

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD
(formerly World Civilizations)

Course Number	5202 Honors
Department	History/Social Science
Length of Course	Two (2) Semesters/One (1) Year
Grade Level	9-10
Credit	5 units per semester/10 total credits – world civilization
Repeatable	Not repeatable for credit
UC/CSU	Meets "a" history/social science requirement
Board Approved	April 17, 2008

Description of Course - Students in grade nine or 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.

The honors course is differentiated from the non-honors course in that the expectations are more rigorous and the students are prescreened before being placed in the course. The course expectations differ from the non-honors course in that the students are expected to be ready for working at higher critical levels. There is a greater depth as opposed to a greater breadth. This will be seen in the classroom conversations, the class work, the homework, and the long term group/individual assignments. The students will be pre-screened by the counselors for eligibility, based upon previous grades, commitment, standardized test scores, aptitude, work samples and teacher recommendations.

Rationale for Course - To be an informed citizen in today's United States, one must be aware of the world that we live in and the events that shaped today's world. As citizens of the twenty-first century our students will be more international than national, and as a result will need to understand where the United States fits in and how we are perceived by other nations. To do this one must be aware of the history of the twentieth century where we went from being one of a few world powers, to being the only superpower. To do this one must be aware of the history of the twentieth century where we went from an agricultural-industrial nation to a post-industrial nation.

Standard 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.

1.1 Objective: Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of Christianity and Judaism.

1.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the difference between Judaism and Christianity.

1.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the development of democracy in Greece and the development and failure of Roman civilization.

1.1.4 Performance Indicator: Students will be able to demonstrate an understanding of the rise of democratic ideas such as:

- a) The influence of moral/ethical principles of Judaism/Christianity on democracy (individual human dignity/rights, equality; freedom of individual choice; individual responsibility/work ethic), and
- b) Significance of Greek/Roman ideas and structures (Greek city/state) using direct democracy vs. Roman ideas of the Republic; Greek and Roman government structures to allow democracy to function (e.g., courts, senate, assembly, etc.).

1.1.5 Performance Indicator: Students will be able to demonstrate an understanding of the most important characteristics of Greek Culture that remain influential today and changed many societies over time such as political thought, architecture, economic system, and literature.

1.2 Objective: 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*.

1.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the significance of democratic ideas in the modern world. The importance of the United Nations and its charter on human rights/fundamental freedoms and its educational/scientific/cultural organizations like UNESCO, the Helsinki Accords, the conversion toward democratic ideas in many parts of the world (Spain, Portugal, Germany, Russia, China, etc.) and the role of United States and NATO countries as examples of democracy.

- 1.3 Objective: Consider the influence of the United States Constitution on political systems in the contemporary world.

1.3.1 Performance Indicators: Students will be able to demonstrate an understanding of what the Constitutional issues of the day are.

Standard 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.

- 2.1 Objective: Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, and James Madison).

2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the ideas of enlightenment thinkers such as Locke and Rousseau.

2.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the important role of revolutions (English, American, French, and Latin America) in the rise of democracy.

- 2.2 Objective: 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 United States Bill of Rights (1791).

2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of significant documents that helped develop democracy in England, the United States, and France.

- 2.3 Objective: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the important role of the American Revolution in the rise of democracy in other nations.

- 2.4 Objective: Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.

2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the important role of the Revolution in France in the rise of democracy.

2.5 Objective: 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.

2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the political conditions leading to war including nationalism in France, Italy, and Germany.

Standard 3 - Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

3.1 Objective: Analyze why England was the first country to industrialize.

3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution in Britain.

3.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the critical responses to the Industrial Revolution (labor, unions, and emergence of socialism through Romanticism).

3.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the world-wide effects/consequences of the Industrial Revolution.

3.1.4 Performance Indicator: Students will be able to demonstrate an understanding of the need for imperialism/colonialism as it relates to an industrial country's need for raw materials.

3.2 Objective: 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, and Thomas Edison).

3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of unresolved contemporary world problems like the economic and cultural changes brought about by technology.

3.3 Objective: Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of critically changes due to the Industrial Revolution as it relates to population changes.

- 3.4 Objective: 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.
 - 3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to labor changes.
- 3.5 Objective: Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
 - 3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to monetary matters.
- 3.6 Objective: Analyze the emergence of capitalism as a dominant economic pattern and the responses to it including Utopianism, Social Democracy, Socialism, and Communism.
 - 3.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to social changes.
- 3.7 Objective: 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.
 - 3.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution to Romanticism.
 - 3.7.2 Performance Indicator: Students will be able to demonstrate an understanding of social reform critics (e.g., Dickens, Sinclair, etc.).

Standard 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.

- 4.1 Objective: Describe the rise of industrial economies and their link to imperialism and colonial-ism (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).
 - 4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the need for Imperialism and Colonialism as it relates to an industrial country's need for raw materials.

- 4.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the effects of Imperialism on the colonized country (cultural conflicts between ruler/ruled; conflicts caused by ruler's political structures).
- 4.2 Objective: 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.
 - 4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of where colonies of the Great Powers were.
- 4.3 Objective: 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.
 - 4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the cultural conflicts between ruler/ruled, political conflicts between ruler/ruled, and rise of Nationalism within the colonies.
- 4.4 Objective: 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.
 - 4.4.1 Performance Indicator: Students will be able to demonstrate a knowledge of the various struggles for independence within the colonized regions, and the role of leaders in this struggle.

Standard 5 - Students analyze the causes and course of the First World War.

- 5.1 Objective: Analyze the arguments for entering into war presented by leaders from both 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."
 - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes and consequences of World War I.
 - a) Nationalism: France, Italy, Germany, and others
 - b) Human rights violations: Ottoman Empire
 - c) Militarism: Prussia, Balkans
 - d) Alliance system: triple alliance, triple entente
 - 5.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the causes and consequences of propaganda in the war itself and of the realities of total war.

- 5.2 Objective: 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, and climate).
 - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the realities of total war, the various battles, and changing weaponry.
- 5.3 Objective: Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
 - 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of national revolutions (e.g., Russia, Poland, and others) and the entry of the United States on the outcome of the war.
- 5.4 Objective: 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.
 - 5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the realities of total war, civilian involvement and impact, and atrocities of war and loss of idealism.
- 5.5 Objective: Discuss human rights violations and genocide including the Ottoman government's actions against Armenian citizens.
 - 5.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the human rights violations, especially the Armenian Genocide, during World War 1.

Standard 6 - Students analyze the effects of the first World War.

- 6.1 Objective: 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' rejection of the League of Nations on world politics.
 - 6.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of war, drafting of treaties, territorial claims, the Versailles Treaty and the punitive terms imposed on Germany, and the League of Nations.
 - 6.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the rise of isolationism in the United States.

- 6.2 Objective: 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.
- 6.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the geographical, political, and economic consequences of war.
- 6.3 Objective: Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 6.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the social and cultural changes resulting from World War I.
- 6.3.2 Performance Indicator: Students will be able to demonstrate an understanding of the rise of totalitarianism in the 1920's and 1930's.
- 6.4 Objective: 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 and Ernest Hemingway).
- 6.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the social and cultural changes that resulted from World War I in the arts, especially literature, music, and painting.

Standard 7 - Students analyze the rise of totalitarian governments after World War I.

- 7.1 Objective: 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).
- 7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of national revolutions in Russia and Soviet leaders like Lenin, Trotsky, and Stalin.
- 7.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the Bolsheviks and Mensheviks.
- 7.1.3 Performance Indicator: Students will be able to demonstrate an understanding of Russia under the Czars (e.g., secret police, censorship, imprisonment of dissidents, lack of development, and industry) versus life under Communist Russia.

7.2 Objective: 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).

7.2.1 Performance Indicator: Students will be able to demonstrate an understanding Stalin's rise to power, economic policies, political policies, lack of free press, human rights violations, and political purges of leaders/artists/scientists/intellectuals.

7.3 Objective: 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.

7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of totalitarianism in the 1920's through World War II.

Standard 8 - Students analyze the causes and consequences of World War II.

8.1 Objective: 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.

8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes of World War II, especially Japan's, Germany's, and Italy's expansions during the 1930s.

8.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the causes of World War II, especially the diplomatic agreements between the various totalitarian countries.

8.2 Objective: 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.

8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the responses of the democratic countries to the totalitarian countries prior to the start of fighting in World War II.

8.3 Objective: 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.

8.3.1 Performance Indicator: Students will be able to demonstrate an understanding of who the allies and the axis were during World War II.

- 8.3.2 Performance Indicator: Students will be able to demonstrate an understanding of the fighting in Europe, Africa, Asia and the Pacific, the major turning points in each, and the political decisions that ran the war and the post-war.
- 8.4 Objective: 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, and Dwight D. Eisenhower).
- 8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise and fall of the various leaders before, during, and after World War II.
- 8.5 Objective: 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.
- 8.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Holocaust and how Hitler's policy of racial purity caused the final solution.
- 8.6 Objective: 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.
- 8.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the cost, human and otherwise, during World War II.

Standard 9 - Students analyze the international developments in the post-world World War II world.

- 9.1 Objective: 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.
- 9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the shifting military, political, economic and social positions in the post-war era.
- 9.2 Objective: 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.

- 9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the post-war political developments of the United States on one side and Russia on the other.
- 9.3 Objective: 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.
- 9.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how the United States tried to influence the post-war world with foreign aid.
- 9.4 Objective: 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).
- 9.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing life in China before, during and after the Chinese Revolution.
- 9.5 Objective: 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.
- 9.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Russian satellite states tried to gain independence.
- 9.6 Objective: 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.
- 9.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the founding of Israel, how the Arab world reacted, and how the rest of the world took sides.
- 9.7 Objective: 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.
- 9.7.1 Performance Indicator: Students will be able to demonstrate an understanding of why and how the Soviet Union imploded.

9.8 Objective: 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.

9.8.1 Performance Indicator: Students will be able to demonstrate an understanding of post-war international political organizations.

Standard 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.

10.1 Objective: Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.1.1 Performance Indicator: Students will be able to demonstrate an understanding of nationalism in China, the Middle East, Africa or Latin America.

10.2 Objective: Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the natural features and recent history in the regions.

10.3 Objective: Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the changes in the region today with a special emphasis on individual freedom and democracy.

Standard 11 - Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

11.1 Objective: Analyze developing nations and their emergence into the modern world.

11.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the globalization of the world.