World HistoryEssential Standards, Questions, and Student Learning Outcomes

Unit 1: Rise of Democracy and Revolutions		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.2 Students compare and contrast revolutions and their enduring effects worldwide on the political expectations for self-government and individual liberty.	1. How did Enlightenment ideas influence revolutionary movements? 2. How do different forms of government distribute power and make decisions?	• Students will compare the major ideas of philosophers and their effects on the democratic revolutions. • Students will list the principles of major revolutionary documents.

Unit 2: Industrial Revolution		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.3 Students analyze the effects of the Industrial Revolution in England, Germany and Japan.	1. How did the rise of industrialization impact living and working conditions? 2. Why was England able to industrialize before other nations?	• Students will analyze why England was the first country to industrialize. • Students will examine how technological changes brought about massive social, economic, and cultural change.

Unit 3: Imperialism		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.4 Students analyze patterns of global change in the era of New Imperialism in at least three of the following regions or countries: Africa, Southeast Asia, China, India, Philippines.	1. How did colonizers justify imperialism politically, economically, and culturally? 2. How did native people resist colonization and how effective was it?	• Students will describe the rise of industrial economies and their link to imperialism and colonialism • Students will 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.

Unit 4: World War I		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.5 Students analyze the causes and course of the First World War. **10.6** Students analyze the effects of the First World War.	1. How did propaganda shape people's understanding of war and their sense of identity? 2. How did total war impact societies across warring nations? 3. To what extent is it the responsibility of nations to prevent and respond to human rights violations? 4. How did the outcomes of World War I reshape nations, societies, and peoples?	● Students will analyze the role of propaganda and nationalism in mobilizing the civilian population in support of "total war." ● Students will understand the nature of the war and its human costs (military and civilian) on all sides. ● Students will discuss human rights violations and genocide. ● Students will analyze the Treaty of Versailles, Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

Unit 5: Rise of Totalitarianism		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.7 Students analyze the rise of totalitarian governments after World War I.	1. How did instability following World War I create conditions for totalitarian leaders to rise to power? 2. How did totalitarian governments use repression to maintain power?	● Students will understand the causes and consequences of totalitarian means to seize and maintain control (e.g., the Gulag). ● Students will examine the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). ● Students will analyze the rise, aggression, and human costs of totalitarian regimes.

Unit 6: World War II		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**

10.8 Students analyze the causes and consequences of World War II.	1. How did visions of empire- building drive nations toward global war? 2. In what ways did ideas about national superiority shape the actions and policies of totalitarian states during World War II? 3. To what extent is it the responsibility of nations to prevent and respond to genocide?	● Students will 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. ● Students will 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. ● Students will discuss the human costs of the war, with particular attention to the losses (e.g., Russia, Germany, Britain, the United States, China, and Japan).

Unit 7: Cold War		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
10.9 Students analyze the international developments in the post–World War II world.	1. How did the balance of global power shift after World War II? 2. How were developing nations impacted by Cold War policies? 3. In what ways did international organizations and alliances attempt to promote peace, or deepen divisions?	● Students will compare the economic and military power shifts caused by the war and the development of nuclear weapons. ● Students will analyze the causes of the Cold War and the relationship between Western democracies and Soviet satellite states (e.g., including competition for Egypt, the Congo, Vietnam, Chile, and North Korea.) ● Students will understand the importance of America's postwar policies of supplying economic and military aid to prevent the spread of Communism. (i.e., the Korean War, Vietnam War, Cuba.) ● Students will 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). ● Students will discuss the purpose of the United Nations, Warsaw Pact, SEATO, and NATO.

Unit 8: The Contemporary World		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
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. **10.11** Students analyze globalization and communication revolutions (e.g., television, satellites, computers).	1. How do a country's history, culture, and outside influences affect its success in nation-building? 2. In what ways have advances in communication technologies transformed the modern world?	● Students will explain the concept of nation-building and identify the political, historical, and cultural factors that influence whether a nation succeeds or struggles. ● Students will analyze examples of nation-building in at least two regions of the contemporary world (such as the Middle East, Africa, Latin America, or China). ● Students will evaluate how a country's history, culture, and external influences shape its political stability and national development. ● Students will explain globalization and the communication revolution, including how technologies such as television, satellites, and computers have connected the world. ● Students will analyze the impact of modern communication technologies on politics, culture, and the spread of information in the contemporary world.