

World History: Grades 7, 8, 9, 10, 11, 12

Adopted 2017

Prehistory to the Neolithic Revolution WH.1

1. Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers. WH.1.1
2. Students will use geographic concepts to explain the factors that led to the development of civilization, and compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers. WH.1.2
3. Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization. WH.1.3
4. Students will compare life before and after the Neolithic Revolution and cite the most significant effects of that revolution on the development of civilization(s). WH.1.4

The Rise of Classical Societies WH.2

1. Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam. WH.2.1
2. Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations. WH.2.2
3. Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources. WH.2.3
4. Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture. WH.2.4
5. Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations. WH.2.5

An Age of Expanding Connections WH.3

1. Students will use patterns in trade and settlement to explain how geographic features such as the Indian Ocean, the Saharan Desert, the Atlantic and Pacific Oceans, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade. WH.3.1
2. Students will evaluate historians' interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world. WH.3.2
3. Students will evaluate the long-term effects of the Mongol conquest, such as the diffusion of ideas, technologies, and diseases. WH.3.3
4. Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization. WH.3.4
5. Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization, using case studies such as the Chinese impact on Japan, the Arab impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations. WH.3.5

Global Interactions WH.4

1. Students will compare the development of Europe's maritime empires with land-based empires such as those of the Ottoman Turks, Chinese, and Russians. WH.4.1
2. Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power. WH.4.2
3. Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas. WH.4.3
4. Students will analyze the long-term effects of the Columbian Exchange. WH.4.4
5. Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization. WH.4.5

Revolutions, Industrialization, and Empires WH.5

1. Students will identify the cause-and-effect relationships between absolutism, nationalism, and the political and social revolutions of the 18th and 19th centuries. WH.5.1
2. Students will analyze the underlying and immediate causes and the immediate and long-term effects of the Industrial Revolution on nations that industrialized versus those that did not. WH.5.2
3. Students will use a variety of data to identify push and pull factors affecting migration during the Industrial Revolution. WH.5.3

4. Students will use primary sources and evidence to evaluate the influence of leading intellectual movements such as realism, romanticism, capitalism, nationalism, and Marxism. [WH.5.4](#)

5. Students will compare and contrast the long-term effects of imperialism on a global scale. [WH.5.5](#)

6. Students will identify the key ideas and characteristics of current political, economic, and intellectual revolutions such as a contemporary revolution, a social movement, or an independence movement. [WH.5.6](#)

Global Conflicts [WH.6](#)

1. Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II. [WH.6.1](#)

2. Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century. [WH.6.2](#)

3. Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, separatist movements, and pan-Africanism. [WH.6.3](#)

4. Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music. [WH.6.4](#)

5. Students will use case studies to identify the reach and implications of the Cold War for daily life, such as the Vietnam War, the Great Leap Forward, the Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics. [WH.6.5](#)

6. Students will make a case for the most significant social, political, and economic consequences of 20th century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations. [WH.6.6](#)

The Contemporary World [WH.7](#)

1. Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multi-national corporations, military alliances, and other international civic and political institutions within the increasingly global culture of the world. [WH.7.1](#)

2. Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration. [WH.7.2](#)

3. Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders. WH.7.3

4. Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems. WH.7.4