

# World History High School

## Social Studies *Priority Academic Student Skills (PASS)* Correlations

In the high school world history curriculum, the student will continue to develop and master a variety of social studies research and process skills. The content begins with Paleolithic human history and spans to the last decade of the 20<sup>th</sup> century. Major topics of study include the ancient river civilizations, the ancient Greek and Roman cultures, the rise of Islam, the Renaissance and Reformation eras, the European Age of Exploration, the Western civilization in the 16<sup>th</sup> through the 19<sup>th</sup> centuries, the Industrial Revolution, and concludes with a look at the developments of the 20<sup>th</sup> century. Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

### Book Abbreviations:

**CWH = Contemporary's World History**

**T = Transparency**

**BLM = Blackline Master**

Standards and Objectives	Page Correlation
<b>Standard 1: The student will demonstrate social studies research skills.</b>	
1. Identify, analyze, and interpret primary and secondary sources and artifacts. 📖	CWH, pp. 15, 22, 53, 73, 127, 145, 161, 166, 195, 199, 215, 223, 263, 272, 291, 327, 345, 367, 418, 422, 437; T 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BLM 8, 15, 29, 43, 50, 71, 92, 106, 120, 127, 148, 155
2. Validate sources as to their authenticity, authority, credibility, and possible bias. 📖	CWH, pp. 15, 22, 53, 73, 127, 145, 161, 166, 195, 199, 215, 223, 263, 272, 291, 327, 345, 367, 418, 422, 437; T 18, 19, 20
3. Construct timelines of key events, periods, and historically significant individuals. 📖	CWH, pp. 2-3, 27,28-9, 104-5, 180-1, 238-9, 278-9, 316-7, 368-9
4. Identify and analyze the reasons for major shifts in national political boundaries. 📖	CWH, pp. 82-3, 90, 94, 98, 101, 108, 127-8, 142, 150, 153, 164-5, 177, 229, 256, 260, 281-2, 285, 299, 305, 326, 328, 352-3, 364, 374-5, 385, 388, 392; T 1-15
<b>Standard 2: The student will describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture.</b>	
1. Describe the characteristics of hunter-gatherer societies, their use of fire and tools, and the impact of geography on these societies.	CWH, pp. 2-15; T 18, 19, 20; BLM 1-7
2. Identify the technological and social advancements that gave rise to stable communities.	CWH, pp. 2-15; BLM 1-7
<b>Standard 3: The student will compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China), and</b>	

# World History High School

## Social Studies *Priority Academic Student Skills (PASS)* Correlations

<b>other ancient civilizations (e.g., the Hebrew and Phoenician kingdoms, and the Persian Empire).</b>	
1. Describe their location in time and place.	CWH, pp. 16-27; T 3, 4; BLM 1-7, 8-14,15-21, 22-28, 29-35
2. Trace their development of cultural, political, and economic patterns.	CWH, pp. 16-27, 28-63; T 4; BLM 1-7, 8-14,15-21, 22-28, 29-35
<b>Standard 4: The student will describe and analyze ancient Greece (circa 2000 to 300 B.C.E.) and its impact on contemporary and future civilizations.</b>	
1. Explain the influence of geography on Greek culture including the contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, (e.g., Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, and Archimedes).	CWH, pp. 70-84; T 4, 5; BLM 36-42
2. Analyze the impact of Greek commerce and colonies on the Mediterranean region.	CWH, pp. 70-84; T 4, 5, 18, 19, 20; BLM 36-42
3. Describe the social structure, significance of citizenship, and development of democracy in the city-state of Athens.	CWH, pp. 74-5; BLM 36-42
4. Describe life in Athens during the Golden Age of Pericles.	CWH, pp. 77-8; BLM 36-42
5. Evaluate the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.	CWH, pp. 81-4; T 5, 18, 19, 20; BLM 36-42
<b>Standard 5: The student will describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.</b>	
1. Explain the influence of geography on Roman economic, social, and political development.	CWH, pp. 87-101; BLM 43-49
2. Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.	CWH, p. 88; BLM 43-49
3. Analyze the Roman military domination of the Mediterranean basin and western Europe, and the spread of Roman culture in these areas.	CWH, pp. 89-91, 94-5; T 18, 19, 20; BLM 43-49
4. Describe the collapse of the Republic and the rise of imperial monarchs.	CWH, pp. 93-4; BLM 43-49
5. Evaluate the economic, social, and political impact of the <i>Pax Romana</i> .	CWH, pp. 94-5; T 18, 19, 20; BLM 43-49
6. Examine the origin, traditions, customs, beliefs, and spread of Judaism and Christianity. 📖	CWH, pp. 23-5, 99-101; T 18, 19, 20; BLM 43-49
7. Describe the contributions in art, architecture, technology, science, literature, history, language, religion, and law. 📖	CWH, pp. 95; BLM 43-49
8. Explain the reasons for the decline and fall of the Roman Empire, (e.g., the invasions of the Visigoths and Vandals).	CWH, pp. 96-8; T 18, 19, 20; BLM 43-49

**World History**  
**High School**  
**Social Studies *Priority Academic Student Skills (PASS)* Correlations**

<b>Standard 6: The student will analyze the interactions and relationships between the Muslim world and Christendom from the seventh to the eleventh century C.E.</b>	
1. Describe the origin, theological foundations, traditions, customs, beliefs, and spread of Islam.	CWH, pp. 118-30; T 5; BLM 57-63
2. Identify religious, political, and economic influences in the Mediterranean region. 📖	CWH, pp. 125-9; T 5, 20; BLM 57-63
<b>Standard 7: The student will describe, compare and contrast selected civilizations in Asia, Africa, and the Americas.</b>	
1. Analyze India’s caste system, the traditions, customs, beliefs, and significance of Hinduism, and the conquest by Muslim Turks and Mongols.	CWH, pp. 41-53; T 18, 19, 20; BLM 22-28
2. Describe China under the Qin, Han, T’ang, and Sung dynasties; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.	CWH, pp. 49-52, 57-69; T6; BLM 22-28, 29-35
3. Describe Japan’s development, and the significance of Shintoism and Buddhism, and the influence of Chinese culture.	CWH, pp. 169-73; BLM 78-84
4. Describe the kingdoms of Kush in eastern Africa and Ghana in western Africa.	CWH, pp. 36-7, 142-3; T 6; BLM 15-21, 64-70
5. Describe the Olmec, Mayan, Aztec, and Inca civilizations.	CWH, pp. 148-60; BLM 71-77
<b>Standard 8: The student will describe and analyze the Byzantine Empire and Russia (circa 300 to 1400 C.E.) and their impact on contemporary and later civilizations.</b>	
1. Explain the expansion of the Byzantine Empire and economy with the establishment of Constantinople.	CWH, pp. 106-12; BLM 50-56
2. Describe the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.	CWH, pp. 111-2; BLM 50-56
3. Evaluate Byzantine influence on Kievan Russia and Eastern Europe.	CWH, pp. 113-5; T 18, 19, 20; BLM 50-56
<b>Standard 9: The student will describe and analyze the patterns of social, economic, and political change, and cultural achievement during the Middle Ages , circa 500 to 1500 C.E.</b>	
1. Describe the structure of feudal society and its social, economic, and political effects.	CWH, pp.182-93; BLM 85-91
2. Examine the Age of Charlemagne and the revival of the idea of the Roman Empire.	CWH, pp. 183, 196; T 18, 19, 20; BLM 85-91
3. Trace the invasions and settlements of the Magyars in Eastern Europe, and the Vikings, Angles, and Saxons in Great Britain.	CWH, pp. 113-4, 183, 194; BLM 50-56, 85-91

**World History  
High School  
Social Studies *Priority Academic Student Skills (PASS)* Correlations**

4. Analyze the spread and influence of Christianity throughout Europe, and the secular roles of the Roman Catholic Church.	CWH, pp. 101, 186-7, 188-9; T 18, 19, 20; BLM 43-49, 85-91
5. Describe conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.	CWH, pp. 188-9; T 5; BLM 85-91
6. Compare and contrast the feudal system in Asia (e.g., the society in Japan) with European feudalism.	CWH, pp. 170-2, 183-7; T 18, 19, 20; BLM 78-84, 85-91
<b>Standard 10: The student will analyze the historical sources and developments of the Renaissance.</b>	
1. Examine the economic foundations of the Renaissance, increased trade, role of the Medicis, and new economic practices, including the rise of Italian city-states.	CWH, pp. 188-93, 201-4; T 18, 19, 20; BLM 92-98
2. Describe artistic, literary, scientific, political, and intellectual creativity, (e.g., as reflected in the works of Leonardo da Vinci, Michelangelo, Machiavelli, Cervantes, and Shakespeare) as contrasted with the Middle Ages. 📖	CWH, pp. 201-4; BLM 92-98
<b>Standard 11: The student will analyze the historical sources and developments of the Reformation.</b>	
1. Evaluate the effects of the theological, political, and economic differences that emerged during the Reformation (e.g., the views and actions of Martin Luther, John Calvin, the Council of Trent and Henry VIII).	CWH, pp. 205-14; T 18, 19, 20; BLM 92-98
2. Describe the influence of religious conflicts on government actions, (e.g., the Edict of Nantes in France, and the reign of Elizabeth I in England).	CWH, p. 210; BLM 92-98
<b>Standard 12: The student will analyze the impact of European expansion into the Americas, Africa, and Asia.</b>	
1. Describe the roles of explorers and conquistadors (e.g., Prince Henry the Navigator, Columbus, Magellan, and Cortés). 📖	CWH, pp. 216-27; T 7, 8; BLM 99-105
2. Analyze migration, settlement patterns, and cultural diffusion, including the exchange of technology, ideas, and agricultural practices, the introduction of new diseases, and trade in slaves, gold, furs, and tobacco.	CWH, pp. 228-237; T 7, 8; T 18, 19, 20; BLM 99-105
3. Evaluate the economic and cultural transformations created by the emergence of plants (e.g., tobacco and corn) in new places and the arrival of the horse in the Americas.	CWH, pp. 232-5; T 7, 8; T 18, 19, 20; BLM 99-105
4. Describe the competition for resources and the rise of mercantilism, including the commercial and maritime growth of European nations, and the emergence of money and banking, global economics, and market systems.	CWH, pp. 228-36; T 7, 8; BLM 99-105
<b>Standard 13: The student will analyze the scientific, political, and</b>	

# World History High School

## Social Studies *Priority Academic Student Skills (PASS)* Correlations

<b>economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.</b>	
1. Describe the establishment and authority of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great).	CWH, pp. 238, 241, 253; BLM 106-112
2. Examine the Glorious Revolution in England and the French Revolution, including the ideas of significant individuals, (e.g., Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, and Jefferson).	CWH, pp. 241-8, 252-6; T 18, 19, 20; BLM 106-112
3. Explain how the political and religious ideas of the Enlightenment affected the founders of the United States.	CWH, pp. 249-52; BLM 106-112
4. Explain how new scientific theories (e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin) and technological changes brought about social, political, and cultural changes.	CWH, pp. 245-8; BLM 106-112
5. Describe how the arts, philosophy, and literature were influenced by significant individuals (e.g., Voltaire, Diderot, Rembrandt, Gainsborough, Bach, and Mozart). 📖	CWH, p. 248; BLM 106-112
<b>Standard 14: The student will describe nineteenth century political developments.</b>	
1. Analyze the impact of the Congress of Vienna.	CWH, p. 281; T 18, 19, 20; BLM 120-126
2. Describe the expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws.	CWH, pp. 281-2; BLM 113-119
3. Analyze the unification of Germany and of Italy.	CWH, pp. 283-91; T 18, 19, 20; BLM 120-126
4. Evaluate the impact of the Meiji Restoration in Japan.	CWH, pp.302-5; T 18, 19, 20; BLM 127-133
<b>Standard 15: The student will analyze and explain the effects of the Industrial Revolution.</b>	
1. Describe the rise and impact of industrial economies.	CWH, pp. 264-77; T 9; BLM 113-119
2. Describe the scientific and technological changes (e.g., the inventions of Watt, Bessemer, and Whitney) which brought about massive social and cultural change.	CWH, pp. 264-77; T 9; BLM 113-119
3. Analyze the emergence of capitalism and free enterprise as a dominant economic pattern.	CWH, pp. 264-77; T 18, 19, 20; BLM 113-119
4. Evaluate the responses to capitalism (e.g., utopianism, socialism, and communism), including the trade union movement.	CWH, pp. 273-5 ; T 18, 19, 20; BLM 113-119
5. Explain how Asia, Africa, and South America were transformed by European commercial power.	CWH, pp. 293-301, 306-13; T 10; T 16; BLM 127-133
<b>Standard 16: The student will analyze major twentieth century historical events through World War II.</b>	

**World History  
High School  
Social Studies *Priority Academic Student Skills (PASS)* Correlations**

1. Evaluate the causes and effects of World War I (e.g., assassination of Archduke Ferdinand; Woodrow Wilson and the Fourteen Points; and the League of Nations).	CWH, pp. 316-28; T 11, 17; T 18, 19, 20; BLM 134-140
2. Describe the Bolshevik Revolution in Russia, and the creation of the Soviet Union.	CWH, pp. 329-33; BLM 134-140
3. Examine the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.	CWH, pp. 332-3, 336-49; T 18, 19, 20; BLM 134-140, 141-147
4. Examine the rise of nationalism, and the causes and effects of World War II (e.g., the Holocaust, economic and military power shifts since 1945, the founding of the United Nations, and the political partitioning of Europe, Africa, and Asia).	CWH, pp. 350-72, 384; T 11, 12, 13, 18, 19, 20; BLM 148-154, 155-161
5. Describe the revolutionary movements in Asia and their leaders (e.g., Mao Zedong and Ho Chi Minh).	CWH, pp. 382-5; BLM 155-161
6. Examine African and Asian countries which achieved independence from European colonial rule (e.g., India under Mohandas Gandhi and Ghana under Kwame Nkrumah).	CWH, pp. 387-90; T 12, 18, 19, 20; BLM 155-161
<b>Standard 17: The student will evaluate post-World War II global and contemporary events.</b>	
1. Describe regional military and political conflicts, such as Korea and Vietnam.	CWH, pp. 384-5; T 14; BLM 155-161
2. Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.	CWH, pp. 391-3; T 14, 18, 19, 20; BLM 155-161
3. Examine the beginning and end of the Cold War and the collapse of the Soviet Union.	CWH, pp. 372-4; T 14, 15, 18, 19, 20; BLM 155-161
4. Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.	CWH, pp. 283-4; T 14, 20; BLM 155-161