



Victor Valley Union High School District  
Instructional Guide  
World History 10<sup>th</sup> Grade: Quarter 1

TIME FRAME	BIG IDEA/TOPIC	STANDARDS	ASSESSMENTS	SUGGESTED INSTRUCTIONAL MATERIALS	VOCABULARY	NOTES
3 days	<p>DEMOCRATIC IDEALS</p> <p>Rule of Law: Greek and Roman Models</p> <p>Influences of the U.S. Constitution in Modern World Politics</p> <p>Development of Western Political Ideas</p>	<p><b>10.1 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.</b></p> <ol style="list-style-type: none"> <li>Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</li> <li>Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</li> <li>Consider the influence of the U.S. Constitution on political systems in the contemporary world.</li> </ol>	<p>Self-created tests Pre-printed publishers generated tests (3 different chapter tests and section quizzes are provided: multiple choice, fill-in-the-blank, and short answer questions)</p>	<p>Primary Source materials Maps</p>	<p>Civil liberty Equality Ethics Natural rights Revolution Tyranny Aristotle Plato Socrates U.S. Constitution English Bill of Rights Declaration of the Rights of Man and the Citizen The Republic -- Plato Politics -- Aristotle</p>	<p><i>Modern World History</i> McDougall-Littell Prologue and Ch. 1 sections 1,3,4</p> <p>All handouts and maps are available from the department chair</p> <p><i>World History: Patterns of Interaction</i> McDougall-Littell Ch. 17</p>
4 weeks	<p>REVOLUTIONS</p> <p>United States France England Latin America</p> <p>Nationalism</p> <p>Congress of Vienna Concert of Europe</p> <p>Documents</p>	<p><b>10.2 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.</b></p> <ol style="list-style-type: none"> <li>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, James Madison).</li> <li>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 U.S. Bill of Rights</li> <li>Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</li> <li>Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.</li> <li>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.</li> </ol>		<p>Videos: (French Revolution) The Storming of the Bastille Reign of Terror Making of a Dictator The End of a Dictator</p> <p>Comparison chart of the revolutions (ideas, sequence of events etc.)</p>	<p>Constitutional Monarchy Despotism Democracy Nationalism Magna Carta English Bill of Rights (1689) American Declaration of Independence (1776) Declaration of the Rights of Man and the Citizen (1789) U.S. Bill of Rights (1791) Simon Bolivar John Locke Charles-Louis Montesquieu Jean-Jacques Rousseau Thomas Jefferson James Madison</p>	<p>Modern World History Ch. 5 sections 2-5 Ch. 6 Ch. 7 Ch. 8</p> <p>Modern World History Ch. 21 sections 2-5 Ch. 22 Ch. 23 Ch. 24</p>



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4.5 weeks	INDUSTRIAL REVOLUTION  Technology Division of Labor Unions Immigration Mining & Manufacturing  Utopianism Social Darwinism Social Democracy Capitalism Socialism Communism  Romanticism	<b>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</b> 1. Analyze why England was the first country to industrialize. 2. 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, Thomas Edison). 3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. 4. 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. 5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. 6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism. 7. 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.		Research paper and presentation on inventors during the Industrial Revolution  Look at maps of various natural resources and labor and describe how their locations were contributing factors to which countries industrialized first and fastest  Flow chart- the rise of capitalism and the responses to it.  Game: Communism vs. Capitalism	Capitalism Labor Union Pollution Romanticism Social Darwinism Social Reform Socialism Urbanization Social structure  William Wordsworth William Blake Charles Dickens Louis Pasteur Henry Bessemer James Watt Eli Whitney Thomas Edison	Modern World History Ch. 9 Ch. 10  World History Ch. 25 Ch. 26
<b>Benchmark Assessment Window: 10/20- 10/31/08</b>		<b>Standards Assessed: 10.1.1, 10.2.2, 10.2.3, 10.2.1, 10.3.2, 10.2.4, 10.3.1, 10.3.4, 10.3.6</b>				



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World History 10<sup>th</sup> Grade: Quarter 2

TIME FRAME	BIG IDEA/TOPIC	STANDARDS	ASSESSMENTS	SUGGESTED INSTRUCTIONAL MATERIALS	VOCABULARY	NOTES
3 weeks	IMPERIALISM  Colonial vs. Home Rule  Missionaries  Social Darwinism  Immediate & Long-Term effects of Colonialism	<b>10.4 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.</b> 1. 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). 2. 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. 3. 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. 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.		Maps to show the spread of imperialism across the continents  Students create first-person narratives from the perspective of the colonizers and the colonized to be presented in class  Discussion: Were the colonizers justified in what they did? Were the colonized right to revolt?  Students create a comparison chart of the various reasons for colonization and identify the specific countries the used those reasons to expand	Balance of power Civil Service Colonialism Cultural Diffusion Ethnocentrism Non-Violence Resource Distribution Social Structure Traditional society	Modern World History Ch.11 Ch.12  World History Ch. 27 Ch. 28
3 weeks	TOTAL WAR Global War  Alliance Systems  Technological advances – military and civilian applications  Human Rights Genocide  Ethnic & ideological conflicts  Russian Revolution  Armenian Massacre	<b>10.5 Students analyze the causes and course of the First World War.</b> 1. Analyze the arguments for entering into war presented by leaders from all 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." 2. 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, climate). 3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. 4. 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. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.		Videos: All Quiet on the Western Front  Interactive maps (Modern World History M-L)	Alliances Disarmament Internationalism Isolationism Mass communications Militarism Propaganda Total War Theaters of battle Casualties  Combatants Non-combatants	Modern World History Ch. 13  World History Ch. 29



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3 weeks	TOTAL WAR  Global War  Alliance Systems  Technological advances – military and civilian applications  Human Rights Genocide  Ethnic & ideological conflicts  Russian Revolution  Armenian Massacre	<b>10.5 Students analyze the causes and course of the First World War.</b>  6. Analyze the arguments for entering into war presented by leaders from all 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."  7. 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, climate).  8. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.  9. 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.  10. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.		Videos: All Quiet on the Western Front  Interactive maps (Modern World History M-L)	Alliances Disarmament Internationalism Isolationism Mass communications Militarism Propaganda Total War Theaters of battle Casualties  Combatants Non-combatants	Modern World History Ch. 13  World History Ch. 29
3 weeks	GLOBAL ECONOMIES  Peace-keeping League of Nations Treaty of Versailles	<b>10.6 Students analyze the effects of the First World War.</b>  1. 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.  2. 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.  3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.  4. 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, Ernest Hemingway).		Video: Bread Line  Unemployment graphs Stock market graph	Woodrow Wilson Fourteen Points Treaty of Versailles League of Nations Kellogg-Briand Pact  Existentialism Surrealism Nietzsche  Fascism Nazism Appeasement Isolationism Axis powers Allied powers	Modern World History Ch. 14 Ch. 15  World History Ch. 30 Ch. 31
<b>Benchmark Assessment Window: Standards Assessed: TBD</b>						



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World History 10<sup>th</sup> Grade: Quarter 3

TIME FRAME	BIG IDEA/TOPIC	STANDARDS	ASSESSMENTS	SUGGESTED INSTRUCTIONAL MATERIALS	VOCABULARY	NOTES
2 weeks	<b>REVOLUTION &amp; NATIONALISM</b>  Totalitarianism Russian Revolution Lenin Trotsky Stalin Hitler  Fascism Communism Italy Germany Soviet Union	<b>10.7 Students analyze the rise of totalitarian governments after World War I.</b> 1. 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). 2. 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). 3. 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.		Videos: Nicholas and Alexandria Rasputin The Czars	Authoritarianism Command economy/centralization Collectivization Communism Dictatorship Genocide Ideology Indoctrination Police state Racism Totalitarianism	Modern World History Ch. 15  World History Ch.32
6 weeks	<b>WORLD WAR II</b>  Japanese Imperialism  Fascism Nazism Communism Isolationism	<b>10.8 Students analyze the causes and consequences of World War II.</b> 1. 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. 2. 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. 3. 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. 4. 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, Dwight Eisenhower). 5. 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. 6. 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.		Videos: Nuremburg Trials Schindler's List The Rape of Nan king	Atlantic Charter Blitzkrieg Non-aggression pact Pearl Harbor Battle of Midway Douglas MacArthur  Holocaust Final Solution Genocide  D-Day Eisenhower Battle of Stalingrad  Nuremburg Trials	Modern World History Ch. 16 Ch. 17 Ch. 18  World History Ch. 33 Ch. 34 Ch. 35
<b>Benchmark Assessment Window: No Assessment- State Test</b>						



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TIME FRAME	BIG IDEA/TOPIC	STANDARDS	ASSESSMENTS	SUGGESTED INSTRUCTIONAL MATERIALS	VOCABULARY	NOTES
6.5 weeks	<p>COLD WAR – POST-WW II</p> <p>The impact of the Cold War on global relations</p> <p>The importance of the Truman Doctrine and the Marshall Plan and how it resulted in political and economic competition in Europe</p> <p>Nationalism in the Middle East</p> <p>SEATO</p>	<p><b>10.9 Students analyze the international developments in the post-World World War II world.</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. 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).</li> <li>5. 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.</li> <li>6. 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.</li> <li>7. 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.</li> <li>8. 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.</li> </ol>		<p>Videos: The Fog of War</p>	<p>United Nations Iron Curtain Containment Truman Doctrine Marshall Plan</p> <p>Cold War NATO Warsaw Pact</p> <p>Mao Zedong Jiang Jieshi Domino Theory Hoi-Chi Min 38<sup>th</sup> Parallel Balfour Declaration Zionism Ayatollah Khomeini</p> <p>Détente Korean War Vietnam War</p> <p>Great Leap Forward Cultural Revolution Tiananmen Square Satellite Nations</p> <p>Glasnost Perestroika Gorbechev</p>	<p>Modern World History Ch. 17 Ch. 18 Ch. 19</p> <p>World History Ch. 36 Ch. 37 Ch. 38</p>



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3 weeks	<p><b>NATION-BUILDING</b></p> <p>New nations emerge through violent and non-violent revolutions</p> <p>Understanding the role of religion and ethnic divisions in these emerging governments</p> <p>Authoritarian, military governments and dictatorships dominate the Middle East, Africa and Asia</p>	<p><b>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.</b></p> <ol style="list-style-type: none"> <li>Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</li> <li>Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</li> <li>Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</li> </ol>		<p>Videos: Hotel Rwanda</p>	<p>Muslim League Nehru Indira Gandhi Benazir Bhutto Ferdinand Marcos Corazon Aquino Negritude Movement PLO Yasir Arafat Camp David Accords Oslo Peace Accords Intifada Anwar Sadat Golda Meir Apartheid Nelson Mandela</p>	<p>Modern World History Ch. 19 Ch. 20</p> <p>World History Ch. 39 Ch. 40</p>
1 week	<p>Understanding the role of science and technology in a globally integrated world</p>	<p><b>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</b></p>		<p>Video Documentary Green Revolution</p>	<p>Green revolution Genetic engineering Global economy Sustainable growth Proliferation Terrorism Materialism</p>	<p>Modern World History Ch.19 Ch. 20</p> <p>World History Ch. 39 Ch. 40</p>
<b>Benchmark Assessment Window: Standards Assessed: TBD</b>						