

Modern World History

10th Grade

SOC 401 (2) Modern World History I and II

½ credit
3 days per week; 1 year
Taught in English

This is a **required course for all 10th grade students** in the Mexican and/or U.S. diploma program. The first semester (SOC 401) course content includes the major events that have shaped the western world since 1700, beginning with the French Revolution, Industrial Revolution, the Age of Democracy, the Age of Imperialism, and the transformations around the globe from 1800-1914 that led up to the outbreak of World War I.

The second semester (SOC 402) course content includes the major events that have shaped this century, from World War I and its aftermath, the Russian Revolution, the rise of fascism and global depression, World War II, the era of decolonization, the Cold War, and the emergence of Third World movements. Students will be expected to explain and describe global trends in written essay format, produce a research topic on a historical topic of their choice, be able to debate, discuss and role play historical topics using parliamentary procedure, utilize critical thinking skills, demonstrate an ability to utilize technology, and analyze original resources.

Textbook: Beck, Roger B. *Modern World History: Patterns of Interaction*. Orlando, FL.: Houghton Mifflin Harcourt, 2012.
Prerequisite: 8th grade History

Benchmark Code – Subject: Social Studies

Strand 2= Historical Understandings

Strand 3= Sociological Understandings

Strand 4= Economic Understandings

Strand 5= Civic and Governmental Understandings

Strand 6= Philosophic and Ethical Understandings

Strand 7= Developmental and Psychological Understandings

Strand 8= Reading Standards for Literacy

Strand 9= Writing Standards for Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Example: SS.8.2.4.3 – Social Studies, Eighth Grade, Strand 2, Standard 4, Benchmark 3

Strand 2: Historical Understandings

Standard 1: The student analyzes and describes the impact of the Enlightenment.

Benchmark Code	Benchmark
SS.10.2.1.1	The student will describe and explain the main ideas of the Age of Enlightenment and link them to today.
SS.10.2.1.2	The student will analyze, compare and contrast the ideas of the main philosophers of the period.
SS.10.2.1.3	The student will identify the causes that led to the American and French Revolutions, the Haiti rebellion and the revolutions in Latin America and link and connect each revolution to the ideas of the Enlightenment.
SS.10.2.1.4	The student will examine any revolution or historical event using the P.E.S (Political, Economic, Social) matrix for causes and consequences.

SS.10.2.1.5	The student will compare and contrast the rise of the nation state in Germany under Otto von Bismarck, and Japan under Emperor Meiji.
SS.10.2.1.6	The student will explain the process of the shift from Conservatism to Liberalism within Europe, detailing specific wars and Revolutionary outbursts.
Standard 2: The student describes the impact of industrialization, the rise of nationalism, and the major characteristics of world wide imperialism during the 19th Century and early 20th Century.	
Benchmark Code	Benchmark
SS.10.2.2.1	The student will analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, writings of Adam Smith and Karl Marx, urbanization, and its affect on women.
SS.10.2.2.2	The student will compare and contrast the rise of the nation state in Germany under Otto von Bismarck, and Japan under Emperor Meiji.
SS.10.2.2.3	The student will describe the reaction of non-European peoples to foreign domination including the Russo-Japanese War, and the Young Turks.
SS.10.2.2.4	The student will describe imperialism in Africa and Asia by comparing British policies in South Africa, French policies in Indochina and Japanese policies in Asia.
SS.10.2.2.5	The student will identify how the French Revolution and the rise of Napoleon led to the spread of nationalism throughout Europe.
SS.10.2.2.6	The student will explain the process of the shift from Conservatism to Liberalism within Europe, detailing specific wars and Revolutionary outbursts.
Standard 3: The student demonstrates an understanding of long term causes of WWI and its global impact.	
Benchmark Code	Benchmark
SS.10.2.3.1	The student will identify the causes of the war including, imperialism, Balkan nationalism, entangling alliances, and militarism.
SS.10.2.3.2	The student will describe conditions on the war front for soldiers including those at the Battle of Verdun.
SS.10.2.3.3	The student will explain the major decisions made in Versailles Treaty including German reparations, and the mandate system that replaced Ottoman control.
SS.10.2.3.4	The student will analyze the destabilization in Europe in the collapse of the Great Empires; in the Romano and Hapsburg dynasties.
Standard 4: The student identifies the major political and economic factors that shaped world societies between WWI and WWII.	
Benchmark Code	Benchmark
SS.10.2.4.1	The student will examine the impact of science, art, and psychology on Western society by identifying the cultural significance of Sigmund Freud, Albert Einstein and Picasso.
SS.10.2.4.2	The student will determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin and his 5 year plans.
SS.10.2.4.3	The student will describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolph Hitler in Germany and Hirohito in Japan.

SS.10.2.4.4	The student will analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk and Mohandas Gandhi.
SS.10.2.4.5	The student will describe the nature of totalitarianism and the police state that existed in Russia, Germany and Italy and how they differ from democratic governments.
SS.10.2.4.6	The student will explain the aggression and conflict leading to WWII in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland.
Standard 5: The student demonstrates an understanding of the global political, economic, and social impact of WWII.	
Benchmark Code	Benchmark
SS.10.2.5.1	The student will describe the major conflicts and outcomes of WWII including Pearl Harbor, el-Alamein, Stalingrad, D-day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
SS.10.2.5.2	The student will identify Nazi ideology and policies that led to the Holocaust.
SS.10.2.5.3	The student will explain the military and diplomatic negotiations undertaken between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the U.S. (Roosevelt/Truman), from Tehran to Yalta and Potsdam, and their impact on the nations of Eastern Europe.
SS.10.2.5.4	The student will explain allied Post-World War II policies including the formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.
Standard 6: The student demonstrates an understanding of the global, social, economic, and political impact of the cold War and decolonization from 1945-1989.	
Benchmark Code	Benchmark
SS.10.2.6.1	The student will analyze revolutionary movements in India (Gandhi, Nehru) and China (Mao Zedong, Chiang Kai-Shek).
SS.10.2.6.2	The student will describe the formation of the state of Israel.
SS.10.2.6.3	The student will explain the arms race, the development of the hydrogen bomb (1954), and SALT (Strategic Arms Limitation Treaty 1972).
SS.10.2.6.4	The student will compare and contrast the reforms of Khrushchev and Gorbachev.
SS.10.2.6.5	The student will analyze Anti-Apartheid, Tienanmen Square and the fall of the Berlin Wall.
Standard 7: The student demonstrates an understanding of the rise of new types of political powers which helped to shape the social, economic, and political context of the late 20th Century.	
Benchmark Code	Benchmark
SS.10.2.7.1	The student will identify ethnic tensions which affected the development of new concepts of nationalism in pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

SS.10.2.7.2	The student will describe the breakup of the Soviet Union in 1991 which produced the independent countries in the Ukraine, Kazakhstan and the Baltic States.
SS.10.2.6.3	The student will analyze terrorism as a form of warfare in the 20th century including the Shining Path Red Brigade, Hamas, and Al Farce, and its impact on daily life and travel, world energy supplies and freedoms.
SS.10.2.6.4	The student will examine the rise of women as major world leaders including Golda Meier, Indira Gandhi and Margaret Thatcher.
Standard 8: The student analyzes globalization in the contemporary world.	
Benchmark Code	Benchmark
SS.10.2.8.1	The student will describe the cultural and intellectual integration of countries into the world economy through the development of TV, satellites, computers.
SS.10.2.8.2	The student will analyze global economic and political connections between multinational corporations, the United Nations, OPEC, and the World Trade Organization.
Reading Strand 8: Reading Standards for Literacy	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
SS.10.8.1.1	The student will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
SS.10.8.1.2	The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text.
SS10.8.1.3	The student will analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them.
Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
SS.10.8.2.1	The student will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. .
SS.10.8.2.2	The student will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SS.10.8.2.3	The student will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
SS.10.8.3.1	The student will integrate quantitative or technical analysis) e.g., charts, research data) with qualitative analysis in print or digital text.
SS.10.8.3.2	The student will assess the extent to which the reasoning and evidence in a text support the author's claims.
SS.10.8.3.3	The student will compare and contrast treatments of the same topic in several primary and secondary sources.

Standard 4: The student increases own range of reading and level of text complexity in informational text.

Benchmark Code	Benchmark
SS.10.8.4.1	The student will read and comprehend history/social studies texts in the grades 9 th to 10 th text complexity band independently and proficiently.

Reading Strand 9: Writing Standards for Literacy

Standard 1: The student writes arguments that focus on discipline-specific content.

Benchmark Code	Benchmark
SS.10.9.1.1	The student will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
SS.10.9.1.2	The student will 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.
SS.10.9.1.3	The student will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
SS.10.9.1.4	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SS.10.9.1.5	The student will provide a concluding statement or section that follows from and supports the argument presented.

Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.

Benchmark Code	Benchmark
SS.10.9.2.1	The student will 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 comprehension.
SS.10.9.2.2	The student will 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.
SS.10.9.2.3	The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
SS.10.9.2.4	The student will 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.
SS.10.9.2.5	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SS.10.9.3.1	The student will provide a concluding statement or section that follows from and supports the information or explanation presented (articulating implications or the significance of the topic).

Standard 3: Production and Distribution of Writing	
Benchmark Code	Benchmark
SS.10.9.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SS.10.9.3.2	The student will 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.
SS.10.9.3.3	The student will 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.
Standard 4: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
S.S10.9.4.1	The student will 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.
SS.10.9.4.2	The student will 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.
SS.10.9.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
Standard 5: Range of Writing	
Benchmark Code	Benchmark
SS.10.9.5.1	The student will 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, purposes, and audiences.