

RRPS District Standards: SOCIAL STUDIES

Grade 10

Theme: World History

10/2006

STRAND I: HISTORY

NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

NM State Benchmarks Grades 9-12

The NM State Social Studies standards document does not specify a grade level for Performance Standards (PS) Grades 9-12. Therefore, the RRPS Social Studies curriculum team, grades 9-12, assigned each state PS to the grade level where it seems most appropriate.

NM State Benchmark I-C: Grades 9-12

World: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.

NM Grade 10 Performance Standards

1. Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:

- development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare)
- development of Protestantism (e.g., Martin Luther, John Calvin)
- religious conflict and persecutions (e.g., Spanish Inquisition).

2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.

3. Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:

- Copernican view of the universe and Newton's natural laws
- tension and cooperation between religion and new scientific discoveries
- impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe
- events and ideas that led to parliamentary government (English Civil War, Glorious Revolution)
- Enlightenment philosophies used to support events leading to American and French Revolutions
- Napoleonic Era (e.g., codification of law) Latin America's wars of independence.

4. Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:

- conditions that promoted industrialization
- how scientific and technological innovations brought about change
- impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe)

RRPS Grade 10 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 1 (Benchmark I-A)

Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:

- development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare)
- development of Protestantism (e.g., Martin Luther, John Calvin)
- religious conflict and persecutions (e.g., Spanish Inquisition).

Power Standard 2 (Benchmark I-A)

Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:

- Copernican view of the universe and Newton's natural laws
- tension and cooperation between religion and new scientific discoveries
- impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe
- events and ideas that led to parliamentary government (English Civil War, Glorious Revolution)
- Enlightenment philosophies used to support events leading to American and French Revolutions
- Napoleonic Era (e.g., codification of law) Latin America's wars of independence.

Power Standard 3 (Benchmark I-A)

Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:

- conditions that promoted industrialization
- how scientific and technological innovations brought about change
- impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe)

- evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)
 - political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx)
 - status and roles of women and minorities.
5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:
- clash of cultures
 - British Empire expands around the world
 - nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations).
6. Describe and analyze the geographic, political, economic, religious, and social structures of East Asia.
7. Analyze and evaluate the causes, events, and effects of World War I, to include:
- rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership)
 - rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire)
 - major turning points and the importance of geographic, military, and political factors in decisions and outcomes
 - human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)
 - effects of loss of human potential through devastation of populations and their successive generations
 - effects of the Russian Revolution and the implementation of communist rule.
8. Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:
- failures and successes of the Treaty of Versailles and the League of Nations
 - rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust)
 - political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)
 - principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island-hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan).
9. Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:
- war crime trials
 - creation of the state of Israel and resulting conflicts in the Middle East
 - rebuilding of Western Europe (e.g., Marshall Plan, NATO)
 - Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt)
 - creation and role of the United Nations

- evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)
- political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx)
- status and roles of women and minorities.

Power Standard 4 (Benchmark I-A)

Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:

- clash of cultures
- British Empire expands around the world
- nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations).

Power Standard 5 (Benchmark I-A)

Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.

Power Standard 6 (Benchmark I-A)

Analyze and evaluate the causes, events, and effects of World War I, to include:

- rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership)
- rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire)
- major turning points and the importance of geographic, military, and political factors in decisions and outcomes
- human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)
- effects of loss of human potential through devastation of populations and their successive generations
- effects of the Russian Revolution and the implementation of communist rule.

Power Standard 7 (Benchmark I-A)

Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:

- failures and successes of the Treaty of Versailles and the League of Nations
- rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust)
- political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)
- principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island-hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan).

- Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution)
 - national security in the changing world order
 - technology's role in ending the Cold War
 - fluidity of political alliances
 - new threats to peace
 - reasons for the collapse of the Soviet Union and the end of the Cold War
 - use of technology in the Information Age.
10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:
- French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh)
 - Mohandas Gandhi's non-violence movement for India's independence
 - apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu)
 - Middle East conflicts (Israel, Palestine, Egypt).
11. Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:
- expansion of democracy in Western Hemisphere
 - immigration and migration issues
 - changes in foreign policy brings spiraling impact on each nation and international relations
 - trade.
12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:
- analyze perspectives that have shaped the structures of historical knowledge
 - describe ways historians study the past
 - explain connections made between the past and the present and their impact.

- Power Standard 8 (Benchmark I-A)**
- Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:
- French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh)
 - Mohandas Gandhi's non-violence movement for India's independence
 - apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu)
 - Middle East conflicts (Israel, Palestine, Egypt).

STRAND I: HISTORY

NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

NM State Benchmark I-D: Grades 9-12

Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

NM Grade 10 Performance Standards

1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.
2. Apply chronological and spatial thinking to understand the importance of events.
3. Describe primary and secondary sources, and their uses in research.
4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).
5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, or biases about the subject.
6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.
7. Analyze the evolution of particular historical and contemporary perspectives.
8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.

RRPS Grade 10 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 9 (Benchmark I-A)

Describe primary and secondary sources, and their uses in research.

Power Standard 10 (Benchmark I-A)

Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.