

Orange Unified School District
WORLD HISTORY HONORS
Year Course

GRADE LEVEL: 10

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Within the World History course, multiple geographical factors, historical and cultural backgrounds will be studied to explain the importance of emerging leadership and the challenges they face in the world of today.

The course will include Latin America, the Middle East, the Indian Sub-Continent, China, Africa, Southeast Asia, Japan, and the former republics of the Soviet Union.

The Modern World History program requires that the student be highly proficient in reading, writing, and oral communication skills. The course is approached through lecture, independent study, group work, and student presentations. Students must read, write, discuss, and critically analyze and evaluate historical data at a pace and conceptual level that surpasses non-Honors sections of the same course.

The differentiated Honors curriculum embodies three major categories: content (subject matter), process (skill development), and product (outcome). In the area of content, the curriculum should be broad in scope, organized around major issues or themes, aimed at developing higher levels of abstract thinking, allowing for integration of multiple disciplines, and with latitude for student selection of activities. In the area of process, the curriculum reinforces basic skills, then moves to more complex research skills, and on to critical thinking and evaluation strategies. In the area of product, students learn to communicate in a variety of forms and to critique their own thinking, as well as that of their peers.

COURSE OBJECTIVE:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Demonstrate the ability to read and interpret maps, graphs, and charts relating to world cultures and geography. (Analysis Skills)

Trace the development of Judeo-Christian and Greco-Roman thought. (Standard 10.1)

Analyze the pattern of global change in the era of New Imperialism in Africa, Asia, Latin

America, Indian Sub-Continent, and the Middle East. (Standard 10.4)

Understand the causes and consequences of World War I in developing world countries. (Standard 10.8)

Analyze the international developments in the post World War II world. (Standard 10.9)

Analyze nationalism in the contemporary world: Africa, Asia, Middle East, Latin America, and the Indian Sub-Continent. (Standard 10.10)

Understand the challenges of economic progress in the developing world. (Standard 10.11)

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

I.	Physical Geography and Map Skills	2
	A. Names of continents and oceans	
	B. Define geographical terms	
II.	Africa	5
	A. Geography	
	1. Learn distinctive geographical features	
	2. Distinguish how climates and geographical characteristics have affected human activities	
	3. Examine how natural and man-made changes affect the environment quality of Africa	
	B. Culture	
	1. Explore tribalism and impact	
	2. Analyze impact of European Imperialism on African cultures	
	C. History and Politics	
	1. Examine exploration and colonization of Africa	
	2. Describe recent history of region, including political divisions, key leaders, religious issues and population patterns	
	3. Understand trends that are leading to individual freedom and democracy	
	4. Identify recent areas of conflict	
	D. Economics	
	1. Identify economic resources of Africa	
	2. Describe common economic problems in Africa	
	3. Compare and contrast African economics before and after colonization	

WEEKS

III. Middle East

6

A. Geography

1. Identify the countries and capitals, and physical features of the Middle East
2. Compare and contrast geographical features of the Middle East and the effects on the people

B. Culture

1. Describe the key features and background of the major religions
2. Describe the food, clothing, and languages of the region

C. History and Politics

1. Identify the early Middle Eastern civilizations
2. Create a timeline from ancient to modern civilizations
3. Analyze causes and effects of the Arab/Israeli conflict

D. Economics

1. Identify key natural resources of the area
2. Analyze the impact of Middle Eastern oil resources on the world economy

IV. Latin America

5

A. Geography

1. Understand how the geography and climate of Latin American, with the Andes mountains, Amazon rain forests, and deserts, contribute to the diversity of its people and ways of life
2. Identify place names of the main geographical features

B. Culture

1. Understand the role of church in Latin American society
2. Recognize the achievements of Indians, Africans, and Portuguese to Latin American culture

C. History and Politics

1. Understand the pre-Columbian peoples of Latin America
2. Analyze western impact on Latin America
3. Recognize major events of the past and present Latin American independence movements

D. Economics

1. Study the underlying causes of poverty in Latin America
2. Examine relationship of geography and economics
3. Relate history of U.S. investment to the modern economic scene

SECOND SEMESTER

WEEKS

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|-----|---|---|
| I. | Southeast Asia | 4 |
| A. | Geography | |
| | 1. Learn distinguishing geographical features | |
| | 2. Learn tropical climate characteristics | |
| | 3. Analyze the effects of water systems and climate zones on the lifestyles of the people | |
| B. | Culture | |
| | 1. Examine religious influences on Southeast Asia | |
| | 2. Examine outside influences on Southeast Asia | |
| C. | History and Politics | |
| | 1. Identify early river civilizations of Southeast Asia | |
| | 2. Demonstrate the outside influence on the history of Southeast Asia | |
| | 3. Analyze the causes and effects of the Vietnam War | |
| | 4. Analyze genocide in Cambodia | |
| D. | Economy | |
| | 1. Compare agricultural and industrial economies | |
| | 2. Analyze Southeast Asia's efforts to industrialize | |
| II. | China/Japan/Korea | 4 |
| A. | Geography | |
| | 1. Identify major geographical features | |
| | 2. Examine the influence of geography on civilization | |
| | 3. Know how typhoons, tsunamis, and earthquakes have affected Japanese culture | |
| B. | Culture | |
| | 1. Learn effect of religion on daily life | |
| | 2. Describe social structure and impact of family on traditional life | |
| | 3. Describe how modernization has affected traditional values | |
| C. | History and Politics | |
| | 1. Analyze effects of Industrial Revolution on Asian Society | |
| | 2. Understand the effect of 20 th century conflict (WWI, WWII) and the spread of communism on Asian life | |
| | 3. Analyze trends that serve the cause of individual freedom and democracy | |
| | 4. Study the evolution on governmental systems in Asia | |
| D. | Economics | |
| | 1. The effects of natural features, resources, and population on the economy | |

WEEKS

2. Analyze the impact of globalization
- III. India 4
- A. Geography
 1. Identify and describe major geographical features
 2. Describe the effects of geography on the people
 3. Understand the effects of natural disaster on the people of India
 - B. Culture
 1. Describe key cultural characteristics of India
 2. Describe the development of the Caste system
 3. Describe the cultural conflict between the ruling British and colonial India
 - C. History and Politics
 1. Explain imperialism from the perspective of the colonizers and the colonized and the responses by the people under colonial rule
 2. Describe past and present forms of government
 3. Identify early Indian civilizations
 4. Analyze the historical effects of colonialism, imperialism, and nationalism
 - D. Economy
 1. Describe the industrial economies and their link To imperialism and colonialism
 2. Identify key agricultural products and manufactured goods
 3. Examine British colonial expansion fueled by a demand for India's natural resources
- IV. Russia and the Independent States 4
- A. Geography
 1. Identify the area's major geographic regions and features
 2. Describe how Russia's geography influenced the area's early development
 - B. Culture
 1. Describe the cultural diversity of Russia
 2. Examine the struggle between Communism and Orthodoxy
 - C. Politics and History
 1. Display general knowledge of Russian political history from Tsarist rule to today
 2. Analyze the influence of the communist party on the
 - 3.

WEEKS

- current political structure
4. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy
 5. Analyze the reasons for the collapse of the Soviet Union
 6. Analyze the causes of the Cold War

V. Contemporary Issues

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EXTENSIONS IN PROCESS AND PRODUCT FOR HONORS STUDENTS:

Process (Skill Development)

- I. Strategies to Implement Process (Skill Development)
 - A. Interview an individual from the area under study
 - B. Summarize the arguments for and against topics of polarized opinion in the area of study
 - C. Debate controversial topics in the area of study
 - D. Identify and define vocabulary words specific to the area of study
 - E. Report orally on research findings
 - F. Prepare graphic, visual, and audio aids to enhance oral presentations
 - G. Create a video program depicting an historical topic of student interest
 - H. Compile a bibliography of sources pertinent to a topic chosen by the student
 - I. Formulate test questions based on readings, research, and oral reports
 - J. Estimate future trends in vital statistics in the area of study
 - K. Write a letter to the editor of a local newspaper, or student newspaper, concerning a topic of study
 - L. Role playing to develop insights and perspectives
 - M. Use documents and other primary data, developing the skills necessary to analyze point of view, context, bias, and to understand and interpret information
 - N. Prepare a photographic essay
 - O. Write a letter to a foreign person or agency regarding a political issue

Products (Outcomes)

- I. List of Potential Products or Outcomes
 - A. Completion and examination of cultural, material, and geographical terminology
 - B. Interview report
 - C. Map, murals, collages, or tables
 - D. Videotape presentation of assigned/chosen project
 - E. Display of cultural artifacts of an area
 - F. Illustrations by area of study
 - G. Timeline by area, personality, or event

- H. Photographs used in photographic essay
- I. Research papers
- J. Written bibliography
- K. Test questions compiled by region
- L. Published or unpublished letters to editors, or letters to foreign agencies or persons

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Addendum
THE CALIFORNIA CONTENT STANDARDS

E=European History Course
W=World History Course

WORLD HISTORY, CULTURE, and GEOGRAPHY: THE MODERN WORLD

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

- 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.
- (W) (1) Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual
 - (W) (2) Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*
 - (E) (3) Consider the influence of the U.S. Constitution on political systems in the contemporary world

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.

- (E/W) (1) Compare the major ideas of philosophers and their effects on the democratic revolutions in England (E), the United States (E), France (E), and Latin America (W) (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison)
- (E) (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)
- (E) (3) Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations
- (E) (4) Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire
- (E) (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

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan (W), and the United States.

- (E) (1) Analyze why England was the first country to industrialize
- (E) (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)
- (E) (3) Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution
- (E) (4) 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
- (E) (5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy
- (E) (6) Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism
- (E) (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

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.

- (W) (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 the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)
- (W) (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
 - (W) (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
 - (W) (4) 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

10.5 Students analyze the causes and course of the First World War.

- (E) (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 the civilian population in support of “total war”
- (E) (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)
- (E/W) (3) Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war
- (E) (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
- (E/W) (5) Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens

10.6 Students analyze the effects of the First World War.

- (E) (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 the United States’s rejection of the League of Nations on world politics
- (E/W) (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
- (E) (3) Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians
- (E) (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)

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

- (E/W) (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)
- (E/W) (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)
- (E/W) (3) 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

10.8 Students analyze the causes and consequences of World War II.

- (E/W) (1) 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
- (E) (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
- (E) (3) Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors
- (E/W) (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)
- (E/W) (5) 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
- (E/W) (6) 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

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

- (E/W) (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
- (W) (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
- (W) (3) 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
- (W) (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)

- (W) (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
- (W) (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
- (W) (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
- (W) (8) 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

10.10 Students 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.

- (W) (1) Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved
- (W) (2) Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns
- (W) (3) Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy

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

