

NINTH-TENTH GRADES – SUGGESTED UNIT OUTLINES

In ninth and tenth grade, students apply their deeper understanding of social studies concepts on a global scale. The recommended context in the ninth and tenth grade is modern world history, 1450 to the present. Students explore major themes and developments that shaped the modern world, including human rights, revolution and democracy, to develop an understanding of the roots of current world issues.

The following pages provide unit outlines to help you organize a modern world history course around the required state standards. As with the other grade levels, these suggested unit outlines are framed along two dimensions: chronological era and major developments or themes. Civics, economics, geography, and social studies skills are embedded in this framework. They start with possible essential and guiding questions to help frame the unit. The sample guiding questions focus on the specific issues that connect with the particular era, developments, or themes. The sample essential questions are meant to remind us of how the themes and eras addressed in a particular unit relate to timeless important issues and concepts. Please note that while the GLEs (in bold) are required, the examples are merely suggestions. Since it would be impossible to address all of the important cultures, peoples, and nations throughout the world over nearly six hundred years of history, these examples are meant to provide some possible contexts in which to teach these standards. They are not meant to be followed like a recipe or as a one-size-fits-all curriculum. Ultimately, it is up to teachers and administrators in each district to decide how to tailor this course and these examples to their students' and community's particular interests and needs. They will have to help decide which themes and developments in world history students will examine deeply and which they will look at as points of comparison. By balancing depth and breadth, students will have the opportunity to gain enduring understandings that world history teaches us about ourselves and our world. To help develop these enduring understandings, these unit outlines include recommended placement of several of the state's Classroom-Based Assessment models (CBAs). To see the full requirements of the CBAs referenced below, visit OSPI's social studies assessment web page.

Unit Outlines for Ninth-Tenth Grades:

Overview

1. World- Global Expansion and Encounter (1450-1750)
2. World- Age of Revolutions (1750-1914)
3. World- International Conflicts (1870-Present)
4. World- Emergence and Development of New Nations (1900-Present)
5. World- Challenges to Democracy and Human Rights (1945-Present)

CBAs: Humans and the Environment, Causes of Conflict, Technology Through the Ages,

Overview

		Required GLE	Suggested Examples
HISTORY	4.1.2	<p>Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> • Global expansion and encounter (1450—1750). • Age of revolutions (1750—1917). • International conflicts (1870—present). • Emergence and development of new nations (1900—present). • Challenges to democracy and human rights (1945—present). 	<ul style="list-style-type: none"> • Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism. • Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions. • Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict. • Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations. • Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.

Unit Outline 1: World- Global Expansion and Encounter (1450-1750)

Essential Question(s):

- How are societies transformed in an era of global trade?
- What are the political, economic, geographic, and social implications of cultural expansion?

Guiding Question(s):

- What impact did European domination have on various regions and the world?
- How did trade accelerate global political and economic expansion from 1450 to 1750?

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 1	Understands how the following themes and developments help to define eras in world history: <ul style="list-style-type: none"> • Global expansion and encounter (1450—1750). 	<ul style="list-style-type: none"> • Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism.
	4.1.1	Analyzes change and continuity within a historical time period.	<ul style="list-style-type: none"> • Examines how Spain under Ferdinand and Isabella changed with the influx of trade while still preserving the monarchy. • Examines how the impact of guns caused some countries to form and others to maintain their power.
GEOGRAPHY	3.1.2	Identifies major world regions and understands their cultural roots.	<ul style="list-style-type: none"> • Describes Latin America based on its colonial history.
	3.2.3	Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.	<ul style="list-style-type: none"> • Explains the factors leading to the slave trade and its effects on societies in Africa and the Americas.
	3.3.1	Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.	<ul style="list-style-type: none"> • Explains how political boundaries drawn by colonial powers continue to serve as sources of conflict. • Explains how the natural resources of North, Central, and South America affected the colonial aims of the British and Spanish. • Compares how places with similar geographic characteristics, such as Mozambique and South Africa, have been differently influenced by colonial powers.

Unit Outline 2: Age of Revolutions (1750-1917)

Essential Question(s):

- What are the causes and consequences of political revolutions?
- What are the economic, technological, political, social, and geographic causes of change in human societies?
- How are societies altered by the change from a rural/agrarian to an urban/industrial society?
- What are the effects of new political and economic ideas?

Guiding Question(s):

- What were the causes and consequences of the agricultural and industrial revolutions (1700 – 1890)?
- What were the causes and consequences of the French and Russian Revolutions?

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 2	Understands how the following themes and developments help to define eras in world history: <ul style="list-style-type: none"> • Age of revolutions (1750—1917). 	<ul style="list-style-type: none"> • Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions.
	4.2.1	Analyzes how individuals and movements have shaped world history (1450—present).	<ul style="list-style-type: none"> • Examines the impact Toussaint L'Ouverture had on revolutionary ideas in Latin America. • Examines the impact Lenin had on revolutionary ideas in Russia.
	4.2.2	Analyzes how cultures and cultural groups have shaped world history (1450-present).	<ul style="list-style-type: none"> • Examines the impact the British Raj had on the reshaping of Indian society.
ECONOMICS	2.1.1	Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.	<ul style="list-style-type: none"> • Examines how the French bourgeoisie's commercial success contributed to the beginning of the French Revolution. • Examines how latifundistas' decisions to expand their plantations contributed to the desire in Latin America for independence from Spain.

CBA: Technology Through the Ages

		Required GLE	Suggested Examples
HISTORY	4.2.3	Analyzes and evaluates how technology and ideas have shaped world history (1450—present).	<ul style="list-style-type: none"> • Analyzes the costs, benefits, and long-term consequences of Adam Smith's ideas in the <i>Wealth of Nations</i>.
SOCIAL STUDIES SKILLS	5.4.1	Evaluates multiple reasons or factors to develop a position paper or presentation.	<ul style="list-style-type: none"> • Evaluates multiple factors to determine the costs, benefits, and long-term consequences of Adam Smith's ideas in the <i>Wealth of Nations</i>.
	5.4.2	Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.	<ul style="list-style-type: none"> • Demonstrates a note-taking strategy to keep track of one's own ideas and the ideas of others when conducting research.

Unit Outline 3: World-International Conflicts (1870-Present)

Essential Question(s):

- What economic, political, social, and geographic factors lead nations to fight with each other?
- What factors lead to peace between nations?
- What are the economic and political implications and outcomes of war?
- What is the role of international agreements and organizations in international relationships?
- What causes peoples to resort to genocide?

Guiding Question(s):

- What were the causes and consequences of World War I and II?

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 3	<p>Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> • International conflicts (1870—present). 	<ul style="list-style-type: none"> • Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict.

CBA: Causes of Conflict

		Required GLE	Suggested Examples
HISTORY	4.3.2	<p>Analyzes the multiple causal factors of conflicts in world history (1450 – present).</p>	<ul style="list-style-type: none"> • Examines the causes of World War I from political, economic, military, social, and religious perspectives to develop a position on the primary cause of the war. • Examines Palestinians’ and Israelis’ perspectives on the causes of conflict in the Middle East to develop a position on the primary cause of the conflict.
	4.3.1	<p>Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).</p>	<ul style="list-style-type: none"> • Distinguishes between conflicting views of the causes of the Holocaust. • Distinguishes between conflicting views of the causes of Rwandan genocide.
SOCIAL STUDIES SKILLS	5.1.1	<p>Analyzes consequences of positions on an issue or event.</p>	<ul style="list-style-type: none"> • Examines the consequences of positions taken in the Treaty of Versailles. • Examines the consequences of the positions in favor of the establishment of the state of Israel in 1948.
	5.1.2	<p>Evaluates the precision of a position on an issue or event.</p>	<ul style="list-style-type: none"> • Critiques the specificity of details that support a position on the consequences of the Treaty of Versailles. • Critiques the specificity of details that support a position on the consequences of the establishment of the state of Israel in 1948.

		Required GLE	Suggested Examples
CIVICS	1.2.3	<p>Evaluates the impact of various forms of government on people in the past or present.</p>	<ul style="list-style-type: none"> • Weighs the impact of the Qing Dynasty government on the people of China as compared with life under communist rule. • Weighs the impact of the British occupation of Hong Kong compared with life under China’s “one-country, two systems” control.
	1.3.1	<p>Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.</p>	<ul style="list-style-type: none"> • Examines the relationship between the United States and Mexico in addressing labor issues.

Unit Outline 4: World- Emergence and Development of New Nations (1900-Present)

Essential Question(s):

- What is required to build a nation?
- What are the relationships among colonization, independence, and globalization?

Guiding Question(s):

- What has been the global impact of health improvements, population growth, and scientific developments?

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 4	Understands how the following themes and developments help to define eras in world history: <ul style="list-style-type: none"> • Emergence and development of new nations (1900—present). 	<ul style="list-style-type: none"> • Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations.
ECONOMICS	2.2.1	Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.	<ul style="list-style-type: none"> • Explains how competition in a market system among sellers and buyers affects costs and prices. • Compares how the free market economy in Pinochet's Chile differed from the planned economy in Castro's Cuba in meeting their peoples' needs and wants. • Compares the market economies of Taiwan and China. • Examines the changes in economic systems that occurred as a result of the African Independence Movement.
	2.2.2	Analyzes how and why countries have specialized in the production of particular goods and services in the past or present.	<ul style="list-style-type: none"> • Examines how and why Nigeria specializes in oil production. • Examines how and why India specializes in call centers. • Examines how and why Costa Rica specializes in ecotourism.
	2.3.1	Analyzes the costs and benefits of government trade policies from around the world in the past or present.	<ul style="list-style-type: none"> • Examines the costs and benefits of protective tariffs in the development of "infant" automobile industries in South Korea and Brazil. • Examines the effects of government subsidies for Airbus on the global buying and selling of airplanes. • Examines the effects of import-led growth and export-led growth when examining the economic development of countries in Southeast Asia and Latin America. • Examines the effects of the European Economic Union on global trade • Examines how anti-dumping regulations in the General Agreement on Trade and Tariffs affect Chile's agricultural products.

	2.4.1	Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.	<ul style="list-style-type: none"> Examines and critiques how the Soviet Union's distribution of resources affected the standard of living. Examines and critiques how Canada has distributed resources to its people. Examines and critiques how China's use of resources has addressed sustainability. Examines and critiques the sustainability of Sri Lanka's use of resources.
SOCIAL STUDIES SKILLS	5.2.1	Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.	<ul style="list-style-type: none"> Develops research questions tied to an essential question to focus inquiry on the costs, benefits, and long-term significance of nationalism.
	5.2.2	Evaluates the validity, reliability, and credibility of sources when researching an issue or event.	<ul style="list-style-type: none"> Critiques the validity, reliability, and credibility of research on the rise and break-up of Soviet Union to determine the implications and consequences of nuclear proliferation. Critiques the validity, reliability, and credibility of research on the successes and failures of new nations in Sub-Saharan Africa.
	5.3.1	Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.	<ul style="list-style-type: none"> Engages in a panel discussion to evaluate one's own and others' viewpoints about the costs, benefits, and long-term significance of nationalism for Sub-Saharan Africa.

Unit Outline 5: World-Challenges to Democracy and Human Rights (1945-Present)

Essential Question(s):

- What role should nations and international organizations play in promoting human rights around the world?

Guiding Question(s):

- How have developing nations confronted economic, political, and social challenges since 1945?

CBA: Humans and the Environment

		Required GLE	Suggested Examples
HISTORY	4.1.2, Part 5	<p>Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> • Challenges to democracy and human rights (1945—present). 	<ul style="list-style-type: none"> • Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.
GEOGRAPHY	3.2.1	<p>Analyzes and evaluates human interaction with the environment across the world in the past or present.</p>	<ul style="list-style-type: none"> • Critiques political solutions to the damming and pollution of the Danube River to improve water quality downstream. • Examines ways to address global climate change that promote environmental sustainability and economic growth in the developing world. • Examines the different ways people have built houses on flood plains of the Mekong and Mississippi Rivers.
	3.2.2	<p>Understands and analyzes examples of ethnocentrism.</p>	<ul style="list-style-type: none"> • Examines whether there is ethnocentrism in attitudes about the use of multiple languages in communities across the world. • Examines whether there are elements of ethnocentrism in French perceptions of Muslim girls wearing hijabs in school.
HISTORY	4.4.1	<p>Analyzes how an understanding of world history can help us prevent problems today.</p>	<ul style="list-style-type: none"> • Examines the United Nations' ability to fight the spread of AIDS worldwide based on the success of international public health campaigns in the past. • Examines how study of the Holocaust has lead to efforts to prevent genocide across the world.