

# **SOCIAL STUDIES**

## **High School Standards**

### **WORLD HISTORY: ANCIENT TIMES TO PRESENT**

In World History Studies, students, as they did in grade 6, examine the entire history of humankind. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century.

**General requirements:** Students shall be awarded one unit of credit for successful completion of this course.

#### **CONTENT STANDARD 1**

##### **1. Culture**

##### **Performance Indicators**

- 1.HS.1 Trace the origin of various cultures.
- 1.HS.2 Analyze and give various reasons for the decline of various cultures.
- 1.HS.3 Discuss the influence of past cultures.
- 1.HS.4 Demonstrate an appreciation of one's culture and the culture of others.
- 1.HS.5 Show appreciation of the cultural values, languages, life-style, and heritage of different ethnic groups.
- 1.HS.6 Compare the historical origins, central ideas, and the spread of major religions and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.
- 1.HS.7 Identify examples of religious influence in historic and world events.
- 1.HS.8 Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures.
- 1.HS.9 Analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced.
- 1.HS.10 Analyze the specific roles of women, children, and families in different historical cultures.

- 1.HS.11 Summarize the fundamental ideas and institutions of various cultures of the past and present throughout the world.
- 1.HS.12 Analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.

## **CONTENT STANDARD 2**

### **2. History**

#### **Performance Indicators**

- 2.HS.1 Identify and describe the major eras before and after Christ.
- 2.HS.2 Recognize the cause and effect relationship between the past and the present.
- 2.HS.3 Compare ideas of the past and the present times on specific subjects.
- 2.HS.4 Recognize that the environment, people, and ideas continuously create and effect change.
- 2.HS.5 Determine probable world events and conditions.
- 2.HS.6 Identify changes that resulted from important turning points in history (e.g., development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries; and the world wars of the 20<sup>th</sup> century).
- 2.HS.7 Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- 2.HS.8 Explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945.
- 2.HS.9 Identify elements in a contemporary situation that parallel a historical situation.
- 2.HS.10 Compare medieval Europe with previous civilizations.
- 2.HS.11 Describe the major characteristics of the political system of feudalism and the authority exerted by the Roman Catholic Church.
- 2.HS.12 Identify the political, economic, and social impact of the Crusades.
- 2.HS.13 Identify the causes, effects, and characteristics of the European Renaissance and the Reformation eras.

- 2.HS.14 Explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans beginning in the 16th century.
- 2.HS.15 Summarize the major political and cultural developments of the civilizations of sub-Saharan Africa, Mesoamerica and Andean South America, China, India, and Japan.
- 2.HS.16 Summarize effects of imperialism on selected societies.
- 2.HS.17 Identify causes and evaluate effects of major political revolutions since the 17th century (e.g., English, American, French, and Russian revolutions).
- 2.HS.18 Summarize the ideas from the English, American French, and Russian revolutions concerning the separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.
- 2.Hs.19 Evaluate how the American Revolution differed from the French and Russian revolutions, including the American Revolution's long-term impact on political developments around the world.
- 2.HS.20 Summarize the significant events related to the spread and fall of communism, including worldwide political and economic effects.
- 2.HS.21 Identify and explain causes and effects of World Wars I and II, including the rise of Nazism/fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War.
- 2.HS.22 Analyze the nature of totalitarian regimes in China, Nazi Germany, and the Soviet Union.
- 2.HS.23 Analyze the influence of significant individuals on political events of the 20th century (e.g., Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, Woodrow Wilson).
- 2.HS.24 Analyze the influence of significant social and/or religious leaders of the 20th century (e.g., Mohandas Gandhi, Pope John Paul II, Mother Theresa, Desmond Tutu, Martin Luther King).

### **CONTENT STANDARD 3**

#### **3. Geography**

##### **Performance Indicators**

- 3.HS.1 Create thematic maps, graphs, charts, models, and databases representing various aspects of world history.

- 3.HS.2 Pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.
- 3.HS.3 Analyze the effects of physical and human geographic factors on major events in world history (e.g., the effects of the opening of the Suez Canal on world trade patterns).
- 3.HS.4 Interpret historical and contemporary maps to identify and explain geographic factors that have influenced people and events in the past (e.g., control of the Straits of Hormuz).

## **CONTENT STANDARD 4**

### **4. Government**

#### **Performance Indicators**

- 4.HS.1 Identify, discuss, and compare past and present forms of government.
- 4.HS.2 Analyze, compare, and discuss democratic and totalitarian forms of government.
- 4.HS.3 Evaluate the strengths and weaknesses of democracy.
- 4.HS.4 Explain the impact of parliamentary and constitutional systems of government on significant world political developments.
- 4.HS.5 Explain the impact of American political ideas on significant world political developments.
- 4.HS.6 Apply knowledge of political systems to make decisions about contemporary issues and events.
- 4.HS.7 Trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment.
- 4.HS.8 Identify the impact of political and legal ideas contained in significant historic documents (e.g., Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treaties of Government, Declaration of Independence).
- 4.HS.9 Evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choice and decisions faced by contemporary societies.
- 4.HS.10 Give examples of the historical development of the rule of law and rights and responsibilities during selected times in history.

- 4.HS.11 Summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization (e.g., equality before the law).
- 4.HS.12 Identify examples of political, economic, and social oppression and violations of human rights throughout history (e.g., politically-motivated mass murders in Cambodia, China, the Soviet Union).
- 4.HS.13 Assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20<sup>th</sup> century.

## **CONTENT STANDARD 5**

### **5. Economics**

#### **Performance Indicators**

- 5.HS.1 Explain how causes of wars are related to economics.
- 5.HS.2 Compare and discuss past and present modes of production, distribution, and consumption.
- 5.HS.3 Discuss the role of national economy in a country's rise to power and dominion.
- 5.HS.4 Trace and analyze national economic theories.
- 5.HS.5 Identify important changes in human life caused by the Agricultural Revolution of the Neolithic era, the Industrial Revolution, and the Technological Revolution.
- 5.HS.6 Identify the historic origins of economic systems (e.g., capitalism, socialism, communism).
- 5.HS.7 Explain economic factors that led to the development of selected civilizations (e.g., Mesopotamian, Egyptian, Roman, Greek, Chinese).
- 5.HS.8 Compare the relationship between and among contemporary countries with differing economic systems.
- 5.HS.9 Describe the interrelationship of world economies today.
- 5.HS.10 Describe the role of specialization, goods distribution, production, and the market system.

**CONTENT STANDARD 6****6. Technology****Performance Indicators**

- 6.HS.1 Identify and describe major scientific discoveries and technological inventions.
- 6.HS.2 Explain how technology has changed the nature of agriculture, business, industry, and warfare.
- 6.HS.3 Demonstrate understanding of how innovations in communication and travel have shrunk the world into a global village.
- 6.HS.4 Give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.
- 6.HS.5 Identify new ideas in mathematics, science, and technology that occurred during the Greco- Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations.
- 6.HS.6 Summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America.
- 6.HS.7 Describe the origins of the scientific revolution in 16<sup>th</sup> century Europe and explain its impact on scientific thinking worldwide.
- 6.HS.8 Identify the contributions of significant scientists during ancient times (e.g., Archimedes, Copernicus, Erastosthenes, Galileo, Pythagorus).
- 6.HS.9 Explain the causes of industrialization and evaluate both short-term and long-term impact on societies.
- 6.HS.10 Describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in transportation and communication that affected social mobility.
- 6.HS.11 Identify the contributions of significant scientists and inventors (e.g., Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, James Watt).