

Granite School District 10th Grade World History Curriculum Map

	Core Standards	Concepts/Content Vocabulary	Guiding Questions
1st Quarter	<p>1.1 Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.</p> <p>1.2 Students will use geographic concepts to explain the factors that led to the development of civilization, and compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.</p> <p>1.3 Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.</p> <p>1.4 Students will compare life before and after the Neolithic Revolution and cite the most significant effects of that revolution on the development of civilizations.</p> <p>2.1 Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.</p> <p>2.2 Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.</p> <p>2.3 Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.</p> <p>2.4 Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.</p> <p>2.5 Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.</p>	<ul style="list-style-type: none"> • Domestication • Pastoralism • Agriculture • Irrigation • Neolithic Revolution • Civilization • Diffusion • Syncretism • Judaism • Hinduism • Greek philosophy • Confucianism • Buddhism • Christianity • Islam • Classical civilization • Trans-regional trade • Culture 	<ul style="list-style-type: none"> • What is a civilization, and how does one form? • Should the Neolithic Revolution really be considered a revolution? • Why did civilizations develop in diverse places in roughly the same time period? • How are the ideas of a culture reflected in art, sculpture, and architecture? • Why did many of the great world religions and philosophies develop at roughly the same time period? • What are the features of a civilization that lead historians to label it “classical?” • What patterns existed in the spread of world religions? • What is the evidence today of the impact of classical civilizations?
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2nd Quarter	<p>3.1 Students will use patterns in trade and settlement to explain how the geographic features such as the Indian Ocean, Saharan Desert, Atlantic and Pacific Oceans, Strait of Malacca, and Mediterranean Sea supported or impeded trade.</p> <p>3.2 Students will evaluate historians’ interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world.</p> <p>3.3 Students will evaluate long-term effects of the Mongol conquest, such as the diffusion of ideas, technologies, and diseases.</p> <p>3.4 Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.</p> <p>3.5 Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization, using case studies such as the Chinese impact on Japan, the Arab impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.</p> <p>4.1 Students will compare the development of Europe’s maritime empires with land-based empires such as those of the Ottoman Turks, Chinese, and Russians.</p> <p>4.2 Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.</p> <p>4.3 Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.</p> <p>4.4 Students will analyze the long-term effects of the Columbian Exchange.</p> <p>4.5 Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization.</p>	<ul style="list-style-type: none"> • Interregional contact • Diffusion • Imperialism • Feudalism • Caste system • Silk Road • Crusades • Mercantilism • Commercial capitalism • Renaissance • Reformation • Scientific revolution • Enlightenment • Colonization • Columbian Exchange 	<ul style="list-style-type: none"> • Why do many modern historians place greater historical significance on the Mongol Empire than they do on Classical Greece or Rome? • Why do historians now question the notion of the “Dark Ages” in Europe? • What are the political, economic, and cultural implications of imperialism? • How did the Columbian Exchange and Renaissance change life on almost every continent? • What impact did colonization have on the development of the concept of race and the growth of racism? • What factors led to Europe’s rise from a relative backwater region to a global power?
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3rd Quarter	<p>5.1 Students will identify the cause-and-effect relationships between absolutism, nationalism, and the political and social revolutions of the 18th and 19th centuries.</p> <p>5.2 Students will analyze the underlying and immediate causes and the immediate and long-term effects of the Industrial Revolution on nations that industrialized versus those that did not.</p> <p>5.3 Students will use a variety of data to identify push and pull factors affecting migration during the Industrial Revolution.</p> <p>5.4 Students will use primary sources and evidence to evaluate the influence of leading intellectual movements such as realism, romanticism, capitalism, nationalism, and Marxism.</p> <p>5.5 Students will compare and contrast the long-term effects of imperialism on a global scale.</p> <p>5.6 Students will identify the key ideas and characteristics of current political, economic, and intellectual revolutions such as a contemporary revolution, a social movement, or an independence movement.</p> <p>6.1 Students will identify cause and effect relationships between World War I, the Great Depression, and World War II.</p> <p>6.2 Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century.</p>	<ul style="list-style-type: none"> • Capitalism • Socialism • Romanticism • Nationalism • Realism • Marxism • Revolution • Industrial Revolution • Agricultural Revolution • Totalitarianism • World War I • Great Depression • World War II • Othering • Genocide • Holocaust 	<ul style="list-style-type: none"> • How did political events and philosophies in Great Britain influence later revolutions around the world? • What are the global costs and benefits of the Industrial Revolution? • Were there cause-and-effect relationships between industrialization and imperialism? • What economic forces contributed to 20th century global conflicts? • How are genocides justified and carried out?
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4th Quarter	<p>6.3 Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, separatist movements, and pan-Africanism.</p> <p>6.4 Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music.</p> <p>6.5 Students will use case studies to identify the reach and implications of the Cold War for daily life, such as the Vietnam War, the Great Leap forward, the Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.</p> <p>6.6 Students will make a case for the most significant social, political, and economic consequences of 20th century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations.</p> <p>7.1 Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multi-national corporations, military alliances, and other international civic and political institutions within the increasingly global nature of the world.</p> <p>7.2 Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration.</p> <p>7.3 Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.</p> <p>7.4 Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.</p>	<ul style="list-style-type: none"> • Decolonization • Cold War • United Nations • Geneva Convention • NATO • Warsaw Pact • European Union • World Trade Organization 	<p>What struggles were experienced by nations that were late to industrialize?</p> <p>What factors determined how nations aligned themselves during the Cold War?</p> <p>What predictions for the future can be made based on current demographic and urbanization trends?</p> <p>What are the advantages and disadvantages of participation in alliances such as the European Union or NATO?</p> <p>Should nations admit refugees who flee poverty, war, or political unrest?</p> <p>What are the most urgent international problems? What are promising ways of solving those problems?</p>
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