

- PS 1 Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers. ([WH 1.1](#))
- PS 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](#))
- PS 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](#))
- PS 4 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](#))
- PS 5 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](#))
- PS 6 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](#))
- PS 7 Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations. ([WH 2.5](#))
- PS 8 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](#))
- PS 9 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](#))
- PS 10 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](#))

- PS 11 Students will analyze the long-term effects of the Columbian Exchange. ([WH 4.4](#))
- PS 12 Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization. ([WH 4.5](#))
- PS 13 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](#))
- PS 14 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](#))
- PS 15 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](#))
- PS 16 Students will compare and contrast the long-term effects of imperialism on a global scale. ([WH 5.5](#))
- PS 17 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](#))
- PS 18 Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II. ([WH 6.1](#))
- PS 19 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](#))