

Content Standards and Curriculum: Grade 10

Curriculum Modules*

<p>Why do people Create Maps?</p> <ul style="list-style-type: none"> • Describing Place • Understanding Change • Understanding Forensic science • Illustrating Physical & Cultural Characteristics • Planning • Tracing Movement
<p>What is Democracy, After All?</p> <ul style="list-style-type: none"> • Athenian Democracy • Rise of Parliament • The Enlightenment • French Revolution • Rome • Bill of Rights • Simon Bolivar • South Africa
<p>Urbanization, Industrialism and Imperialism</p>
<p>Nationalism</p> <ul style="list-style-type: none"> • Identities: Personal, Group, National • Origins of Nationalism: State, Nation, Nation-State • Nationalism in the modern world
<p>World War I: The cost of war, the price of peace</p> <ul style="list-style-type: none"> • Boundaries • Reparations • Propaganda • Treaty Negotiations • Minorities & Non-western Nations • Renegotiations of the Treaty of Versailles • Colonial Possessions • Causalities • Technology
<p>World War II: Man's Inhumanity to Man</p> <ul style="list-style-type: none"> • Totalitarianism • The Holocaust • Attacks on Civilians • Israeli-Palestinian conflict • The Atom Bomb • The internment • Kosovo
<p>Cold War</p> <ul style="list-style-type: none"> • McCarthyism • Cuban missile Crisis • Bay of pigs Invasion • Nuclear proliferation • Berlin Divided • Sputnik • Berlin Airlift
<p>Are There Universal Human Rights?</p> <ul style="list-style-type: none"> • Culture • Children • Indigenous people • Gender • Environment

Grade 10 world History Content Standards

Historical and social Sciences Analysis Skills

- Chronological & Spatial thinking: 1,2,3
- Historical Research, Evidence, point of view: 2,4
- Historical Interpretation: 5

10.1 Students relate to moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to development of western political thoughts.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and Individual liberty.

10.3 Students analyze the effect of the Industrial Revolution in England, France, Germany, Japan, and the United States

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.

10.5 Students analyze the cause and course of the First world war.

10.6 Students Analyze the effect the First World War.

10.7 Students analyze the rise of totalitarian government after World War I.

10.8 Students Analyze the cause and consequences of the Second World War.

10.9 Students analyze the international developments in the post-World War II world.

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, or China

10.11 students analyze the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers).

*Curriculum Modules: A module consist of primarily of: (1) teaching a curriculum unit (approx 2 weeks), (2) Observation and feedback coaching in the project teacher's classroom be an instructional specialist