

The State Education Department

The University of the State of New York

# **New York State Grades 9-12 Social Studies Framework**

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## Social Studies Practices Grades 9-12

### A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

### B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

### C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

### D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.

3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

**E. Economics and Economics Systems**

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

# Grades 9 and 10

## Common Core

### Reading Standards for Literacy in History/Social Studies

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of the same or similar topics, including which details they include and emphasize in their respective accounts.

#### Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

### Text Types and Purposes

1. Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - 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.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. (See note<sup>\*</sup>: not applicable as a separate requirement)

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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<sup>\*</sup>Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening Standards**

### **Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
  - e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Global History and Geography**

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present.

## Grade 9: Unifying Themes Aligned to Key Ideas

		<b>Key Ideas</b>	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	9.10
	<b>Themes</b>											
1	Individual Development and Cultural Identity (ID)			•			•					
2	Development, Movement, and Interaction of Cultures (MOV)				•		•		•	•	•	•
3	Time, Continuity, and Change (TCC)		•		•			•			•	•
4	Geography, Humans, and the Environment (GEO)		•		•	•		•	•	•		•
5	Development and Transformation of Social Structures (SOC)			•					•			•
6	Power, Authority, and Governance (GOV)				•		•	•	•	•	•	•
7	Civic Ideals and Practices (CIV)											•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•			•		•				•
9	Science, Technology, and Innovation (TECH)		•			•	•				•	•
10	Global Connections and Exchange (EXCH)					•		•		•	•	•

## Grade 9: Global History and Geography I

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Other Key Ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

### **The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.**

**9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.**

**(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)**

9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.

- Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.

- Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

**9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.**

**(Standards: 2, 3; Themes: ID, SOC)**

9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

- Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

9.2b Belief systems were often used to unify groups of people, and affected social order and gender roles.

- Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.

### **Classical Societies, 600 B.C.E. – ca. 900 C.E.**

**9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)**

9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.

- Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region.
- Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.

9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.

- Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.

9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.

- Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.

9.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.

- Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

## **An Age of Expanding Connections, ca. 500 – ca. 1500**

**9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)**

9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.

- Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.

9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.

- Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.

9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion.

- Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.
- Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.
- Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.

9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.

- Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

**9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)**

9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.

- Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages.
- Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.

9.5b Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions.

- Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced.
- Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.

9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion.

- Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.
- Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).
- Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.

**9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.**

**(Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)**

9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.

- Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.
- Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.
- Students will examine the development of Sikhism in South Asia during this time period.

9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.

- Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.
- Students will evaluate the effects of the Black Death on these regions.

### **Global Interactions, ca. 1400 – 1750**

**9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.**

**(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)**

9.7a Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere.

- Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.
- Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.

9.7b The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations.

- Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.

9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.

- Students will examine Ming interactions with European traders and Christian missionaries.
- Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

**9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.**

**(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)**

9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.

- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.
- Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.
- Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

- Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.
- Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.

9.8c Complex societies and civilizations made unique cultural achievements and contributions.



- Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

**9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.**

**(Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)**

9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.

- Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.
- Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.
- Students will examine political ideas developed during the Renaissance, including those of Machiavelli.

9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.

- Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.
- Students will trace the discrimination against and persecution of Jews.

9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.

- Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society.
- Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.

9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.

- Students will examine the Scientific Revolution, including the influence of Galileo and Newton.

9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.

- Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in *The Leviathan* and *The Second Treatise on Government*.
- Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.

**9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.**

**(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)**

9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.

- Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.
- Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.

9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.

- Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.
- Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.
- Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.

9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.

- Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.
- Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.

9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.

- Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.
- Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.
- Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.

9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.

- Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.
- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.
- Students will examine the development of European maritime empires and mercantilism.

## Grade 10: Unifying Themes Aligned to Key Ideas

		<b>Key Ideas</b>	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10
	<b>Themes</b>											
1	Individual Development and Cultural Identity (ID)		•	•						•		•
2	Development, Movement, and Interaction of Cultures (MOV)			•	•	•					•	
3	Time, Continuity, and Change (TCC)			•	•	•	•	•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•	•	•	•	•		•		•	
5	Development and Transformation of Social Structures (SOC)			•	•				•	•		•
6	Power, Authority, and Governance (GOV)		•	•		•	•	•	•	•	•	•
7	Civic Ideals and Practices (CIV)			•			•		•	•		•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)				•			•			•	
9	Science, Technology, and Innovation (TECH)				•		•	•		•	•	
10	Global Connections and Exchange (EXCH)		•			•	•	•		•	•	

## Grade 10: Global History and Geography II

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

Teachers should note that some Key Ideas may require extra time and attention. For example, 10.1 The World in 1750 is a brief introduction and will not require as much time as other Key Ideas.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

### The World in 1750

**10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)**

10.1a Powerful Eurasian states and empires faced and responded to challenges ca. 1750.

- Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.
- Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate.
- Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.

10.1b Perceptions of outsiders and interactions with them varied across Eurasia.

- Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions.
- Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750.
- Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.

## 1750–1914: An Age of Revolutions, Industrialization, and Empires

**10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)**

10.2a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.

- Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.

- Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.
- Students will examine enlightened despots including Catherine the Great.

10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.

- Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
- Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.

10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.

- Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.

**10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)**

10.3a Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale.

- Students will examine the agricultural revolution in Great Britain.

10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.

- Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices.
- Students will examine the economic theory presented in *The Wealth of Nations*.
- Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.

10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.

- Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.

10.3d Social and political reform, as well as new ideologies, developed in response to industrial growth.

- Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.
- Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

**10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.**

**(Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)**

10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

- Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.
- Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.

- Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi).
- Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims.

## **1914–Present: Crisis and Achievement in the 20th Century**

### **10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.**

**(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)**

10.5a International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.

- Students will compare and contrast long- and short-term causes and effects of World War I and World War II.

10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II.

- Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.

10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.

- Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.

10.5d Nationalism and ideology played a significant role in shaping the period between the world wars.

- Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin.
- Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
- Students will examine the role of nationalism and militarism in Japan.
- Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.

10.5e Human atrocities and mass murders occurred in this time period.

- Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.



**10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.**

**(Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)**

10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.

- Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.

- Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.
- Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.
- Students will examine the reasons countries such as Egypt and India chose nonalignment.
- Students will explore the era of détente from both American and Soviet perspectives.

10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

- Students will investigate the political reforms of glasnost and economic reforms of perestroika.
- Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

**10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.**

**(Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)**

10.7a Independence movements in India and Indochina developed in response to European control.

- Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.
- Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.

10.7b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.

- Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.

10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.

- Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism.
- Students will examine the creation of the State of Israel and the Arab-Israeli conflict.

10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People’s Republic of China.

- Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist-run People’s Republic of China and a nationalist-run Taiwan.
- Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies.

### **Contemporary Issues**

**10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.**

**(Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)**

10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

- Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

- Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.
- Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

**10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.**

**(Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)**

10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.

- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology.
- Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).

10.9b Globalization is contentious, supported by some and criticized by others.

- Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including:
  - free market, export-oriented economies vs. localized, sustainable activities
  - development of a mixed economy in China and China's role in the global economy
  - multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries)
  - roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions
  - economic growth and economic downturns (e.g., recession, depression) on a national and a global scale
  - economic development and inequality (e.g., access to water, food, education, health care, energy)
  - migration and labor
  - ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)

10.9c Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.

- Students will examine how the world's population is growing exponentially for numerous reasons and how it is not evenly distributed.
- Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications).
- Students will examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

10.9d Globalization has created new possibilities for international cooperation and for international conflict.

- Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful.
- Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol.
- Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.

**10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.**

**(Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)**

10.10a Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.

- Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights.
- Students will examine the articles contained in the UN Universal Declaration of Human Rights.

10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.

- Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.
- Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.

10.10c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.

- Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine the policy of apartheid in South Africa and the growth of the anti-apartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period.
- Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.