

Grade 10

Skills

WHII The student will apply history and social science skills to the content by S.WHII

- a selecting and synthesizing evidence from information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams in events in world history; S.WHII.A
- b applying geographic skills to determine and predict patterns and trends of people, places, and events; S.WHII.B
- c questioning to construct arguments, using evidence from multiple sources; S.WHII.C
- d investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions; S.WHII.D
- e comparing and contrasting historical, cultural, economic, and political perspectives; S.WHII.E
- f determining cause and effect to analyze connections; S.WHII.F
- g using decision-making models, including, but not limited to T-charts and Venn diagrams, to analyze and explain the incentives for and consequences of a specific choice; S.WHII.G
- h engaging and communicating as an informed individual with different perspectives; S.WHII.H
- i developing products that reflect an understanding of research and content to make real-life connections; and S.WHII.I
- j contextualizing and corroborating sources for credibility, propaganda, and bias to determine patterns and trends to understand the modern world. S.WHII.J

Emergence of a Global Age

1 The student will apply history and social science skills to analyze the political, cultural, geographic, and economic conditions in the world around 1500 A.D. by WHII.1

- a locating major states and empires; WHII.1.A
- b describing the beliefs, sacred writings, traditions, customs, and growth of major religions, including, but not limited to Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism; and WHII.1.B
- c analyzing major trade patterns, regional and global interactions, cultural exchanges, technological, and scientific exchanges. WHII.1.C

2 The student will apply history and social science skills to analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization

by **WHII.2**

- a explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; **WHII.2.A**
- b describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies and the role of the printing press in disseminating these changes; and **WHII.2.B**
- c describing the effect of religious conflicts on society and government actions, including, but not limited to the Inquisition and the Catholic Reformation. **WHII.2.C**

3 The student will apply history and social science skills to describe European exploration by **WHII.3**

- a explaining the political, social, cultural, and economic goals of European exploration and colonization; **WHII.3.A**
 - b comparing and contrasting the social, political, economic, and cultural effects of European colonization and the responses of Indigenous peoples in Africa, Asia, and the Americas; and **WHII.3.B**
 - c analyzing how competition for colonies among Britain, France, and Spain changed the economic system of Europe. **WHII.3.C**
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Age of Revolutions

- 4 The student will apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (A.D.) to about 1800 by WHII.4**
- a describing the series of wars in Europe, including, but not limited to the French Wars of Religion, the Thirty Years War, the German Peasants' War, the Tudor Rebellions, and the Dutch Revolt; WHII.4.A
 - b defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world, including, but not limited to Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, and Voltaire; WHII.4.B
 - c analyzing Enlightenment themes and how they influenced the political foundations of Virginia and the United States; WHII.4.C
 - d describing the Age of Absolutism with emphasis on the development of France and Louis XIV and the Hapsburg empire and Charles V; WHII.4.D
 - e describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy; WHII.4.E
 - f explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions; and WHII.4.F
 - g assessing the effect of Napoleon and the Congress of Vienna on political power in Europe. WHII.4.G
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Global Interactions

- 5 The student will apply history and social science skills to understand Asia from approximately 1500 A.D. to approximately 1800 A.D. by WHII.5**
- a describing the location and development of previously established trade routes, the economic success, the influence of religion, and the factors contributing to the longevity of the Ottoman Empire's influence and power; WHII.5.A
 - b describing the location and development of northern and southern empires in India, including, but not limited to the major trading posts, the growth of Sikhism challenging the Mughal Empire, and cultural developments; WHII.5.B
 - c describing the location, origins, and development of China, including, but not limited to the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties; and WHII.5.C
 - d describing the location, origins, and development of Japan, including, but not limited to the incentives and consequences of the Tokugawa shogunate's closed-country policy, the roles of important figures in Japanese society, such as the Emperor and the Shogun, and the importance of religion in Japanese society. WHII.5.D

6 The student will apply history and social science skills to understand sub-Saharan Africa from approximately 1500 A.D. to approximately 1800 A.D. by WHII.6

- a describing the location and development of Eastern and Western Africa; WHII.6.A
- b explaining the influence of Askia Muhammad in the region; WHII.6.B
- c analyzing the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires; WHII.6.C
- d analyzing the role of the Ashanti and other powerful Western African empires in the Transatlantic Slave Trade; WHII.6.D
- e examining the Swahili trade network and its impacts on Eastern Africa; WHII.6.E
- f comparing and contrasting the development of Central and Southern Africa, including, but not limited to the political systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires; WHII.6.F
- g analyzing the adoption of African Christianity in Kongo and comparing it to the practice of Indigenous religions in the Zulu Empire; and WHII.6.G
- h identifying trading partners, resources, and products exchanged with major Central and Southern African empires. WHII.6.H

7 The student will apply history and social science skills to analyze the global impact of changes in European nations between 1800 and 1900 by WHII.7

- a explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; WHII.7.A
 - b analyzing the effects of the First and Second Industrial Revolutions; WHII.7.B
 - c evaluating responses to imperialism, including, but not limited to the Sepoy Mutiny and the Boxer Rebellion; WHII.7.C
 - d explaining the events related to the unification of Italy and the role of Italian nationalism; and WHII.7.D
 - e explaining the events related to the unification of Germany and the role of Bismarck. WHII.7.E
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Era of Global Wars

8 The student will apply history and social science skills to understand World War I by WHII.8

- a explaining economic and political causes and identifying major events and leaders of the war, including, but not limited to the assassination of Archduke Franz Ferdinand, Georges Clemenceau, John J. Pershing, Kaiser Friedrich Wilhelm II, and Woodrow Wilson; WHII.8.A
- b identifying the changes to modern warfare exemplified in battles along the Eastern and Western fronts; WHII.8.B
- c describing major battles, including, but not limited to Gallipoli, Marne, Meuse-Argonne, Somme, and Verdun; WHII.8.C
- d analyzing and explaining the terms of the Treaty of Versailles, the actions of the League of Nations, and the mandate system; WHII.8.D
- e identifying the causes and consequences of the Russian Revolution; WHII.8.E
- f explaining the causes and effects of worldwide depression in the 1930s; and WHII.8.F
- g examining the rise of totalitarianism. WHII.8.G

9 The student will apply history and social science skills to understand World War II by WHII.9

- a explaining economic and political causes and identifying major events and leaders of the war, including, but not limited to Winston Churchill, Dwight Eisenhower, Adolf Hitler, Michinomiya Hirohito, Joseph Stalin, Douglas MacArthur, Franklin D. Roosevelt, Harry Truman, and Admiral Chester Nimitz; WHII.9.A
 - b describing the major battles, including, but not limited to Leningrad, Midway, Normandy, Okinawa, and Stalingrad; WHII.9.B
 - c identifying the role of technology in the war, including, but not limited to naval power, cavity magnetron and radar, computers (i.e., the Electronic Numerical Integrator and Computer [ENIAC]), antibiotics, and the atomic bomb; WHII.9.C
 - d describing key causes, events, victims, and impacts of the Holocaust, including antisemitism, the rise of the Nazi Party, Kristallnacht, the establishment of ghettos, concentration and death camps, mobile killing squads, rescue, Jewish resistance, and liberation; WHII.9.D
 - e examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, the creation of international cooperative organizations, the Universal Declaration of Human Rights (1948), and the creation and defense of the modern state of Israel; and WHII.9.E
 - f describing the heroic aspects, including, but not limited to D-Day, the French Resistance, the Dunkirk Evacuation, covert action, and Operation Jedburgh. WHII.9.F
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Era of Global Change

10 The student will apply history and social science skills to understand the significance of the Cold War during the second half of the 20th century

by **WHII.10**

- a explaining the causes, the domino theory, the role of containment, and the differences between the United States and Soviet Union economic and political systems; **WHII.10.A**
 - b describing the events, conflicts, and revolutionary movements, including, but not limited to the Berlin Blockade, the Suez Canal Crisis, the Hungarian Revolution, the Bay of Pigs, the Cuban Missile Crisis, and the Prague Spring, as well as the impact of clandestine operations on the Cold War; **WHII.10.B**
 - c describing conflicts, events, and major leaders in Asia, including Mao Zedong, Chiang Kaishek, Deng Xiaoping, and Ho Chi Minh, and Tiananmen Square; **WHII.10.C**
 - d explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, and Vaclav Havel; **WHII.10.D**
 - e examining the political and economic causes and global consequences of the breakup of the Soviet Union; and **WHII.10.E**
 - f analyzing how nations around the world developed a culture of global interdependence. **WHII.10.F**
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11 The student will apply history and social science skills to identify the political, economic, and socioeconomic aspects of independence movements and decolonization by **WHII.11**

- a describing the struggles for self-rule, including Gandhi's leadership and the development of India's democracy; **WHII.11.A**
- b describing African independence movements in Ghana, Algeria, Kenya, and South Africa, including, but not limited to Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; **WHII.11.B**
- c describing the end of the League of Nations' mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser; and **WHII.11.C**
- d explaining the effects of decolonization and other methods of gaining independence. **WHII.11.D**

12 The student will apply history and social science skills to explain global changes during the 21st century by WHII.12

- a identifying modern era genocides and crimes against humanity, including, but not limited to Mao's Cultural Revolution, the Stalin regime, Armenia, Cambodia, Fidel Castro's Cuba, Darfur, Rwanda, and China's minority Uyghur population; WHII.12.A
- b identifying contemporary economic and political issues and ethnic and religious conflicts resulting in the migrations of refugees; WHII.12.B
- c examine the development, role, and effects of technology, including social media and chemical and biological technologies; WHII.12.C
- d analyzing the increasing impact, events, and conditions that have given rise to international terrorism, including, but not limited to the U.S. Embassy bombing in Beirut, the Lockerbie Bombing of Pan AM Flight 103, the U.S. Embassy bombings in Nairobi and Kenya, and the 2011 Breivik shootings; and WHII.12.D
- e describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements. WHII.12.E