenship in tolerant societies.
- c. Trace the development of individual freedoms in history.
- d. Demonstrate how periods of history set the standards for citizenship in a democratic society
- e. Assume the responsibilities of a global citizen.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Explain and give examples of how international trade has served as a conduit for cultural exchange.
- b. Compare the accomplishments of the European Renaissance with similar movements in other cultures.
- c. Determine and give examples of how the strife between science and religion has been defined differently in various cultures.
- d. Relate the effects that industrial development has had on world cultures.
- e. Analyze how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Explain the historical development of forms of governments.
- b. Describe how the perception of time affects culture and society.
- c. Trace the evolution and evaluate the historical significance of oppressed groups and minorities.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Compare urban and rural physical structures and use of space in a given historical period.
- b. Evaluate the effect of geography on the creation of a nation state.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Articulate how personal beliefs are reflected in attitudes toward government.
- b. Examine personal beliefs about discrimination.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Describe changes in belief systems over time (e.g., development, reform, reaction).
- b. Examine the role of social institutions on the rise of nation states (e.g., middle class, church, university).
- c. Examine the change in status of social classes.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Identify governmental programs implemented to reverse economic decline.
- b. Describe economic instruments (e.g., bank notes, letters of credit, stocks, bonds) and institutions to promote trade.
- c. Explain the causes and effects of a world financial crisis.
- d. Summarize the advantages and disadvantages of various economic philosophies.

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Trace the impact of revolutions on governments.
- b. Discuss the impact of the Industrial Revolution on governments.
- c. Appraise the effects of social and economic philosophies on governments during a given historical period.
- d. Identify methods governments use to control citizens (e.g., authoritarian, totalitarian, divine right, written laws, taboos).
- e. Outline the evolution of power and influence of world organizations (e.g., NATO, UN, OPEC, ANZUS, Warsaw Pact)

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Analyze how core values, beliefs, and attitudes of society shape scientific and technological change.
- b. Show the relationship between stable government and technological and scientific advances.
- c. Explain the effects of scientific and technological discoveries for a specific historical period.
- d. Compare the changes occurring in standards of living for various social classes.

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how oppression and displacement affect the community of nations.
- b. Assess the impact of the global market on cultures.