

## READINESS STANDARDS - World History

**(WH.3) History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to

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| (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity | Limited democracy, Monotheism, Representative government, Republic, Rule of law, Separation of powers |
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**(WH.4) History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to

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| (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire  | Tithe, Monastery, Crusades   |
| (C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism | Feudalism, Manorialism, Lords, Self-sufficiency, Vassals, Knights, Serfs |
| (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | Sufis  |
| (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe  | Epidemic, Schism, Crusades, Papacy                                       |
| (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia   | Tributary states, Land reform, Footbinding                               |
| (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade  | Silk Road, Ghana, Mali, Songhai  |
| (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world  | Serfdom  |

**(WH.5) History.** The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to

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| (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance | Renaissance, Humanism                            |
| (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation | Reformation, Counter Reformation, Predestination |

# READINESS STANDARDS - World History

(WH.6) **History.** The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to

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| (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development | Quipu, Terracing, Polytheist |
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(WH.7) **History.** The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to

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| (A) analyze the causes of European expansion from 1450 to 1750  | Globalization, Mercantilism         |
| (B) explain the impact of the Columbian Exchange on the Americas and Europe                                       | Columbian Exchange                  |
| (C) explain the impact of the Atlantic slave trade on West Africa and the Americas                                | Mestizos, Mulattos                  |
| (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade                                   | Janissaries                         |
| (E) explain Ming China's impact on global trade   | Junks                               |
| (F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution | Mercantilism, Joint-stock companies |

(WH.8) **History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to

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|---|---|
| (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution | Enclosure movement, Textiles  |
| (C) identify the major political, economic, and social motivations that influenced European imperialism | Imperialism, Nationalism, Social Darwinism  |
| (D) explain the major characteristics and impact of European imperialism                                | Imperialism, Infrastructure, White settler colonies, Spheres of influence, Assimilation |

(WH.9) **History.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to

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| (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion | Bourgeoisie, Estates-general |
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(WH.10) **History.** The student understands the causes and impact of World War I. The student is expected to

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| (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I  | Militarism, Nationalism, Alliance  |
| (C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system | Self-determination, Mandate system |

# READINESS STANDARDS - World History

(WH.10) **Reading/Vocabulary Development.** The student understands the causes and impact of World War I. The student is expected to

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| (D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics | Abdicate, Soviets, Bolsheviks |
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(WH.11) **History.** The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to

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| (A) summarize the international, political, and economic causes of the global depression | Deflation |
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(WH.12) **History.** The student understands the causes and impact of World War II. The student is expected to

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| (A) describe the emergence and characteristics of totalitarianism  | Totalitarianism, Fascism, Communism, Ideology |
| (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs | Holocaust, Non-aggression pact, Blitzkrieg    |

(WH.13) **History.** The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to

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| (A) summarize how the outcome of World War II contributed to the development of the Cold War   | Iron curtain, NATO, Warsaw Pact             |
| (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism | Long March, Manchu, Nationalists            |
| (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race                                | Guerrillas                                  |
| (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts                        | Decolonization, Zionism, Civil disobedience |

(WH.16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to

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| (B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals | Physical geography, Human geography |
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(WH.17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to

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|---|---|
| (A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution | Cultural diffusion, Industrialization, Neolithic Revolution |
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# READINESS STANDARDS - World History

(WH.18) **Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to

(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i>	Laissez-faire, Free enterprise
(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx	Proletariat, Communism
(C) identify the historical origins and characteristics of socialism	Socialism, Factors of production
(D) identify the historical origins and characteristics of fascism	Fascism

(WH.19) **Government.** The student understands the characteristics of major political systems throughout history. The student is expected to

(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism	Theocracy, Absolute monarchy, Democracy, Republic, Oligarchy, Limited monarchy, Totalitarianism
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(WH.20) **Government.** The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to

(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment	Constitutional monarchy, Democratic-republican government
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(WH.21) **Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to

(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	Suffrage, Franchise
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(WH.23) **Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to

(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism	Reincarnation, Sacraments, Filial piety, Caste system, Karma
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# SUPPORTING STANDARDS - World History

(1) **History.** The student understands traditional historical points of reference in world history. The student is expected to

(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations

Agriculture

(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions

Classical Era, Empire, Dynasty

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia

Post-Classical Era, Medieval

(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation

Columbian Exchange, Renaissance, Reformation

(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions

Economic system, Industrialization, Revolution, Imperialism

(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization

Cold War

(2) **History.** The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to

(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations

Neolithic Revolution

## SUPPORTING STANDARDS - World History

(2) **History.** The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to

(B) identify the characteristics of civilization

Civilization, Institutions

(C) explain how major river valley civilizations influenced the development of the classical civilizations

Civilization

(3) **History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to

(B) explain the impact of the fall of Rome on Western Europe

Feudalism, Manorialism

(C) compare the factors that led to the collapse of Rome and Han China

Internal factors, External factors

(4) **History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to

(B) Explain the characteristics of Roman Catholicism and Eastern Orthodoxy

Roman Catholicism, Eastern Orthodoxy

(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa

Interactions

(F) describe the interactions between Muslim and Hindu societies in South Asia

Interactions

(I) explain the development of the slave trade

Slavery

(6) **History.** The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to

(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization

Colonization

(8) **History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to

(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe

Political, Economic, Social

(E) explain the effects of free enterprise in the Industrial Revolution

Free enterprise

(9) **History.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to

(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America

Nationalism

(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar

Enlightenment

## SUPPORTING STANDARDS - World History

(9) **History.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to

(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions

Separation of powers, Liberty, Democracy, Popular sovereignty, Human rights, Constitutionalism, Nationalism

(10) **History.** The student understands the causes and impact of World War I. The student is expected to

(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates

Total war, Trenches, Casualties

(11) **History.** The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to

(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression

Economic depression

(12) **History.** The student understands the causes and impact of World War II. The student is expected to

(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II

Fascism

(13) **History.** The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to

(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union

Perestroika, Glasnost

(F) explain how Arab rejection of the State of Israel has led to ongoing conflict

Zionism

(14) **History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to

(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda

Islamic fundamentalism, Secularism, Terrorism

(B) explain the U.S. response to terrorism from September 11, 2001, to the present

Terrorism

(16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to

(A) locate places and regions of historical significance directly related to major eras and turning points in world history

Era

## SUPPORTING STANDARDS - World History

(17) <b>Economics.</b> The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to	
(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution	Economics
(C) summarize the economic and social impact of 20th century globalization	Globalization
(18) <b>Economics.</b> The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to	
(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century	Perestroika, Glasnost
(19) <b>Government.</b> The student understands the characteristics of major political systems throughout history. The student is expected to	
(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations	Monarchy, Theocracy
(20) <b>Government.</b> The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to	
(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution and the Declaration of the Rights of Man and of the Citizen	Constitutional monarchy, Democratic-republican government, Constitutional republic
(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone	Philosopher
(D) explain the significance of the League of Nations and the United Nations	League of Nations, United Nations
(21) <b>Citizenship.</b> The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to	
(A) describe how people have participated in supporting or changing their governments	Citizenship
(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce	Philosophy, Political
(22) <b>History.</b> The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to	
(A) summarize the development of the rule of law from ancient to modern times	Rule of law



## SUPPORTING STANDARDS - World History

(22) **Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to

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| (B) identify the influence of ideas regarding the right to a “trial by a jury of your peers” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome | Judeo-Christian, Legal |
| (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | Genocide               |
| (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur  | Genocide               |
| (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square                    | Oppression, Resistance |

(23) **Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to

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| (B) identify examples of religious influence on various events referenced in the major eras of world history | Religion |
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(24) **Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is expected to

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| (A) describe the changing roles of women, children, and families during major eras of world history  | Era |
| (B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history | Era |

(25) **Culture.** The student understands how the development of ideas has influenced institutions and societies. The student is expected to

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| (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India   | Institutions     |
| (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome   | Institutions     |
| (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments | Secularism       |
| (D) explain how Islam influences law and government in the Muslim world  | Caliph, Shari’ah |

## SUPPORTING STANDARDS - World History

(26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to

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| (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures     | Artistic ideal, Visual principle |
| (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced. | Culture                          |

(27) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to

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| (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties | Diffusion   |
| (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations   | Astronomy, Mathematics, Architectural Engineering |
| (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe  | Printing press                                    |
| (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide   | Scientific method                                 |
| (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle   | Scientific method                                 |

(28) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to

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| (A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution | Textiles, Factory system |
| (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism                                   | Imperialism              |
| (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War  | Total war                |
| (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society                                 | Telecommunication        |

## SUPPORTING STANDARDS - World History

(28) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to

(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt

Scientific method