
Social Studies: Grade 10

World History: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the fifteenth century through the present. They trace the rise of political, social, religious and economic ideals and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Social Studies Content Standards (SS):

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

Standard: 10SS1: Students analyze the effects of the Renaissance in Europe.

Components: 10SS1.a: Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism.

Example: a balance between intellect and religious faith

10SS1.b: Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities, with emphasis on the cities' importance in the spread of Renaissance ideas.

10SS1.c: Relate the growth and effects of new ways of disseminating information.

Examples: the ability to manufacture paper, translation of the Bible into the vernacular, and printing

10SS1.d: Examine advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

Examples: Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, and William Shakespeare

10SS1.e: Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution.

Examples: impact of scientific theories of Copernicus, Galileo, Kepler, Newton and the significance of new inventions of the telescope, microscope, and barometer

Standard: 10SS2: Students analyze the historical developments of the Reformation.

Components: 10SS2.a: Explore the causes for the internal turmoil and weakening of the Catholic church.

Examples: tax policies and selling of indulgences

10SS2.b: Describe the theological, political, and economic ideas of the major figures during the Reformation.

Examples: Desiderius Erasmus, Martin Luther, John Calvin, and William Tyndale

Social Studies: Grade 10

- 10SS2.c:** Explain Protestants' new practices of church self-government and the influences of those practices on the development of democratic practices and ideas of federalism.
- 10SS2.d:** Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the World.
- 10SS2.e:** Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other part of the world in the medieval and early modern period.
- 10SS2.f:** Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups.
Examples: the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492.

Standard: **10SS3: Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

- Components:** **10SS3.a:** Trace the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
- 10SS3.b:** Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
- 10SS3.c:** Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
- 10SS3.d:** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
- 10SS3.e:** 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*.

Standard: **10SS4: Students compare and contrast the Revolutions of America, France, and Latin America and their enduring effects on Global political expectations for self-government and individual liberty.**

Social Studies: Grade 10

- Components:** **10SS4.a:** Compare the major ideals of philosophers and their impact on the revolutions in England, the United States, and Latin America.
Examples: John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, and James Madison
- 10SS4.b:** Compare 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 (1791).
- 10SS4.c:** Compare the reasons for and outcomes of the revolutions in America, France and Latin America and their continuing significance to other nations.
- 10SS4.d:** Analyze the spread of nationalism and evaluate its impact on Europe.
Examples: Napoleon, Congress of Vienna and Concert of Europe
- Standard:** **10SS5: Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**
- Components:** **10SS5.a:** Analyze why England was the first country to industrialize.
- 10SS5.b:** Examine the factors that produced an industrial economy.
Examples: natural resources, entrepreneurship, labor, and capital
- 10SS5.c:** Examine the scientific and technological changes during the Industrial Revolution.
Examples: The inventions and discoveries of James Watt, Henry Bessemer, Louis Pasteur, and Thomas Edison
- 10SS5.d:** Trace the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- 10SS5.e:** Summarize the massive social economic and cultural changes brought about by the industrial revolution.
Examples: demise of the slave trade, effects of immigration, mining and manufacturing, division of labor, and the union movement.
- 10SS5.f:** Analyze the economic patterns of capitalism, socialism, communism and mixed economies.
- 10SS5.g:** Describe the emergence of Romanticism in art and literature, social criticism, and the move away from Classicism in Europe.
Examples: poetry of William Blake and William Wordsworth, novels of Charles Dickens and art of Claude Monet
- Standard:** **10SS6: 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, or the Philippines.**

Social Studies: Grade 10

- Components:** **10SS6.a:** Describe the rise of industrial economies and their link to imperialism and colonialism.
Examples: 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
- 10SS6.b:** Identify the locations and the impact of colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
- 10SS6.c:** Compare and contrast the impact of imperialism on social and economic systems.
- 10SS6.d:** Compare the independence struggles of the colonized regions of the world, including the roles of leaders, the roles of ideology, and religion.
Example: Sun Yat-sen in China

Standard: **10SS7: Students analyze the causes and trace the course of the First World War.**

- Components:** **10SS7.a:** Compare and contrast global imperialism, nationalism, militarisms, and secret alliances that lead to World War I.
- 10SS7.b:** Analyze the effect of the Russian Revolution and the entry of the United States into World War I.
- 10SS7.c:** Appraise the nature of the war and its human costs (military and civilian) on all sides of the conflict, and the impact of colonial people (India, Africa) contributed to the war effort.
- 10SS7.d:** Examine global human rights violations and genocide.
Example: ethnic conflicts

Standard: **10SS8: Students analyze the effects of the First World War.**

- Components:** **10SS8.a:** Compare 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 global impact of the United States' rejection of the League of Nations.
- 10SS8.b:** Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts and shifting international borders.
- 10SS8.c:** Evaluate the impact of widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 10SS8.d:** Analyze the influence of World War I on literature, art, and intellectual life in the West.

Social Studies: Grade 10

Examples: Pablo Picasso, the 'lost generation' of Gertrude Stein, and Ernest Hemingway

10SS8.e: Analyze the influence of World War I on literature, art, and intellectual life in the West.

Examples: Pablo Picasso, the 'lost generation' of Gertrude Stein, and Ernest Hemingway

Standard: **10SS9: Students analyze the rise of totalitarian governments after World War I.**

Components: **10SS9.a:** Describe the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control.

Example: The Gulag

10SS9.b: 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.

Example: Terror Famine in Ukraine

10SS9.c: Compare the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, Soviet Union, Japan and China.

Standard: **10SS10: Students analyze the causes and consequences of World War II.**

Components: **10SS10.a:** Compare the German, Italian, and Japanese drives for empire in the 1930's including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10SS10.c: Evaluate the concept of appeasement and nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10SS10.d: Locate geographically the principal theaters of conflict and players in WWII (Allied and Axis powers) on a map.

10SS10.e: Discuss the major turning points of the war, key strategic decisions, the resulting war conferences and political resolutions.

10SS10.f: Compare and contrast the political, diplomatic, and military leaders during the WWII.

Examples: Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower

10SS10.g: Analyze the Nazi policy of the pursuing racial purity and the Holocaust.
Examples: Jews, Catholics, Jehovah Witnesses, etc.

10SS10.h: Examine and compare the human costs of the war.

Examples: civilian and military losses in Russia, Germany, Britain, the

Social Studies: Grade 10

United States, China, Japan and the resulting shifts in global borders.

Standard: 10SS11: Students analyze the international development in the post-World War II world.

Components: 10SS11.a: Compare the economic and military power shifts caused by the war.
Examples: the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European national, and the economic recoveries of Germany and Japan

10SS11.b: 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.

10SS11.c: Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China.
Examples: Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising

10SS11.d: Describe the uprising in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries resurgence in the 1970s and the 1980s as people in Soviet satellites sought freedom from Soviet Control.

10SS11.e: 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.

10SS11.f: Analyze the reasons for the collapse of the Soviet Union.
Examples: 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

10SS11.g: Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of the American States.

Standard: 10SS12: Students analyze the integration of countries into the information, technological, and communications revolutions (television, satellites, and computers).

Components: 10SS12.a: Describe how the information age has influenced the major economies of the world.

10SS12.b: Describe how communication has affected social and cultural practices in the world.
Examples: dress patterns, speech, food, etc.

10SS12.c: Discuss how communication has impacted the political policies of countries in the world.

Social Studies: Grade 10

Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade ten. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

- Skills:**
- 10SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
 - 10SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.
 - 10SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
 - 10SSK4:** Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- 10SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 10SSK6:** Students identify bias and prejudice in historical interpretations.
- 10SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- 10SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- 10SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 10SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 10SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- 10SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Social Studies: Grade 10

10SSK13: Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

10SSK14: Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the world economy.

Standards adapted, by permission, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.