# High School: World History Standards

**Introduction**

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that led to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (e.g., people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

**World History**

| 1300–1450 | Regional Transformation and Consolidation |
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| 1450–1750 | Transregional and Global Interactions |
| 1750–1900 | Political and Economic Revolutions |
| 1900–1945 | Global Conflict |
| 1945–Present | Cold War, Decolonization and the Modern World |

| Concepts and Practices | Standards | |
|---|---|---|
| **I: Questioning** | HS.WH.I.Q.1 | Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history. |
| | HS.WH.I.Q.2 | Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions. |
| **I: Investigating** | *Investigating occurs through the exploration of the discipline strand standards.* | |

| Concepts and Practices | Standards | |
|---|---|---|
| **H: Change and Continuity** | HS.WH.CH.1 | Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500. |
| | HS.WH.CH.2 | Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750. |
| | HS.WH.CH.3 | Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750. |
| | HS.WH.CH.4 | Analyze the connections between industrialization and the development of total war between 1900-1950. |
| | HS.WH.CH.5 | Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888. |
| | HS.WH.CH.6 | Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present. |
| | HS.WH.CH.7 | Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present. |
| **H: Cause and Effect** | HS.WH.CE.1 | Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450. |
| | HS.WH.CE.2 | Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750. |
| | HS.WH.CE.3 | Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888. |
| | HS.WH.CE.4 | Analyze causes and effects of political revolutions in multiple global regions from 1750-present. |
| | HS.WH.CE.5 | Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850. |
| | HS.WH.CE.6 | Examine the causes and effects of imperialism from multiple perspectives between 1750-1900. |
| | HS.WH.CE.7 | Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900. |

| Concepts and Practices | Standards | |
|---|---|---|
| **H: Cause and Effect** *(continued)* | HS.WH.CE.8 | Determine the causes of the World Wars and their global effects between 1900-1945. |
| | HS.WH.CE.9 | Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present. |
| **H: Conflict and Compromise** | HS.WH.CO.1 | Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750. |
| | HS.WH.CO.2 | Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. |
| | HS.WH.CO.3 | Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present. |
| | HS.WH.CO.4 | Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present. |
| | HS.WH.CO.5 | Analyze how advancements in communication, technology and trade impact global interactions from 1900-present. |
| | HS.WH.CO.6 | Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945-present. |
| **H: Kentucky History** | HS.WH.KH.1 | Describe the impact of world history on Kentuckians and how Kentucky impacted the world. |
| **I: Using Evidence** | HS.WH.I.UE.1 | Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history. |
| | HS.WH.I.UE.2 | Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history. |
| | HS.WH.I.UE.3 | Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history. |

| Concepts and Practices | Standards |
|---|---|
| I: Communicating Conclusions | HS.WH.I.CC.1   Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history. |
| | HS.WH.I.CC.2   Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history. |
| | HS.WH.I.CC.3   Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history. |

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

**World History Disciplinary Strand**

| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|---|---|
| **H: Change and Continuity** | HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500. | There were a large number of complex states and empires throughout the world during the period 1300–1500 including the Mali Empire in West Africa, the Ming Dynasty in Asia, the Ottoman Empire in the Middle East, Eastern Europe and North Africa, the Venetian city-state in Europe and the Inca Empire in South America. Gaining an understanding of how various states and empires across the world  rose, governed, expanded and fell is crucial to comprehending the underlying framework of the modern world. |
| | HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750. | Afro-Eurasian states and empires in the period 1300–1750 had many interactions with one another as goods (tea, porcelain, spices), ideas (religions, Greek philosophy and Islamic and East Asian science) and technologies (gunpowder, maritime technologies, Arabic numerals) were exchanged and evolved as they encountered new cultures. Many of these exchanges laid the building blocks of contributions during the latter part of the period, including the development of modern science as well as new ideas about governance and sources of governmental and religious legitimacy. |

| Concepts and Practices | Standard | | Disciplinary Clarifications |
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| **H: Change and Continuity** *(continued)* | HS.WH.CH.3 | Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750. | With the rise of new maritime technology, which made transatlantic trade possible, older systems of trade changed. Europeans directly entered the Indian Ocean by sailing around Africa and challenged the supremacy of land-based Silk Roads trade, which previously had been the only links between East Asia and the Mediterranean. Mediterranean powers like Venice declined, and West African empire like Songhai, relying on Trans-Saharan trade, fell in importance as ocean-going vessels circumnavigated the globe and linked places as far-flung as Java and the Netherlands. Western Europe, coastal West Africa and the Americas were linked in a new system of trade called the Atlantic System, which produced luxury commodities like sugar in the Americas on the back of enslaved labor traded through the Middle Passage. |
| | HS.WH.CH.4 | Analyze the connections between industrialization and the development of total war between 1900-1950. | Before mass production, warfare took place on a smaller scale, simply because the tools and weapons of warfare could not be produced in such quantities or transported at such large scales. With industrialization, these limiting factors fell away, and nation-states and empires fought wars on a scale not seen before in human history. |
| | | | Weapons became more lethal, and total wars, like World Wars I and II, involved all members of a nation-state's population and produced huge numbers of casualties. Targeting civilian populations became more common, especially after WWI because wars of attrition necessitated wearing down the combatant by stripping resources and personnel until one's rival was no longer capable of continuing the fight. |

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| Concepts and Practices | Standard | Disciplinary Clarifications |
|---|---|---|
| **H: Change and Continuity** *(continued)* | HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888. | Especially before widespread industrialization, a variety of methods were used to extract labor from people for the purpose of production. Serfdom, in which labor was required of peasants who did not own land, but were tied to land owned by aristocratic landowners, was the norm across Europe in the feudal period and lasted in places like Russia until the Emancipation Edict of 1861. In the Inca Empire, extended family groups were required to pay labor taxes called mit'a, during which they worked on things like large-scale infrastructure projects for the government. Within the Atlantic System, a new way of getting cheap labor, indentured servitude, resulted in an influx of poor European laborers to the Americas, driven by the hope of economic opportunity on one hand and the need for agricultural workers on the other. Indentured servitude was revived in the late 1800s and early 1900s, with East and South Asians migrating to sugar producing areas in the wake of the institution of chattel slavery's end. Enslaved people who performed domestic work were common across the Middle East throughout 1300-1900, and the institution of plantation-based chattel slavery spread from the Mediterranean to islands in the Atlantic and then to the western hemisphere after the discovery of the Americas as the market for luxury products like sugar and tobacco rose rapidly within the new Atlantic System of trade. Chattel slavery as an institution grew in size and scope throughout the period as laws like linking the status of a child to their enslaved mother were codified to ensure continued exploitation of that source of labor. The practice of the institution of chattel slavery of this type ended with the emancipation of enslaved people in Brazil in 1888. In these ways, unfree labor proliferated across the globe as global trade and economic interconnectedness rose. Force and coercion are hallmarks of all of these systems as fear and physical violence were used to extract labor. |

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| Concepts and Practices | Standard | | Disciplinary Clarifications |
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| **H: Change and Continuity** *(continued)* | HS.WH.CH.6 | Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present. | Before 1750, most governments linked their authority to divine sources and their legitimacy to paternalistic protection of their subjects. Enlightenment thinkers questioned these traditional views, instead positing that humans were inherently possessed of rights and that they came together to form governments whose purpose was chiefly to protect these rights. Thus, only governments which derived their power from the consent of the governed were legitimate, meaning that popular sovereignty, not divine will, was the marker of good governance. Thus, people began to think of themselves as citizens, a person with rights and responsibilities within the state, rather than subjects, a person simply under the control and domination of a monarch. Revolutions in the British colonies of North America in 1776, in France after 1789 and in Latin America in the early 1800s were expressions of these ideas. The Haitian Revolution pushed these new views of human rights and government legitimacy even further as enslaved people rebelled against their oppression, legally ended the institution of slavery and claimed the idea of natural rights for all people, rather than just a subset of people. As mass politics and popular sovereignty spread, democracy, rather than monarchy, became the accepted mode of governing the citizens of nation-states. |
| | HS.WH.CH.7 | Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present. | The power of industrialized Western powers became more and more apparent throughout the nineteenth century. In episodes like the Crimean War, the opening of Japan, the Berlin Conference before the Scramble for Africa and the dissection of China into spheres of influence for trade, non-industrialized states and empires were marginalized or subjugated. In some places like the Ottoman Empire and Imperial Japan, efforts to adapt Western practices was apparent, especially in the creation of modernized, industrialized militaries. In other areas, like Russia and Egypt, effort was put toward the creation of modern industrial factories. |

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| Concepts and Practices | Standard | | Disciplinary Clarifications |
|---|---|---|---|
| **H: Cause and Effect** | HS.WH.CE.1 | Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450. | Just as goods were exchanged along the Silk Road, Trans-Saharan and Indian Ocean trade routes, diseases, technological innovations, peoples and cultures were exchanged as well. For example, the spread of Bubonic Plague led to the collapse of the unity of the Pax Mongolica and the fragmentation of Eurasia into smaller states as well as the collapse of Western European feudalism. The movement of merchants along established trade routes led to the exchange of Arabic numerals, superior accounting methods and the spread of luxury goods, which stimulated the emergence of markets and enhanced the wealth of both states and an emerging middle class. |
| | HS.WH.CE.2 | Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750. | European exploration was driven by the desire to have greater access to the active markets and luxury products produced by wealthier empires to the east, like the Ottoman Empire and Ming and Qing Dynasties in China. Due to Europe's location at the edge of Eurasia, their access to these markets was curtailed; therefore, as superior maritime technology spread or was developed, Europeans began seeking alternative ways to connect. Competition among European states, like Portugal and Spain and later England, France and the Netherlands, led them to establish trading posts and colonies across both North and South America, in the Caribbean as well as along the coasts of Africa, South Asia and Southeast Asia. In places like the Americas, where disease wiped out huge portions of the already-established populations, Europeans made deeper inroads, subjugating indigenous populations and creating empires on the foundations of previous governments, like the Aztec and Inca Empires, which were hybrid in character, combining aspects of the American, European and African populations which populated them. |

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| Concepts and Practices | Standard | | Disciplinary Clarifications |
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| **H: Cause and Effect** *(continued)* | HS.WH.CE.3 | Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888. | The inclusion of the Americas into the emerging global market was driven by trade in raw materials. These valuable commodities, like silver and sugar, were extracted or grown only with labor-intensive processes. Thus, the desire for profits resulted in the creation and expansion of systems of unfree labor like encomienda among the indigenous population in areas colonized by Spain. Given by the monarch to colonists, grants of encomienda allowed landowners to extract labor without pay from populations living on that land. When this system did not provide enough labor to fill demand, forced migration took root. The violent system of chattel slavery emerged, as forced migration of West Africans across the Middle Passage from areas like modern-day Angola expanded dramatically. The emergence and spread of the institution of chattel slavery within the context of the Atlantic System of trade had devastating effects on both enslaved people, who were deprived of their lives and freedom, as well as on the demography and society of West Africa, which was depopulated and destabilized by the magnitude of the trade. Africans represented an important cultural and demographic strand within the emerging society being established in the Americas as people of African descent became the majority populations in places like Brazil and parts of the Caribbean. African religious and cultural traditions entered the hybrid culture of the Americas, which also contained contributions from both American Indians and Europeans. Economically, forced migration and the expansion of exploitive institutional plantation-based slavery enriched large landowners and established Europe as a major player in the world's economy. Socially, a hierarchy based on race was instituted across the region, with reverberations which can still be felt in the present. |

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| Concepts and Practices | Standard | | Disciplinary Clarifications |
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| **H: Cause and Effect** *(continued)* | HS.WH.CE.4 | Analyze causes and effects of political revolutions in multiple global regions from 1750-present. | Changing views of government power and legitimacy, combined with the oppression of people by their governments, led to revolutions in all areas of the globe during the period 1750 to the present. The Atlantic Revolutions of the late 1700s to the early 1800s represent a first wave of Enlightenment-inspired revolutions. The devastation of World Wars I and II resulted in the downfall of traditional empires like those of the Ottomans and the Austro-Hungarians as well as global industrial-based empires like those of Great Britain and France and resulted in the spread of democratic ideas and the creation of large numbers of new nation-states. New ideologies like Communism stimulated workers' and colonized peoples' movements in the post-WWII period as well, but the horrors of domestic genocides like that of the Holodomor in Soviet Ukraine and mass political oppression like Mao's Cultural Revolution helped bring about change within these regimes. |
| | HS.WH.CE.5 | Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850. | Beginning in England in the 1700s, stable parliamentary government, abundant surface-level coal, established property rights and the presence of abundant labor due to legal changes in commonly held land created conditions that were conducive to an industrial revolution. Key inventions like the steam engine were first used in the coal-extraction industry, but their use spread to the textile industry, which underwent mechanization in this period. Cultural and trade links between the nations of northwestern Europe and North America helped industrialization to spread, resulting in a huge spike in industrialized nations' GDP and standard of living, altered work patterns, harsh labor conditions, increased urbanization, change within family structures as well as the rise of a larger middle class. |
| | HS.WH.CE.6 | Examine the causes and effects of imperialism from multiple perspectives between 1750-1900. | Although empires are a common feature throughout much of world history, industrialization allowed several European nations to create empires at a larger scale and with greater levels of control than ever before. The growing demand of industrialized nations for raw materials to feed their factories, combined with the ability of modernized military and transportation systems to project power and dominate older-style states led to the growth of huge, trans-oceanic empires like those of Britain and France. |

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| **H: Cause and Effect** *(continued)* | HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900. | A variety of movements to combat dominant European imperial powers arose, such as the Tanzimât Reforms of the Ottoman Empire, the Meiji Restoration of Japan and the Self-Strengthening Movement in China. Disagreements about how much and in what areas to Westernize became important features of domestic government throughout the world as non-industrialized areas attempted to modernize their economies, regain power and reestablish their national sovereignty without losing their cultural identity. Armed rebellions as well as peaceful protests were also a feature of imperialized peoples' resistance, as with the Sepoy Rebellion of 1857 or the Satyagraha movement of Gandhi in the period before WWII. |
| | HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. (see "*continued*") | Major factors leading to the start of both World Wars I and II include competition between European industrialized powers for political, economic and imperial dominance. Nationalism during WWI and hyper-nationalistic ideologies like National Socialism and fascism in WWII promoted the idea that some ethnicities and nations were superior to others and thus had a moral right to dominate others. Alliance Systems and secret agreements between nations also helped spark the beginning of WWI, the effects of which were so horrifying that politicians throughout the period leading to WWII relied on a policy of appeasement to avoid another war. |

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