



Victor Valley Union High School District

History/Social Science: Grade Ten

Based on the California Content Standards (1997)

Only standards ranked as high emphasis on state test are listed

Standard		1	2	3	4
World History, Culture, and Geography: The Modern World					
Standard 1: 5 items					
10.1.1	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	X			
10.1.2	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> .	X			
10.1.3	Consider the influence of the U.S. Constitution on political systems in the contemporary world.	X			
Standard 2: 8 items					
10.2.1	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).	X			
10.2.2	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 (1791).	X			
10.2.4	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	X			
Standard 3: 7 items					
10.3.1	Analyze why England was the first country to industrialize.	X			
10.3.3	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	X			
10.3.6	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	X			
Standard 4: 3 items					
10.4.1	Describe the rise of industrial economies and their link to imperialism and colonialism (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).		X		
10.4.3	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.		X		
Standard 5: 7 items					
10.5.1	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."		X		
10.5.2	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).		X		
10.5.3	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.		X		
10.5.4	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.		X		
Standard 6: 7 items					
10.6.1	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's rejection of the League of Nations on world politics.		X		
10.6.2	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.		X		



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Standard 7: 6 items					
10.7.1	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).			X	
10.7.2	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).			X	
10.7.3	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.			X	
Standard 8: 7 items					
10.8.1	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.			X	
10.8.5	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.			X	
Standard 9: 8 items					
10.9.1	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.				X
10.9.2	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.				X
10.9.3	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.				X
10.9.4	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).				X
10.9.6	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.				X
10.9.8	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.				X
Standard 10: 1 item					
10.10.1	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.				X
Chronological and Spatial Thinking					
AS.10.1.1	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	X	X	X	X
AS.10.1.2	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 politics but also values and beliefs.	X	X	X	X
AS.10.1.3	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.	X	X	X	X



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Standard		1	2	3	4
Historical Research, Evidence, and Point of View					
AS.10.2.1	Students distinguish valid arguments from fallacious arguments in historical interpretations.	X	X	X	X
AS.10.2.2	Students identify bias and prejudice in historical interpretations.	X	X	X	X
AS.10.2.4	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	X	X	X	X
Historical Interpretation					
AS.10.3.1	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	X	X	X	X
AS.10.3.2	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	X	X	X	X
AS.10.3.4	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	X	X	X	X

Grade 10 standards account for 60 items (100 percent) of the History CST given in Grade 10.

*The analysis skills are embedded in 15 (25%) of the content items for Grade 10.