

# Twentieth Century Regions IB

## SL 2

### Grades 11 - 12



#### Geography

**Standard 1: The student understands and identifies the major physical features and territorial divisions of this planet.**

- 1.1 Label maps from the different regions showing physical features and political boundaries
- 1.2 Use maps to explain relations with other nations concerning territorial issues
- 1.3 Identify the national areas with natural and water resources, arable land, and population centers
- 1.4 Explain the role of natural and water resources, arable land, and population centers in shaping political conditions

**Standard 2: The student understands the change in political geography (territorial division) necessitated by historical events and movements.**

- 2.1 Recognize the territorial interests which have led to war or which continue to create international tensions
- 2.2 Identify and analyze historical claims to territory and changes which have occurred through bilateral or multilateral agreements

**Standard 4: The student understands the reasons for the distribution and migration patterns of human populations.**

- 4.1 Identify shifts in populations since 1945 as a result of war or civil strife in the different regions
- 4.2 Evaluate the impact of domestic policies on safety and security of the citizens
- 4.3 Judge the historical claims political regimes, ethnic or national groups make to territory

#### Culture and Social Systems

**Standard 8: The student understands the values and characteristics of cultural systems.**

- 8.1 Identify the principal belief systems shaping behavior in Japan, China, the Middle East and selected nations in Africa
- 8.2 Analyze the pressures for change which result from social, political, and economic forces
- 8.3 Evaluate the impact of ideology in creating social, economic, and political structures
- 8.4 Compare views of citizens' rights in the different regions

#### Political Systems and Governance

**Standard 10: The student understands the principles, functions, structures and goals of various forms of government used historically and today.**

- 10.1 Analyze the conditions which led to one-party states in the different regions
- 10.2 Distinguish between totalitarian and authoritarian governments
- 10.3 Evaluate the quality of life and the standard of living for regimes which instituted single-party rule
- 10.4 Construct diagrams showing levels of power and authority, the organization of government
- 10.5 Describe the ways nations respond to conflicts between forces of unity and forces of diversity
- 10.6 Compare the governments in single-party states in Asia, the Middle East and Africa

**Standard 11: The student understands how people create and change structures of power, authority, governance and law.**

- 11.1 Judge the reforms initiated in different nations following the collapse of the political regime
- 11.2 Verify Acton's dictum: "Power tends to corrupt; absolute power corrupts absolutely"
- 11.3 Connect the idea that governments with "a cult of personality" means violence in the name of the national good
- 11.4 Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

**Civic Responsibility**

**Standard 12: The student understands the concepts of citizenship and demonstrates civic responsibilities.**

- 12.1 Express personal beliefs, feelings, convictions
- 12.2 Adjust her/his own behavior to fit the dynamics of various groups and situations

**Standard 13: The student understands democratic principles.**

- 13.1 Recognize democratic beliefs and values: the rights, freedoms, and responsibilities of the individual; and the beliefs concerning societal conditions and governmental responsibilities
- 13.2 Contribute to the development of a supportive climate in groups
- 13.3 Serve as a leader or follower
- 13.4 Assist in setting goals for the group
- 13.5 Participate in delegating duties, organizing, planning, making decisions and taking action in group setting
- 13.6 Participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences

**Economic Systems**

**Standard 14: The student understands the values and characteristics of traditional, market, command and mixed economic systems.**

14.1 Restate the beliefs of the economic systems as defined by Adam Smith and Karl Marx

14.2 Judge the results of market operated and command economic systems

14.3 Justify the role of government in setting economic policy

**Standard 15: The student understands the interdependence of economic systems and the world market.**

15.1 Decide which economic decisions led to a strengthening of or a decline in international stability

15.2 Summarize international agreements signed in order to harmonize the global economy

15.3 Justify the use of economic tools to influence national and international policies

**Standard 16: The student understands the role of resources in the economy and issues of scarcity.**

16.1 Restate the conditions necessary for industrialization and evaluate their influence on the formulation of economic policy

16.2 Judge the conditions in different nations that led towards a policy of autarky

16.3 Determine criteria to measure the government's ability to meet the needs of the citizens

16.4 Review national priorities in spending and the methods governments used to achieve these goals

**Historical Periods and Trends**

**Standard 17: The student understands the major historical periods and trends.**

17.1 Evaluate the forces which led to the outbreak of war in Asia and in the Middle East

17.2 Define the Cold War

17.3 Construct timelines showing the important events in each region

17.4 Defend the policies of the Arabs and the Israelis in the Middle East

17.5 Relate the policies and ideas of the West to the situation in other global regions

**Standard 18: The student understands and applies the principles of sequential development of ideas and chronological patterns.**

18.1 Analyze the impact of decisions in one region on other regions

18.2 Recognize the shifts in power which led to policy changes

18.3 Evaluate the conditions which led to the Cold War

18.4 Test the validity of information, using such criteria as source and objectivity

18.5 Prepare a research paper that requires a creative solution to a problem

18.6 Communicate orally and in writing

**Standard 19: The student understands and recognizes recurring patterns of human behavior.**

19.1 Verify conditions, actions, and motivations that contribute to conflict or cooperation with and among nations

19.2 Evaluate the role of decision makers in shaping domestic and foreign policy

19.3 Compare and contrast credibility of differing accounts of the same event

19.4 Form an opinion based on critical examination of relevant information

19.5 State a hypothesis for further study then find sufficient evidence to validate it

**Standard 20: The student understands major trends of the past, which shape the contemporary world.**

20.1 Apply historiography to explain conditions which support peace to different crises of the post-war era

20.2 Analyze the relationships and tension between national sovereignty and global interests I such matters as: territory, economic development, weapons development, use of natural resources, and human rights

20.3 Evaluate ideology, balance of power, and the need for a new-world –order to explain the changing pattern of relations among nations