

**CALIFORNIA STANDARDS TEST**  
**GRADE 10 HISTORY-SOCIAL SCIENCE**  
 (Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: GRADE 10	# of Items	%
<p><b>WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD</b>            Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.</p>	60	100%
<b>Reporting Cluster 1 – DEVELOPMENT OF MODERN POLITICAL THOUGHT</b>	13	22%
<p><b>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</b></p>	5	
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	*	
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .	*	
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	*	
<p><b>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</b></p>	8	
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	A**	
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).	A**	
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	*	
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	A**	

\* Standard not ranked for emphasis. 1

\*\* Emphasis: A=high; B=medium; C=low.

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5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	*	
<b>Reporting Cluster 2 – INDUSTRIAL EXPANSION AND IMPERIALISM</b>	<b>10</b>	<b>16.5%</b>
<b>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</b>	<b>7</b>	
1. Analyze why England was the first country to industrialize.	A**	
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	*	
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	*	
4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.	*	
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	*	
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	A**	
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	*	
<b>10.4 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 and the Philippines.</b>	<b>3</b>	
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 search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	A**	
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	*	
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.	A**	
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.	*	

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<b>CALIFORNIA CONTENT STANDARDS: GRADE 10</b>	<b># of Items</b>	<b>%</b>
<b>Reporting Cluster 3 – CAUSES AND EFFECTS OF THE FIRST WORLD WAR</b>	<b>14</b>	<b>23%</b>
<b>10.5 Students analyze the causes and course of the First World War.</b>	<b>7</b>	
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 civilian population in support of "total war."	*	
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).	*	
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	*	
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.	*	
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	*	
<b>10.6 Students analyze the effects of the First World War.</b>	<b>7</b>	
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 United States's rejection of the League of Nations on world politics.	A**	
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.	*	
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	*	
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	*	
<b>Reporting Cluster 4 – CAUSES AND EFFECTS OF THE SECOND WORLD WAR</b>	<b>13</b>	<b>22%</b>
<b>10.7 Students analyze the rise of totalitarian governments after the First World War.</b>	<b>6</b>	
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).	*	
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).	*	

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<b>CALIFORNIA CONTENT STANDARDS: GRADE 10</b>	<b># of Items</b>	<b>%</b>
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	*	
<b>10.8 Students analyze the causes and consequences of World War II.</b>	<b>7</b>	
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	A**	
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	*	
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	*	
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	*	
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.	A**	
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.	*	
<b>Reporting Cluster 5 – INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II ERA</b>	<b>10</b>	<b>16.5%</b>
<b>10.9 Students analyze the international developments in the post-World War II world.</b>	<b>8</b>	
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.	B**	
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.	A**	
3. Understand the importance of the Truman Doctrine and 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.	A**	

\* Standard not ranked for emphasis. 4

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<b>CALIFORNIA CONTENT STANDARDS: GRADE 10</b>	<b># of Items</b>	<b>%</b>
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).	B**	
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	B**	
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.	A**	
7. Analyze the reasons for the collapse of the Soviet Union, including 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.	*	
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.	B**	
<b>10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</b>	<b>1</b>	
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	*	
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	*	
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.	*	
<b>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</b>	<b>1</b>	

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<b>CALIFORNIA CONTENT STANDARDS: GRADE 10</b>	<b># of Items</b>	<b>%</b>
<b>HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 10)***</b>	<b>15</b>	<b>25%</b>
<b><i>CHRONOLOGICAL AND SPATIAL THINKING</i></b>		
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.		
2. Students analyze how change happens at different rates at different times; 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.		
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.		
4. Students relate current events to the physical and human characteristics of places and regions.		
<b><i>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</i></b>		
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.		
2. Students identify bias and prejudice in historical interpretations.		
3. 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.		
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.		
<b><i>HISTORICAL INTERPRETATION</i></b>		
1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.		
2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.		
3. 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.		
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.		
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.		
6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.		

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

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**Standardized Testing and Reporting (STAR) Program**

**CALIFORNIA STANDARDS TESTS**  
**HISTORY-SOCIAL SCIENCE**

**Blueprint Preface**

The following blueprints are for the California Standards Tests (CSTs) in history-social science that students take in grades eight, ten, and eleven. As the blueprints indicate, the test administered at grade eight assesses standards for grades six through eight and consists of 75 multiple-choice questions with an additional six field-test questions. The grade ten and eleven tests assess grade level standards. Each of these tests consists of 60 multiple-choice questions with an additional six field-test questions. It is also important to note:

- The “History-Social Science Analysis Skills” standards in each grade are also tested and are concurrently embedded in 25% of the multiple-choice questions. No additional questions are used to test the “Skills” standards separately.
- The “# of Items” column shows the total number of questions for each strand. Also included is information about the emphasis assigned to each standard. The letter “A” indicates high emphasis, “B” medium, and “C” low. Some standards are not ranked for emphasis and are identified with an asterisk (\*).
- The “%” column shows the percentage of questions assessing each strand.
- A distinction is made between the descriptive statement that precedes each set of standards (i.e. 6.1, 6.2, 6.3, etc.) and the standards that are actually being assessed (i.e., 1, 2, 3, etc.).

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