

Social Studies Standard Articulated by Grade Level

Strand 2: World History

Concept 1: Research Skills for History Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: U.S. History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.
High School
PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
PO 3. <i>Formulate questions that can be answered by historical study and research.</i>
PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
PO 5. Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity
PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
PO 7. Compare present events with past events: a. cause and effect b. change over time c. different points of view

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Concept 2: Early Civilizations

The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

High School

PO 1. Describe the development of early prehistoric people, their agriculture, and settlements.

PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.

PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization:

- a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire)
- b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)

PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations:

- a. development of concepts of government and citizenship (e.g., Confucianism, empire)
- b. scientific, mathematical, and technical advances (e.g., roads, aqueducts)
- c. cultural advancements in art, architecture, literature, theater, and philosophy

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.

High School

PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).

PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.

PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.

PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:

- a. Crusades
- b. commerce and the Silk Road
- c. impact on culture
- d. plague

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Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

High School

PO 1. Analyze the results of Renaissance thoughts and theories:

- a. rediscovery of Greek and Roman ideas
- b. humanism and its emphasis on individual potential and achievements
- c. scientific approach to the natural world
- d. Middle Eastern contributions (e.g., mathematics, science)
- e. innovations in the arts and sciences

PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

High School

PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:

- a. reasons for European exploration
- b. impact of expansion and colonization on Europe
- c. impact of expansion and colonization on Africa, the Americas, and Asia
- d. role of disease in conquest
- e. role of trade
- f. navigational technology
- g. impact and ramifications of slavery and international slave trade
- h. contrasting motivations and methods for colonization

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

High School

PO 1. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:

- a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)
- b. the Magna Carta, the English Bill of Rights, and parliamentary government
- c. the ideas of John Locke

PO 2. Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.

PO 3. Explain how Enlightenment ideas influenced political thought and social change:

- a. Deism
- b. role of women
- c. political thought
- d. social change

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Concept 6: Age of Revolution Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.
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PO 4. Analyze the developments of the French Revolution and rule of Napoleon: a. Reign of Terror b. rise of Napoleon c. spread of nationalism in Europe d. defeat of Napoleon and Congress of Vienna
PO 5. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).
PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution: a. origins in England's textile and mining industries b. urban growth and the social impact of industrialization c. unequal spread of industrialization to other countries d. political and economic theories (nationalism, anarchism, capitalism, socialism)

Concept 7: Age of Imperialism Industrialized nations exerted political, economic, and social control over less developed areas of the world.
High School
PO 1. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.
PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).
PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).
PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).
PO 5. Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.

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Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

High School

PO 1. Examine the causes of World War I:

- a. rise of nationalism in Europe
- b. unification of Germany and Otto Von Bismarck's leadership
- c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire

PO 2. Analyze the impact of the changing nature of warfare in World War I:

- a. trench warfare
- b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical
- c. American involvement

PO 3. Explain the end of World War I and its aftermath:

- a. Russian Revolution
- b. Treaty of Versailles
- c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian)
- d. continuation of colonial systems (e.g., French Indochina, India, Philippines)

PO 4. Examine the period between World War I and World War II:

- a. rise of fascism and dictatorships
- b. postwar economic problems
- c. new alliances
- d. growth of the Japanese empire
- e. challenges to the world order

PO 5. Analyze aspects of World War II:

- a. political ideologies (e.g., Totalitarianism, Democracy)
- b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)
- c. treatment of civilian populations
- d. Holocaust

PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).

PO 7. Analyze the political, economic and cultural impact of the Cold War:

- a. superpowers – Soviet Union, United States, China
- b. division of Europe
- c. developing world
- d. Korean and Vietnam Wars

PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).

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Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

High School

PO 1. Explain the fall of the Soviet Union and its impact on the world.

PO 2. Explain the roots of terrorism:

- a. background and motives
- b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)
- c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)
- d. economic and political inequities and cultural insensitivities

PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:

- a. economics, global wage inequalities
- b. technology
- c. multinational corporations
- d. growth of international governmental organizations (e.g., World Trade Organization)
- e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)

PO 4. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).

PO 5. *Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*