1) **History.** The student understands traditional historical points of reference in world history. The student is expected to:

(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.

11) **History.** The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:

(A) summarize the international, political, and economic causes of the global depression; and

(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.

12) **History.** The student understands the causes and impact of World War II. The student is expected to:

(A) describe the emergence and characteristics of totalitarianism;

(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and

(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
13) **History.** The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

(A) summarize how the outcome of World War II contributed to the development of the Cold War;

(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;

(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;

(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;

(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and

(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

14) **History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:

(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and

(B) explain the U.S. response to terrorism from September 11, 2001, to the present.

16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:

(C) summarize the economic and social impact of 20th century globalization.
18) **Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:

   (D) identify the historical origins and characteristics of fascism;

   (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and

19) **Government.** The student understands the characteristics of major political systems throughout history. The student is expected to:

   (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

20) **Government.** The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

   (D) explain the significance of the League of Nations and the United Nations.

21) **Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

   (A) describe how people have participated in supporting or changing their governments;

22) **Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

   (A) summarize the development of the rule of law from ancient to modern times;

   (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;

   (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;

   (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
24) **Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.

28) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;

(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and

(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.

29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E) identify bias in written, oral, and visual material;

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G) construct a thesis on a social studies issue or event supported by evidence; and
29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

   (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

30) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

   (A) use social studies terminology correctly;
   
   (B) use standard grammar, spelling, sentence structure, and punctuation;
   
   (C) interpret and create written, oral, and visual presentations of social studies information; and
   
   (D) transfer information from one medium to another.

31) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

   (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
   
   (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.