

This document provides suggested identification of Essential Standards for [10th Grade New Mexico State Standards for Social Studies](#).

Essential - standards that should be mastered

Very Important - standards that should be included, but may or may not be mastered

Important - should be introduced to students who have mastered Essential and Very Important standards

Strand and Benchmark	Identification of Essential Standards
<p>Strand : History 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. Students will:</p>	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 1-C. 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:</i> 	<ol style="list-style-type: none"> 1. Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: <ol style="list-style-type: none"> a. development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare) 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: <ol style="list-style-type: none"> a. Copernican view of the universe and Newton’s natural laws; c. impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe; e. enlightenment philosophies used to support events leading to American and French revolutions; f. Napoleonic

- era (e.g., codification of law);
4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include:
 - a. conditions that promoted industrialization;
 - b. how scientific and technological innovations brought about change;
 - c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);
 - f. status and roles of women and minorities;
 5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:
 - a. clash of cultures;
 - c. 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);
 7. Analyze and evaluate the causes, events and effects of World War I, to include:
 - b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire);
 - d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)
 - f. 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:
 - a. 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);
 9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:
 - a. war crime trials;

	<p>b. creation of the state of Israel and resulting conflicts in the middle east; d. Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt); e. creation and role of the united nations; f. Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution); j. new threats to peace; k. reasons for the collapse of the Soviet Union.</p> <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include: a. French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh);</p>
<p>Strand : Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:</p>	
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-A:</i> analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues: 	<ol style="list-style-type: none"> 1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems; 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns
<ul style="list-style-type: none"> ● <i>9-12 Benchmark 2-B:</i> analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change: 	<ol style="list-style-type: none"> 1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change; 2. Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;

	<p>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism); and</p> <p>4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).</p>
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<ul style="list-style-type: none"> ● <i>9-12 Benchmark 1-C. 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:</i> 	<ol style="list-style-type: none"> 1. Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: <ol style="list-style-type: none"> b. development of protestantism (e.g., Martin Luther, John Calvin); c. religious conflict and persecutions (e.g., Spanish inquisition); 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, Latin America’s wars of independence; 4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include: <ol style="list-style-type: none"> d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration); e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx); 5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:

b. British empire expands around the world;

6. Describe and analyze the geographic, political, economic, religious and social structures of the civilizations of east Asia;

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

a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership);

c. major turning points and the importance of geographic, military and political factors in decisions and outcomes

e. effects of loss of human potential through devastation of populations and their successive generations;

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

b. political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)

9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:

c. rebuilding of western Europe (e.g., Marshall Plan, NATO)

g. national security in the changing world order;

10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include

b. Mohandas Gandhi's non-violence movement for India's independence;

c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu);

d. middle east conflicts (Israel, Palestine, Egypt);

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<ul style="list-style-type: none"> ● 9-12 <i>Benchmark 1-C. World</i>: 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: 	<p>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</p> <ul style="list-style-type: none"> b. tension and cooperation between religion and new scientific discoveries; d. events and ideas that led to parliamentary government (English civil war, glorious revolution); <p>8. Analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include</p> <ul style="list-style-type: none"> c. 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); <p>9. Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:</p> <ul style="list-style-type: none"> i. fluidity of political alliances; k. technology’s role in ending the cold war; nion and the end of the cold war; l. use of technology in the information age; <p>11. Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include:</p> <ul style="list-style-type: none"> a. expansion of democracy in western hemisphere; b. immigration and migration issues; c. changes in foreign policy brings spiraling impact on each nation and international relations, trade;

	<p>12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: a. analyze perspectives that have shaped the structures of historical knowledge; b. describe ways historians study the past; c. explain connections made between the past and the present and their impact.</p>
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