

# Archdiocese of Philadelphia Secondary School System World History Standards

## **Content standard:**

### 1.1 Historical evidence

## **Competency standard:**

1.1.1 Identify and evaluate the importance of historical evidence from pre-historic, classical, middle and modern periods

- Architectural
  - \*\*\*prehistoric period - caves, megaliths, etc.
  - \*\*\*classical period – pyramids, ziggurats, temples, historic districts of Rome, Greece, etc
  - \*\*\*middle period – castles, towns, churches, etc.
  - \*\*\*modern period – monuments , memorials (ex. Taj Mahal, Hiroshima ground zero etc)
- Documents
  - \*\*\*prehistoric – cave paintings
  - \*\*\*classical – Code of Hammurabi, Justinian Code, etc.
  - \*\*\*middle – Magna Carta etc.
  - \*\*\*modern – 95 Theses, Declaration of the Rights of Man, Communist Manifesto, Constitution of United States etc.
- Artifacts
  - \*\*\*prehistoric – cave paintings, iron weapons, tools, etc.
  - \*\*\*classical – hieroglyphics, Rosetta Stone, statues, pottery, etc.
  - \*\*\*middle - armor, advanced weapons, navigational tools, etc
  - \*\*\*modern – machines, weapons of mass destruction, etc

## **Content Standard:**

### 2.1 Important individuals

## **Competency standards:**

2.1.1 Evaluate the contributions and importance of individuals who have influenced world history

- Political and military leaders
  - \*\*\*early and classical – Pericles, Roman Emperors, Egyptian pharaohs, Hammurabi, Alexander the Great, etc,
  - \*\*\*middle - Charlemagne, William the Conqueror, Joan of Arc, leaders of African, Asian, American empires, etc.
  - \*\*\*modern – Napoleon Bonaparte, Peter the Great, Henry VIII,

Elizabeth I, Otto von Bismarck, Winston Churchill, Adolph Hitler, Mao Zedong, Joseph Stalin, Nelson Mandela, Saddam Hussein, etc.

- Reformers and innovators
  - \*\*\*early and classical – Jesus Christ, Mohammed, Greek philosophers, Archimedes, etc.
  - \*\*\*middle – Marco Polo, Christopher Columbus, Copernicus, Roman Catholic Church, etc.
  - \*\*\*modern – Johan Gutenberg, Martin Luther, Ignatius of Loyola, Galileo, Charles Darwin, Isaac Newton, Marie Curie, James Watt, Sigmund Freud, Karl Marx, Mohandas Gandhi, Nelson Mandela, etc.

## **Content Standard:**

### 3.1 Continuity and change

#### **Competency standards:**

- 3.1.1 Evaluate how continuity and change has impacted commerce and industry
  - \*\*\*early and classical - hunting and agricultural societies, trade
  - \*\*\*middle – guild system, banks, manorial system, etc.
  - \*\*\*modern – mercantilism, Industrial Revolution, international trade, etc.
- 3.1.2 Evaluate how continuity and change has impacted invention and innovation
  - \*\*\*early and classical – calendar, alphabet, tools and weapons, etc.
  - \*\*\*middle – armor, navigational tools, etc.
  - \*\*\*modern – factory system, farm machines, communication devices, weapons of mass destruction, methods of transportation, nuclear proliferation, etc.
- 3.1.3 Analyze how continuity and change have affected settlement pattern
  - \*\*\*early and classical – family, village, city state, etc.
  - \*\*\*middle – towns, cities, nation-states
  - \*\*\*modern – urban areas, suburbs, megapolis, etc.
- 3.1.4 Analyze how continuity and change impacted religion and philosophical beliefs
  - \*\*\*early and classical – ancestor worship, polytheism, monotheism, Christianity, Hinduism, etc
  - \*\*\*middle – humanism, individualism, etc
  - \*\*\*modern - atheism, communism, etc.
- 3.1.5 Analyze how continuity and change has impacted politics and government
  - \*\*\*early and classical empires –
    - Europe – monarchy, democracy, republic, etc.
    - Asia – monarchy, etc
    - Africa –tribal government, monarchy, etc
    - Americas – monarchy, etc
  - \*\*\*middle –
    - Europe – impact of Roman Catholic Church, feudal system, nation-states, etc
    - Asia – shogun, feudalism, etc.

- Africa – colonialism, etc
- Americas – colonialism, etc
- \*\*\*modern- democracy, limited monarchy, communism, isolation v. non-isolation, world organizations, European Community etc.
- 3.1.6 Analyze how continuity and change has impacted roles of women
  - \*\*\*early, classical and middle – political, social, economic rights, etc.
  - \*\*\*modern – voting rights, women in business, political leadership, social rights, etc

## **Content Standard:**

### 4.1 Conflict and cooperation

#### **Competency standards**

- 4.1.1 Evaluate how conflict and cooperation has impacted domestic stability in world History
  - \*\*\*early and classical – invasions, racial and ethnic relations, immigration and migration, etc
  - \*\*\*middle – bubonic plague, church schism, feudal wars, etc
  - \*\*\*modern – African slavery, Irish potato famine, Holocaust, genocide, Reformation, etc
- 4.1.2 Analyze conflict and cooperation in labor relations
  - \*\*\*early and classical – slavery, etc
  - \*\*\*middle – feudalism, guild system, slavery, etc
  - \*\*\*modern – factory system, labor movement, etc.
- 4.1.3 Analyze conflict and cooperation in racial and ethnic relations
  - \*\*\*early and classical – treatment of non-citizens, etc
  - \*\*\*middle – unequal treaties, languages imposed on conquered people, etc.
  - \*\*\*modern – apartheid in South Africa, Kurds in Turkey and Iraq, Arabs in Israel, Catholics in Northern Ireland, etc.
- 4.1.4 Evaluate how conflict and cooperation impacted immigration and migration
  - \*\*\*early and classical – nomadic societies, etc.
  - \*\*\*middle – city-states, nation-states and imperialism, Nordic people enter southern Europe, etc
  - \*\*\*modern – settlement of “New World”, colonization of Africa and Asia, émigrés in America, Euro-community, political asylum, etc.
- 4.1.5 Evaluate effect of military conflicts
  - \*\*\*Early and classical – Peloponnesian Wars, Punic Wars, etc.
  - \*\*\*middle – Mongol invasions, Crusades, 100 ?Years War, etc.
  - \*\*\*modern – Thirty ears War, Napoleonic Wars, Franco-Prussian War, World War I, World War II, Korean War, Vietnam War, Gulf Wars, etc.