

# World History Age of Discovery to Present Standards Alignment Table of Contents

National Standards.....	3
Standards for Arizona.....	6
Standards for California.....	10
Standards for Florida.....	12
Standards for Illinois.....	13
Standards for Maryland.....	16
Standards for Nevada.....	17
Standards for New Jersey.....	23
Standards for New York.....	24
Standards for Ohio.....	27
Standards for Pennsylvania.....	28
Standards for Texas.....	29

This page intentionally left blank.

---

---

## National Standards

---

---

The following tables demonstrate how this course meets national and state teaching standards. The standards are in the left-hand column, while the information in the right-hand column indicates where in this course the elements of the individual standards are addressed.

The National History Standards were accessed at <http://www.sscnet.ucla.edu/nchs/standards/> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Era 5 The expansion of states and civilizations in the Americas, 1000-1500	Unit 8
Era 5 Major global trends from 1000-1500 CE	Unit 8
Era 6: How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations	Unit 8 & 9
Era 6 How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750	Units 8, 9, 10, & 11
Era 6 How large territorial empires dominated much of Eurasia between the 16th and 18th centuries	Units 8 & 11
Era 6 Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750	Units 8 & 11

## National Standards

Standards	Correlation
Era 6 Major global trends from 1450-1770	Units 8, 9, 10, & 11
Era 7 The causes and consequences of political revolutions in the late 18th and early 19th centuries	Unit 12
Era 7 The causes and consequences of the agricultural and industrial revolutions, 1700-1850	Unit 13
Era 7 The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870	Units 11, 12, & 13
Era 7 Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914	Units 12 & 13
Era 7 Patterns of global change in the era of Western military and economic domination, 1800-1914	Units 12 & 13
Era 7 Major global trends from 1750-1914	Units 11, 12, & 13
Era 8 Reform, revolution, and social change in the world economy of the early century	Units 13 & 14
Era 8 The causes and global consequences of World War I	Unit 14 & 15

## National Standards

<b>Standards</b>	<b>Correlation</b>
Era 8 The search for peace and stability in the 1920s and 1930s	Unit 15
Era 8 The causes and global consequences of World War II	Unit 15 & 16
Era 8 Major global trends from 1900 to the end of World War II	Units 13, 14, & 15
Era 9 How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up	Units 16 & 17
Era 9 The search for community, stability, and peace in an interdependent world	Units 16, 17, & 18
Era 9 Major global trends since World War II	Units 16, 17, & 18

---

---

## Standards for Arizona

---

---

The standards were accessed at <http://www.ade.state.az.us/standards/contentstandards.asp> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Analyze the origins, obstacles, and impacts of the Age of Exploration, with emphasis on: improvements in technology, including the compass and the work of Prince Henry the Navigator the voyages of Columbus to the New World and the subsequent searches for the Northwest Passage the introduction of disease and the resulting population decline, especially to New World peoples Columbian exchanges of technology, ideas, agricultural products and practices	All Unit 8
Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.	All Units
Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.	Various Units, Group Research Presentations
Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.	All Units

Standards	Correlation
<p>Describe the democratic and scientific revolutions as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, with emphasis on:</p> <p>PO 1. the Copernican view of the universe and Newton’s natural laws</p> <p>PO 2. conflict between religion and the new scientific discoveries, including the impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe</p> <p>ideas that led to parliamentary government and the rights of Englishmen through the Puritan revolt and the Glorious Revolution</p> <p>the worldwide spread of the ideas of the American Revolution</p> <p>challenges to absolute monarchy, including the French Revolution</p> <p>the Napoleonic Era, including the codification of law</p> <p>Latin America’s wars of independence, including Simon Bolivar</p>	<p>Units 9, 10, 11, &amp; 12</p>
<p>Explain the causes and effects of the Industrial Revolution, with emphasis on:</p> <p>how scientific and technological changes promoted industrialization in the textile industry in England</p> <p>the impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe</p> <p>the evolution of work and the role of labor, including the demise of slavery, division of labor, union movement, and impact of immigration</p> <p>the political and economic theories of capitalism and socialism, including Adam Smith and Karl Marx</p>	<p>Unit 13</p>

Standards	Correlation
<p>Analyze patterns of change during the nineteenth century era of imperialism from varied perspectives, with emphasis on:</p> <ul style="list-style-type: none"> <li>the clash between cultures, including the Boxer Rebellion in China</li> <li>the development of the British Empire around the world</li> <li>the nationalism that led to conflict between European nations as they competed for raw materials and markets, including the rush for colonies in Africa and Asia</li> <li>the immediate and long-term responses by people under colonial rule</li> </ul>	<p>Unit 13</p>
<p>Trace the causes, effects and events of World War I, with emphasis on:</p> <ul style="list-style-type: none"> <li>the rise of nationalism, including the unification of Germany and Otto Von Bismarck’s leadership</li> <li>the rise of ethnic and ideological conflicts, including the Balkans, Austria-Hungary, and the decline of the Ottoman Empire</li> <li>the importance of geographic factors in military decisions and outcomes</li> <li>the human costs of the mechanization of war such as the machine gun, airplane, gasoline, submarine, trench warfare, and tanks</li> <li>the effects of the Russian Revolution and the implementation of communist rule</li> <li>the conditions and failures of the Treaty of Versailles and the League of Nations</li> </ul>	<p>Unit 14</p>



Standards	Correlation
<p>Analyze the international developments after World War II and during the Cold War, with emphasis on:</p> <ul style="list-style-type: none"> <li>the creation of the modern state of Israel and conflicts in the Middle East</li> <li>the rebuilding of Western Europe, including the Marshall Plan and NATO</li> <li>Soviet control of Eastern Europe, including the Warsaw Pact and Hungarian Revolt</li> <li>the creation and role of the United Nations, including the Security Council</li> <li>Tse-tung and the Chinese Revolution, including the Long March, Taiwan, and the Cultural Revolution</li> <li>the legacy of genocide from totalitarian regimes, including Stalin, Hitler, Mao, and Pol Pot</li> <li>the reasons for the collapse of the Soviet Union and end of communism in Europe</li> </ul>	<p>Units 16 &amp; 17</p>
<p>Evaluate the ideologies and outcomes of independence movements in the developing world, with emphasis on:</p> <ul style="list-style-type: none"> <li>French Indochina and the Vietnam War, including the role of Ho Chi Minh</li> <li>Gandhi's non-violence movement for India's independence</li> <li>the struggle for democracy in Latin America</li> <li>the Mexican Revolution, including land and labor reforms</li> </ul>	<p>Unit 12, 16, 17</p>

---

---

## Standards for California

---

---

The standards were accessed at <http://www.cde.ca.gov/ci/> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	Units 8, 9, 10, & 11
Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	Units 9, 10, & 11
Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	Units 10, 11, & 12
Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	Unit 13
Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	Unit 13
Students analyze the causes and course of the First World War.	Units 13 & 14
Students analyze the effects of the First World War.	Units 14 & 15

California Standards

<b>Standards</b>	<b>Correlation</b>
Students analyze the rise of totalitarian governments after World War I.	Unit 15
Students analyze the causes and consequences of World War II.	Units 15 & 16
Students analyze the international developments in the post-World War II world.	Units 16, 17, & 18
Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	Units 17 & 18
Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	Units 17 & 18

---

---

## *Standards for Florida*

---

---

The standards were accessed at <http://www.firn.edu/doe/curric/prek12/frame2.htm> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Understand historical chronology and historical perspective.	All Units
The student understands the world from its beginning to the time of the Renaissance.	All Units
The student understands the world in spatial terms.	All Units
The student understands the interactions between people and the physical environment.	All Units

---

---

## *Standards for Illinois*

---

---

The standards were accessed at <http://www.isbe.net/ils/> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Analyze and report historical events to determine cause-and-effect relationships.	All Units
Compare competing historical interpretations of an event.	Unit 6
Explain the tentative nature of historical interpretations.	All Units
Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).	All Units
Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	All Units
Make inferences about historical events and eras using historical maps and other historical sources.	All Units
Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.	All Units
Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.	Units 10, 11, 12, 13, 14, 15, 16, 17, & 18

*Illinois Standards*

<b>Standards</b>	<b>Correlation</b>
Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history	All Units
Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.	Unit 8
Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).	Units 10 & 12
COMMUNICATING Express and interpret information and ideas.	All Units
USING TECHNOLOGY Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results	All Units
WORKING ON TEAMS Learn and contribute productively as individuals and as members of groups	All Units
MAKING CONNECTIONS Recognize and apply connections of important information and ideas within and among learning areas	All Units
Explain how industrial capitalism became the dominant economic model in the world.	Units 11, 12, 13, 14, 15, 16, 17, & 18

*Illinois Standards*

<b>Standards</b>	<b>Correlation</b>
Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.	All Units
Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.	Units 9, 13, & 18

---

---

## *Standards for Maryland*

---

---

The standards were accessed at <http://mdk12.org/mspp/vsc/index.html> in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Maryland's high school Social Studies Standards are not listed, only up to grade 8	All Units



---

---

## Standards for Nevada

---

---

The standards were accessed at  
<http://www.exploringanddiscovering.com/moodle/mod/resource/view.php?id=41>  
in August of 2005

<b>Standards</b>	<b>Correlation</b>
Explain the sequence and relationship of events on a tiered time lines	All Units
Frame and evaluate historical questions from multiple viewpoints.	All Units
Integrate, analyze, and organize historical information from a variety of sources	All Units
Analyze and interpret historical content from informational tools	All Units
Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions	All Units
Describe the origin, traditions, customs, and spread of western and eastern world religions	Unit 8
Explain the development of European hereditary monarchies and their effects on: <ul style="list-style-type: none"><li>• centralized government</li><li>• commerce and trade</li><li>• religion</li></ul>	Unit 8
Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration	Unit 8

*Nevada Standards*

<b>Standards</b>	<b>Correlation</b>
Analyze interactions among Native Americans, Europeans, and Africans	Unit 8
Identify the influence of the Enlightenment on the Western World, including: fine arts government literature philosophy science	Units 9, 10, 11, & 12
Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750	Units 8, 9, 10, 11, & 12
Explain the causes and results of the Industrial Revolution	Unit 13
Describe the causes and effects of wars with Europeans, including the French and Indian War	Units 10, 11, & 12
Describe the influence of the American Revolution on Europe and the Americas.	Unit 12
Discuss the political events, people, and ideas that influenced European politics, including: Napoleon Metternich Marx Congress of Vienna	Unit 12
Describe the rise of national economies, the emergence of capitalism, and the free market economy	Units 11, 12, & 13

*Nevada Standards*

<b>Standards</b>	<b>Correlation</b>
Discuss the causes, characteristics, and consequences of European and Japanese expansion	Unit 13
Describe the causes, course, character, and effects of World War I, including: imperialism arms race and alliances nationalism weapons/tactics Fourteen Points Treaty of Versailles	Unit 14
Describe the causes and effects of the Russian Revolution. Romanovs Lenin Bolsheviks Russian Civil War	Unit 14 & 15
Describe the rise of totalitarian societies in Europe, and Asia	Unit 15
Describe the causes, course, character, and effects of World War II, including: legacy of WWI campaigns and strategies atomic bomb significant military, political, and scientific leaders the Big Four United Nations United States changing world status	Unit 15

Nevada Standards

Standards	Correlation
Describe the causes, course, and effects of the Holocaust, including: "Aryan supremacy" Nuremburg Laws Kristallnacht "Final Solution" concentration and death camps creation of Israel	Unit 15 & 17
Describe the causes and effects of the Cold War, including: Europe: Marshall Plan Berlin NATO Middle East: Egypt Israel Afghanistan Asia: Americas: Japan Cuba China United States Korea Vietnam	Units 16, 17, & 18
Describe the effects of the Cold War on the United States, including: arms race and nuclear testing McCarthyism space race Cuban Missile Crisis	Units 16 & 17

*Nevada Standards*

<b>Standards</b>	<b>Correlation</b>
Describe the cause, course, and character of the Korean War, including: United Nations Security Council Pusan Perimeter General MacArthur Inchon Yalu River 38th Parallel	Unit 16
Explain how and why African and Asian peoples achieved independence from colonial rule	Units 16 & 17
Describe the causes, course, character, and effects of the Vietnam war, including: Ho Chi Minh Dien Bien Phu Ngo Dinh Diem Gulf of Tonkin Resolution Tet Offensive anti-war movement Paris Peace Accord	Unit 17
Describe how international policies contributed to the end of the Cold War, including: recognition of China détente glasnost	Unit 17
Describe the geopolitical changes in the world due to the disintegration of the USSR	Unit 17 & 18
Identify and explain the implications of scientific and technological achievements, including: personal computers Internet satellites	Unit 18

*Nevada Standards*

<b>Standards</b>	<b>Correlation</b>
Describe the regional and global effects of political and economic alliances	Unit 17 & 18
Explain the causes and effects of the Persian Gulf War, including: Kuwait invasion changing alliances	Unit 17 & 18

---



---

## *Standards for New Jersey*

---



---

The standards were accessed at <http://www.state.nj.us/njded/frameworks/socialstudies/> in August of 2005. The elements relating to New Jersey and U.S. history do not apply.

<b>Standards</b>	<b>Correlation</b>
Standard 6.3: All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of the world.	All Units
Standard 6.4: All students will acquire historical understanding of societal ideas and forces throughout the history of the world.	All Units
Standard 6.5: All students will acquire historical understanding of varying cultures throughout the history of the world.	All Units
Standard 6.6: All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of the world.	All Units
1. Learning Chronological Thinking:	All Units
2. Developing Historical Comprehension:	All Units
3. Learning to Do Historical Analysis and Interpretation:	All Units
4. Developing Historical Research Capabilities:	All Units
5. Developing the Capacity for Empathic Thinking:	All Units
6. Learning to Analyze Historical Issues and Decision-Making:	All Units

---

---

## Standards for New York

---

---

The standards were accessed at [www.nysed.gov](http://www.nysed.gov) in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices	All Units
Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time	All Units
Analyze historic events from around the world by examining accounts written from different perspectives	All Units
Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras	All Units
Analyze changing and competing interpretations of issues, events, and developments throughout world history.	All Units
Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place	All Units



*New York Standards*

<b>Standards</b>	<b>Correlation</b>
Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen	All Units
Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective	All Units
Explain the importance of analyzing narratives drawn from different times and places to understand historical events	All Units
Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.	All Units
Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities	All Units
Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world	All Units
Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures	All Units

*New York Standards*

<b>Standards</b>	<b>Correlation</b>
Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation	All Units
Interpret and analyze documents and artifacts related to significant developments and events in world history	All Units
Plan and organize historical research projects related to regional or global interdependence	All Units
Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts	All Units

---

---

## *Standards for Ohio*

---

---

The standards were accessed at [http://www.ode.state.oh.us/academic\\_content\\_standards/](http://www.ode.state.oh.us/academic_content_standards/) in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.	Units 10, 11, & 12
Explain the social, political and economic effects of industrialization.	Unit 13
Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	Unit 13
Connect developments related to World War I with the onset of World War II	Units 14 & 15
Analyze connections between World War II, the Cold War and contemporary conflicts	Unit 15, 16, 17, & 18
Explain patterns of historical continuity and change by challenging arguments of historical inevitability	All Units
Use historical interpretations to explain current issues	All Units

---

---

## Standards for Pennsylvania

---

---

The standards were accessed at

[http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a=3&Q=76716&stateboard\\_edNav=%7C](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716&stateboard_edNav=%7C) in August of 2005.

<b>Standards</b>	<b>Correlation</b>
Evaluate chronological thinking.	All Units
Synthesize and evaluate historical sources.	All Units
Political and Cultural Contributions of Individuals and Groups	All Units
Primary Documents, Material Artifacts and Historical Places	All Units
Conflict and Cooperation Among Social Groups and Organizations	All Units
Evaluate historical interpretation of events.	All Units
Synthesize historical research	All Units
Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500	All Units
Analyze historical documents, material artifacts and historic sites important to world history before 1500	All Units
Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe	All Units

---



---

## Standards for Texas

---



---

The standards were accessed at <http://www.tea.state.tx.us/rules/tac/chapter113/index.html> in August of 2005.

Standards	Correlation
Major emphasis on the study of significant people, events, and issues from the earliest times to the present.	All Units
To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged.	All Units
Eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place.	All Units
Students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.	All Units
The student understands traditional historical points of reference in world history.	All Units
Explain the significance of 1492, 1789, 1914—1918, 1939—1945	Unit 8, 12, 14, & 15
Identify the major eras in world history and describe their defining characteristics	All Units

*Texas Standards*

<b>Standards</b>	<b>Correlation</b>
Identify changes that resulted from important turning points in world history	All Units
Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	All Units
Identify elements in a contemporary situation that parallel a historical situation;	All Units
Describe variables in a contemporary situation that could result in different outcomes.	All Units
Identify causes of European expansion beginning in the 16th century	Unit 8, 11, 12, 13
Explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.	Unit 8, 11, 12, 13
The student understands the impact of political and economic imperialism throughout history.	All Units
The student understands the causes and effects of major political revolutions since the 17 <sup>th</sup> century	Units 10, 11, 12, 14, 15
The student understands the impact of totalitarianism in the 20 <sup>th</sup> century	Units 15, 16, 17
The student understands the influence of significant individuals of the 20 <sup>th</sup> century	Units 13, 14, 15, 16, 17, 18