

Virginia

Standards of Learning Assessments

Test Blueprint

World History and
Geography: 1500 A.D.
(C.E.) to the Present

**2008 History and Social Science
Standards of Learning**

**This revised test blueprint will be effective with the
administration of the 2010-2011 History and Social Science
Standards of Learning (SOL) tests.**

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World History and Geography: 1500 A.D. (C.E.) to the Present Standards of Learning

Test Blueprint

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General Test Information

Test Blueprint

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas that will be addressed by the test and the number of items that will be included by content area and for the test as a whole. There is a blueprint for each test (e.g., grade 3 reading, grade 5 mathematics, grade 8 science, Virginia and United States History).

Reporting Categories

Each test covers a number of Standards of Learning. In the test blueprint, the SOL are grouped into categories that address related content and skills. These categories are labeled as reporting categories. For example, a reporting category for the World History and Geography: 1500 A.D. (C.E.) to the Present Standards of Learning test is *Geography*. Each of the SOL in this reporting category addresses the influence geography has had on world history. When the results of the SOL tests are reported, the scores will be presented for each reporting category and as a total test score.

Assignment of Standards of Learning to Reporting Categories

Different parts of a Standard of Learning may be assigned to different reporting categories. For example, World History and Geography: 1500 A.D. (C.E.) to the Present SOL WHII.2a, which covers the location of major states and empires, is assigned to the reporting category *Geography* in the World History and Geography: 1500 A.D. (C.E.) to the Present SOL test. However, SOL WHII.2b, which involves describing the Renaissance, is assigned to the reporting category *Emergence of a Global Age*.

Standards of Learning Excluded from Testing

In some content areas, there are SOL that do not lend themselves to multiple-choice testing. The SOL not tested are listed as *Excluded from Testing* at the end of the blueprint for each test. In World History and Geography: 1500 A.D. (C.E.) to the Present there are no SOL that cannot be appropriately assessed in a multiple-choice format.

Coverage of Standards of Learning

Due to the large number of SOL in each grade level content area, *every* Standard of Learning will not be assessed on every version (form) of an SOL test. By necessity, to keep the length of a test reasonable, each version will sample from the SOL within a reporting category. Every SOL in the blueprint will be tested within a three year period, and *all of these* SOL are eligible for inclusion on each version of an SOL test.

Use of the Curriculum Framework

The History and Social Science Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that are measured by the Standards of Learning tests. The Curriculum Framework asks essential questions, identifies essential understandings, defines essential content knowledge, and describes essential skills students need to master.

World History and Geography: 1500 A.D. (C.E.) to the Present
Test Blueprint Summary Table

Reporting Category	World History from 1500 A.D. (C.E.) to the Present Standards of Learning	Number of Items
Assessed with Other SOL	WHII.1a-f	
Emergence of a Global Age	WHII.2b, e WHII.3a-c WHII.4a-b, d WHII.5b-c	10
Age of Revolutions	WHII.6a-b, e-f WHII.7a-d WHII.8a-d WHII.9a, c-e	13
Era of Global Wars	WHII. 10a-c WHII.11a, c WHII.12a-c	10
The Post War Period	WHII.13a-d WHII.14a-c WHII.15a WHII.16d	10
Geography	WHII.2a, c-d WHII.4c, e WHII.5a WHII.15b WHII.16a	8
Civics and Economics	WHII.4f WHII.5d-e WHII.6c-d WHII.9b WHII.11b WHII.16b-c	9
Excluded from Testing	None	
Number of Operational Items		60
Number of Field-Test Items*		10
Total Number of Items on Test		70

*Field-test items are being tried out with students for potential use on subsequent tests and will not be used to compute students' scores on the test.

World History and Geography: 1500 A.D. (C.E.) to the Present Expanded Test Blueprint

Assessed with Other History and Social Science Standards of Learning

The following skill-based standards will be assessed through the reporting categories by applying them to other Standards of Learning content:

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
 - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
 - identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
 - identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
 - analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
 - analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1500 A.D. (C.E.).

Reporting Category: Emergence of a Global Age

Number of Items: 10

Standards of Learning:

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- describing artistic, literary, and intellectual ideas of the Renaissance;
 - citing major technological and scientific exchanges in the Eastern Hemisphere.
- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
 - describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
 - describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.
- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- explaining the roles and economic motivations of explorers and conquistadors;

- b) describing the influence of religion;
- d) describing the Columbian Exchange, including its impact on native populations.

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

- b) describing India, including the Mughal Empire and coastal trade;
- c) describing East Asia, including China and the Japanese shogunate.

Reporting Category: Age of Revolutions

Number of Items: 13

Standards of Learning:

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects;
- b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
- e) describing the French Revolution;
- f) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

- a) describing the colonial system as it existed by 1800;
- b) identifying the impact of the American and French Revolutions on Latin America;
- c) explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
- d) assessing the impact of the Monroe Doctrine.

WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

- a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
- b) describing unsuccessful revolutions on the continent and political reform in the United Kingdom;
- c) explaining events related to the unification of Italy and the role of Italian nationalists;
- d) explaining events related to the unification of Germany and the role of Bismarck.

WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
- d) explaining the rise of industrial economies and their link to imperialism and nationalism;

- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Reporting Category: Era of Global Wars**Number of Items: 10****Standards of Learning:**

- WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by
- a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - c) citing causes and consequences of the Russian Revolution.
- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- a) describing the League of Nations and the mandate system;
 - c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.
- WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by
- a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
 - b) examining the Holocaust and other examples of genocide in the twentieth century;
 - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Reporting Category: The Post War Period**Number of Items: 10****Standards of Learning:**

- WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by
- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 - b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
 - c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong),

- Chiang Kai-shek, and Ho Chi Minh;
- d) describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

- describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
- describing Africa's achievement of independence, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;
- describing the end of the mandate system and the creation of states in the Middle East, including the role of Golda Meir and Gamal Abdul Nasser.

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- describing their beliefs, sacred writings, traditions, and customs.

WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

- analyzing the increasing impact of terrorism.

Reporting Category: Geography

Number of Items: 8

Standards of Learning:

WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

- locating major states and empires;
- describing the distribution of major religions;
- analyzing major trade patterns.

WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
- mapping and explaining the triangular trade.

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

- describing the location and development of the Ottoman Empire.

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- locating the geographic distribution of religions in the contemporary world.

- WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies.

Reporting Category: Civics and Economics

Number of Items: 9

Standards of Learning:

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- f) describing the impact of precious metal exports from the Americas.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- d) describing Africa and its increasing involvement in global trade;
 - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.
- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.
- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism.
- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- b) citing causes and assessing the impact of worldwide depression in the 1930s.
- WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Excluded from Testing: None