

## Process Standards (Social Studies Skills and Processes)

- WH.28 Social Studies skills.** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- WH.30 Social Studies skills.** The student communicates in written, oral, and visual forms.

## Tools to Know

- WH.28(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events
- WH.28(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view
- WH.28(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy
- WH.30(A) use social studies terminology correctly
- WH.28(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence
- WH.30(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- WH.31(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models

## Early Civilizations (8000 BC – 500 BC)

Connected Knowledge and Skills WH.1, WH.3, WH.15, WH.16, WH.18, WH.19, WH.22, WH.26

- WH.2 History.** The student understands how early civilizations developed from 8000 BC to 500 BC.

### Readiness Standards

- WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... Israel, ...
- WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations ...
- WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- WH.16(A) identify important changes in human life caused by the Neolithic Revolution
- WH.18(B)^ identify the characteristics of the following political systems: theocracy, ...
- WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Judaism, ...

### Supporting Standards

- WH.1(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
- WH.2(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations
- WH.2(B) identify the characteristics of civilization
- WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history
- WH.18(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations
- WH.19(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, ...
- WH.20(A)^ describe how people have participated in supporting or changing their governments
- WH.21(A)^ summarize the development of the rule of law from ancient to modern times
- WH.22(A) describe the historical origins and central ideas in the development of monotheism
- WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history
- WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
- WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
- WH.26(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, ...

Eastern Classical Civilizations (500 BC – AD 600)		Connected Knowledge and Skills WH.1, WH.2, WH.15, WH.22, WH.24, WH.26	
WH.3 History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.			
Readiness Standards		Supporting Standards	
WH.3(A)	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, ...	WH.1(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 ... Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.2(C)	explain how major river valley civilizations influenced the development of the classical civilizations
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, ... Confucianism, Hinduism, ...	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
		WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.24(A)	summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical India, ...

Western Classical Civilizations (500 BC – AD 600)		Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.21, WH.22, WH.24, WH.26	
WH.3 History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.			
Readiness Standards		Supporting Standards	
WH.3(A)	describe the major political, religious/philosophical, and cultural influences of ... Greece, and Rome	WH.1(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, ... China ...
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history	WH.3(B)	explain the impact of the fall of Rome on Western Europe
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.3(C)	compare the factors that led to the collapse of Rome and Han China
WH.18(B)^	identify the characteristics of the following political systems: ... democracy, republic, oligarchy, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.19(A)	explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome ...	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.20(C)^	identify examples of key persons who were successful in shifting political thought ...
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...	WH.21(A)^	summarize the development of the rule of law from ancient to modern times
		WH.21(B)	identify the origins 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" from sources including the Judeo-Christian legal tradition and in Greece and Rome
		WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
		WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.24(B)	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical Greece and Rome ...
		WH.26(E)	identify the contributions of significant scientists such as Archimedes, ... Eratosthenes, ... Pythagoras, ...

**Medieval World (600 – 1450)**

Connected Knowledge and Skills WH.1, WH.3, WH.18, WH.19, WH.24, WH.26

**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.

Readiness Standards		Supporting Standards	
WH.4(A)	explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire	WH.1(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 major world religions and their impact on ... Europe, ... and ... Asia
WH.4(B)	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	WH.3(B)	explain the impact of the fall of Rome on Western Europe
WH.4(C)	explain the political, economic, and social impact of Islam on Europe, Asia, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.4(F)	explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe	WH.19(B)	identify the impact of political and legal ideas contained in the following documents: ... Justinian's Code of Laws, Magna Carta, ...
WH.4(G)	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia	WH.19(C)	explain the political philosophies of individuals such as ... Thomas Aquinas, ...
WH.4(I)	analyze how the Silk Road ... trade facilitated the spread of ideas and trade	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.21(A)^	summarize the development of the rule of law from ancient to modern times
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.18(B)^	identify the characteristics of the following political systems: ... absolute monarchy, ... limited monarchy, ...	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.23(B)^	describe the major influences of women during major eras of world history ...
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ... Islam, ...	WH.24(D)	explain how geopolitical and religious influences have impacted law and government in the Muslim world
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 1200, and China from the Tang ... dynasties

**Interaction and Diffusion (600 – 1450)**

Connected Knowledge and Skills WH.1, WH.15, WH.19, WH.22, WH.26

**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.

Readiness Standards		Supporting Standards	
WH.4(C)	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa	WH.1(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 major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia
WH.4(F)	explain how the Crusades, ... contributed to the end of medieval Europe	WH.4(D)	describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa
WH.4(I)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade	WH.4(E)	describe the interactions between Muslim and Hindu societies in South Asia
WH.4(J)	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world	WH.4(H)	explain the evolution and expansion of the slave trade
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.22(B)^	describe the ... spread of major religious and philosophical traditions, including Buddhism, ... Hinduism, Islam, ...	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties

**Connecting Hemispheres (1450 – 1750)**

Connected Knowledge and Skills WH.1, WH.15, WH.18, WH.22, WH.26

**WH.7 History.** The student understands the causes and impact of increased global interaction from 1450 to 1750.

Readiness Standards	Supporting Standards
WH.7(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade WH.7(E) explain Ming China's impact on global trade WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ... WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past WH.18(B)^ identify the characteristics of the following political systems: ... absolute monarchy, ... WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...Hinduism, Islam, ... Sikhism	WH.1(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, ... WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history WH.21(A)^ summarize the development of the rule of law from ancient to modern times WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes WH.26(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred ... in China ... Ming dynasties

**Expansion (1450 – 1750)**

Connected Knowledge and Skills WH.1, WH.6, WH.17, WH.26

**WH.7 History.** The student understands the causes and impact of increased global interaction from 1450 to 1750.

Readiness Standards	Supporting Standards
WH.6(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 WH.7(A) analyze the causes of European expansion from 1450 to 1750 WH.7(B) explain the impact of the Columbian Exchange WH.7(C) explain the impact of the Atlantic slave trade on West Africa and the Americas WH.7(F) explain new economic factors and principles of Europe's Commercial Revolution WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ... WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past WH.22(B)^ describe the ... spread of major religious and philosophical traditions, including ... Christianity, ...	WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... European exploration and the Columbian Exchange, European expansion, ... WH.6(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ... WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced WH.26(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations

## Renaissance, Reformation, and Ideas (1450 – 1750)

Connected Knowledge and Skills WH.1, WH.19, WH.24, WH.26

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

Readiness Standards	Supporting Standards
<p>WH.5(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance</p> <p>WH.5(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history ...</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...</p>	<p>WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... the Renaissance and the Reformation</p> <p>WH.1(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, ...</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.19(C) explain the political philosophies of individuals such ... Thomas Aquinas, John Calvin, ...</p> <p>WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history</p> <p>WH.23(B)^ describe the major influences of women during major eras of world history such as Elizabeth I, ...</p> <p>WH.24(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p> <p>WH.26(C) explain the impact of the printing press on the Renaissance ... in Europe</p> <p>WH.26(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide</p> <p>WH.26(E) identify the contributions of significant scientists such as ... Copernicus, ... Galileo, ... Isaac Newton, and Robert Boyle</p>

## Political Revolutions (1750 – 1914)

Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.20, WH.21

**WH.9 History.** The student understands the causes and effects of major political revolutions between 1750 and 1914.

Readiness Standards	Supporting Standards
<p>WH.9(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history ...</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.18(B)^ identify the characteristics of the following political systems: ... absolute monarchy, democracy, republic, ... limited monarchy, ...</p> <p>WH.19(A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution</p> <p>WH.20(B)^ describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history</p>	<p>WH.1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Enlightenment's impact on political revolutions</p> <p>WH.9(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America</p> <p>WH.9(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar</p> <p>WH.9(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</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.19(B) identify the impact of political and legal ideas contained in the following documents: ... 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</p> <p>WH.19(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, ... and William Blackstone</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, including William Wilberforce</p> <p>WH.21(B) identify the origins 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" from sources including the Judeo-Christian legal tradition and in Greece and Rome</p> <p>WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history</p> <p>WH.23(B)^ describe the major influences of women during major eras of world history such as ... Queen Victoria, ...</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p>



## Industrialization and Imperialism (1750 – 1914)

Connected Knowledge and Skills WH.1, WH.15, WH.16, WH.17, WH.23, WH.27

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

Readiness Standards		Supporting Standards	
WH.8(B)	identify the major political, economic, and social motivations that influenced European imperialism	WH.1(E)	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, ...
WH.8(C)	explain the major characteristics and impact of European imperialism	WH.8(A)	explain how the Industrial Revolution led to political, economic, and social changes
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... the opening of the Panama and Suez canals	WH.8(D)	explain the effects of free enterprise in the Industrial Revolution
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.17(A)	identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith	WH.16(B)	summarize the role of economics in driving political changes as related to the Industrial Revolution
WH.17(B)	identify the historical origins and characteristics of communism, including the influence of Karl Marx	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.17(C)	identify the historical origins and characteristics of socialism	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.23(B)^	describe the major influences of women such as ... Queen Victoria, ...
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.27(A)	explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution
		WH.27(B)	explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism
		WH.27(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, ... and James Watt

## The World Wars (1914 – Present)

Connected Knowledge and Skills WH.1, WH.17, WH.18, WH.19, WH.21, WH.27

**WH.10 History.** The student understands the causes and impact of World War I.

**WH.11 History.** The student understands the causes and impact of the global economic depression immediately following World War I.

**WH.12 History.** The student understands the causes and impact of World War II.

Readiness Standards		Supporting Standards	
WH.10(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I	WH.1(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 ...
WH.10(C)	explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system	WH.10(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates
WH.10(D)	identify the causes of the February (March) and October (November) 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	WH.11(B)	explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France
WH.11(A)	summarize the international, political, and economic causes of the global depression	WH.12(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
WH.12(A)	describe the emergence and characteristics of totalitarianism	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.12(C)	explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs	WH.19(D)	explain the significance of the League of Nations and the United Nations
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history ...	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.21(D)	identify examples of genocide, including the Holocaust and genocide in Armenia, ...
WH.17(D)	identify the historical origins and characteristics of fascism	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.18(B)^	identify the characteristics of the following political systems: ... totalitarianism	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.27(C)	explain the effects of major new military technologies on World War I, World War II, ...
		WH.27(E)	identify the contributions of significant scientists and inventors such as ... Albert Einstein, ...

^ spiral standard = repeating standard in many/most units of instruction to add perspective and depth to content across chronology of the course

(A) is used consistently when there is a SE connected to a K&S

## The Cold War and Global Independence Movements (1914 – Present)

Connected Knowledge and Skills WH.1, WH.17, WH.21, WH.23, WH.24, WH.27

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

Readiness Standards	Supporting Standards
<p>WH.13(A) summarize how the outcome of World War II contributed to the development of the Cold War</p> <p>WH.13(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise</p> <p>WH.13(C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race</p> <p>WH.13(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... the opening of the ... Suez canal</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.20(B)^ describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history</p>	<p>WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions and their impact on the Cold War; independence movements; ...</p> <p>WH.13(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</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.17(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ...</p> <p>WH.21(C) identify examples of politically motivated mass murders in ... China, ... the Soviet Union, ...</p> <p>WH.21(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, ... and Chinese student protestors in Tiananmen Square</p> <p>WH.23(B)^ describe the major influences of women such as ... Indira Gandhi, Margaret Thatcher ...</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.27(C) explain the effects of major new military technologies on ... the Cold War</p>



## Contemporary and Interdependent World (1914 – Present)

Connected Knowledge and Skills WH.1, WH.16, WH.19, WH.21, WH.23, WH.24, WH.27

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

**WH.14 History.** The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century.

Readiness Standards	Supporting Standards
	<p>WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... globalization</p> <p>WH.13(F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations</p> <p>WH.14(A) explain the impact of geopolitical influences on the development of radical Islamic terrorism</p> <p>WH.14(B) explain the impact of radical Islamic terrorism on global events</p> <p>WH.14(C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.16(C) describe the economic impact of globalization</p> <p>WH.19(D) explain the significance of ... the United Nations</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ...</p> <p>WH.21(C) identify examples of politically motivated mass murders in Cambodia, ... Latin America, ...</p> <p>WH.21(D) identify examples of genocide, including ... genocide in Armenia, the Balkans, Rwanda, and Darfur</p> <p>WH.21(E) identify examples of individuals who led resistance to political oppression such as ... Las Madres de la Plaza de Mayo, ...</p> <p>WH.21(F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world</p> <p>WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history</p> <p>WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history</p> <p>WH.23(B)^ describe the major influences of women such as ... Mother Teresa, ... and Golda Meir</p> <p>WH.24(D) explain how geopolitical and religious influences have impacted law and government in the Muslim world</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p> <p>WH.27(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society</p>

## Process Standards (Social Studies Skills and Processes)

- WH.28 Social Studies skills.** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- WH.29 Social studies skills.** The student uses geographic skills and tools to collect, analyze, and interpret data.
- WH.30 Social Studies skills.** The student communicates in written, oral, and visual forms.
- WH.31 Social Studies skills.** The student uses problem-solving and decision-making skills, working independently and with others.

## Ways to Show

- WH.28(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time
- WH.28(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose
- WH.29(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation
- WH.29(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models
- WH.30(B) use effective written communication skills, including proper citations and avoiding plagiarism
- WH.30(C) interpret and create written, oral, and visual presentations of social studies information
- WH.31(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

## Knowledge and Skills

### History

- WH.1 The student understands traditional historical points of reference in world history.
- WH.2 The student understands how early civilizations developed from 8000 BC to 500 BC.
- WH.3 The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.
- WH.4 The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.
- WH.5 The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.
- WH.6 The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations.
- WH.7 The student understands the causes and impact of increased global interaction from 1450 to 1750.
- WH.8 The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.
- WH.9 The student understands the causes and effects of major political revolutions between 1750 and 1914.
- WH.10 The student understands the causes and impact of World War I.
- WH.11 The student understands the causes and impact of the global economic depression immediately following World War I.
- WH.12 The student understands the causes and impact of World War II.
- WH.13 The student understands the impact of major events associated with the Cold War and independence movements.
- WH.14 The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century.

### Geography

- WH.15 The student understands the impact of geographic factors on major historic events and processes.

### Economics

- WH.16 The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.
- WH.17 The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.

### Government

- WH.18 The student understands the characteristics of major political systems throughout history.
- WH.19 The student understands how contemporary political systems have developed from earlier systems of government.

### Citizenship

- WH.20 The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.
- WH.21 The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.

### Culture

- WH.22 The student understands the history and relevance of major religious and philosophical traditions.
- WH.23 The student understands the roles of women, children, and families in different historical cultures.
- WH.24 The student understands how the development of ideas has influenced institutions and societies.
- WH.25 The student understands the relationship between the arts and the times during which they were created.

### Science, technology, and society

- WH.26 The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.
- WH.27 The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.

## Spiral Standards

### Political

- WH.18(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism
- WH.20(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history
- WH.20(A) describe how people have participated in supporting or changing their governments
- WH.20(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce
- WH.21(A) summarize the development of the rule of law from ancient to modern times

### Geographic

- WH.15(B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals
- WH.15(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- WH.15(A) locate places and regions of historical significance directly related to major eras and turning points in world history

### Social

- WH.22(B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism
- WH.22(C) identify examples of religious influence on various events referenced in the major eras of world history
- WH.23(A) describe the changing roles of women, children, and families during major eras of world history
- WH.23(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir
- WH.25(A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
- WH.25(B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes