

**Praxis® World and U.S. History: Content Knowledge (5941)
Curriculum Crosswalk**

Required Course Numbers														
Test Content Categories														
I. World History to 1450 C.E. (25%)														
A. World geography and how global climatic and environmental factors shape human history (1–3%)														
1. Identify the location of major historical events														
2. Demonstrate knowledge of how global climatic and environmental factors shaped human history														
B. The characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution, circa 8000 B.C.E. (1–5%)														
1. Understand the major differences between hunting-and-gathering societies and agricultural societies														
2. Identify the Neolithic Revolution and its consequences														
C. The formation, organization, and significance of early river valley civilizations in the period 8000–1000 B.C.E., and in the Americas in the period 2000 B.C.E.–1500 C.E. (1–8%)														
1. Demonstrate understanding of the formation, organization, and significance of early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E.														
2. Demonstrate understanding of the formation, organization, and significance of early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.														

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Test Content Categories															
3. Compare and contrast the early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E. and early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.															
D. The formation, organization, significance of, and interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E. (1–8%)															
1. Demonstrate understanding of the formation, organization and significance of the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.															
2. Demonstrate understanding of the interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.															
3. Compare and contrast the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.															
E. The origin, tenets, development, significance, and spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam (1–8%)															
1. Demonstrate understanding of the main beliefs of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam															
2. Demonstrate understanding of where, how, and when Hinduism, Confucianism, Buddhism,															

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Judaism, Christianity, and Islam originated and developed														
3. Demonstrate understanding of how and why major religions spread														
F. The reasons for the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E. (1–5%)														
1. Identify the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.														
2. Compare and contrast the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.														
G. The formation of new empires and political systems in the period 600–1450 C.E. (1–5%)														
1. Identify major factors in the formation of new empires and political systems in the period 600–1450 C.E.														
2. Compare and contrast new empires and political systems in the period 600–1450 C.E.														
H. How the spread of Islam affected political, social, and economic systems in the period 600–1450 C.E. (1–5%)														
1. Identify how the spread of Islam affected various political, social, and economic systems in the period 600–1450 C.E.														

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Test Content Categories														
2. Compare and contrast the effects of the spread of Islam in various parts of the world in the period 600–1450 C.E.														
I. The economic, political, and cultural awakenings in medieval Europe in the period 1000–1450 C.E. and their global impacts (1–8%)														
1. Identify the major economic changes in Europe in the period 1000–1450 C.E. and their global impact														
2. Identify the political changes in Europe in the period 1000–1450 C.E. and their global impact														
3. Identify major examples of the cultural awakenings in Europe in the period 1000–1450 C.E. and their global impact														
J. The emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E. (1–5%)														
1. Identify the new and existing interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E.														
2. Understand the function and effects of the various interregional networks in the period 1000–1450 C.E.														
II. World History 1450 C.E. to the Present (25%)														

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Test Content Categories															
A. European exploration and colonization in terms of global political competition, trade, technology, and interaction in the period 1450–1750 C.E. (1–5%)															
1. Understand political competition, trade, technology, and global interaction as factors in European exploration and colonization in the period 1450–1750 C.E.															
2. Compare and contrast strategies of European exploration and colonization in the period 1450–1750 C.E.															
B. The development of major political entities in various parts of the world in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China) (1–5%)															
1. Understand how, where, and when major political entities developed in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China)															
2. Understand how major political entities interacted in the period 1450–1750 C.E.															
C. The main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E. (1–5%)															
1. Identify the main characteristics of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.															

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Test Content Categories														
2. Identify the global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.														
D. The characteristics and significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution (1–5%)														
1. Identify the main characteristics of the Renaissance, Reformation, Enlightenment, and Scientific Revolution														
2. Understand the global significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution														
E. The causes, major events, and effects of the Industrial Revolution 1750–1914 (1–5%)														
1. Identify the causes and major events of the Industrial Revolution, 1750–1914														
2. Understand the global effects of the Industrial Revolution (e.g., effects on the environment, global trade, and labor)														
F. The causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914 (e.g., United States, Latin America, China) (1–5%)														
1. Identify the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914														

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Test Content Categories															
2. Compare and contrast political revolutions, unifications, and independence movements worldwide in the period 1750–1914															
G. The causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945 (1–5%)															
1. Identify causes and major events of nationalism, imperialism, and colonization in the period 1840–1945															
2. Identify indigenous reactions to imperialism and colonization in the period 1840–1945															
H. The nature, development, and policies of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China) (1–5%)															
1. Understand the nature, development, and actions of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China)															
2. Compare and contrast totalitarian states in the twentieth century															
I. The main causes, major events, and effects of the First and Second World Wars (1–9%)															
1. Identify the major events of the First and Second World Wars															
2. Understand the main causes and effects of the First and Second World Wars															

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Required Course Numbers															
Test Content Categories															
3. Compare and contrast the First and Second World Wars															
J. The role of international organizations and the evolution of regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union) (1–3%)															
1. Identify the origins and major features of international organizations and regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union)															
K. The main causes, major events, and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa) (1–5%)															
1. Identify the major events of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)															
2. Understand the main causes and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)															
L. The political, economic, and cultural changes events in the Middle East in the twentieth century (1–5%)															

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Required Course Numbers

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Test Content Categories															
1. Identify the political, economic, and cultural changes and major events in the Middle East in the twentieth century (e.g., fall of the Ottoman Empire, Arab-Israeli conflict, rise of OPEC)															
2. Identify the global effects of political, economic, and cultural changes in the Middle East in the twentieth century															
M. The main causes, major events, and global effects of the Cold War (e.g., North Korea, Cuba, Congo) in the period 1945–1989 (1–5%)															
1. Identify the major events of the Cold War in the period 1945–1989															
2. Understand the main causes and global effects of the Cold War															
N. The changing economic, social, and political roles of women in various parts of the world since the nineteenth century (1–3%)															
1. Identify women’s changing economic, social, and political roles since the nineteenth century															
O. The causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union (1–5%)															
1. Identify the causes of the collapse of communism in Europe and the breakup of the Soviet Union															
2. Understand the global effects of the collapse of communism in Europe and the breakup of the Soviet Union															

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Required Course Numbers														
Test Content Categories														
P. The emergence of new types of political and human rights movements in various parts of the world in the period from 1945 to the present (1–3%)														
1. Identify new political and human rights movements that emerged from 1945 to the present (e.g., environmentalism, anti-apartheid)														
Q. The global economic and technological changes in the late twentieth and early twenty-first centuries (e.g., new patterns of migration, transnational corporations, global popular culture) (1–3%)														
1. Identify global technological and economic changes in the late twentieth and early twenty-first centuries														
R. Major genocides of the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda) (1–5%)														
1. Identify genocides in the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda)														
2. Understand the causes and effects of genocides in the twentieth century														
III. United States History to 1877 (25%)														
A. North American geography, peoples, and cultures prior to European colonization (1–5%)														

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Required Course Numbers															
Test Content Categories															
1. Demonstrate knowledge of North America’s location in the world and its major rivers, lakes, and land features															
2. Demonstrate knowledge of the political, economic, social, and cultural life of Native American peoples prior to European contact															
B. The interactions between humans and the environment throughout North American history (1–5%)															
1. Demonstrate knowledge of the ways in which groups and individuals have interacted with the environment throughout North American history															
2. Compare and contrast land use and resource allocation by different groups throughout North American history															
C. The reasons European colonies in North America were founded and how they developed (1–5%)															
1. Demonstrate understanding of the reasons European powers (e.g., Spain, France, the Netherlands) founded colonies in North America															
2. Demonstrate understanding of how European colonies in North America developed															
D. How European imperial and political conflicts and indigenous interests shaped the development of the North American colonies (1–3%)															

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Required Course Numbers															
Test Content Categories															
1. Demonstrate understanding of the patterns of interaction between European powers and Native American peoples (e.g., fur trade, Metacom’s War)															
2. Demonstrate understanding of how European imperial and political conflicts (e.g., the English Revolution, the Seven Years’ War) shaped the development of the North American colonies															
E. The political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period (1–3%)															
1. Demonstrate understanding of the political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period															
F. Regional differences in social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America (1–5%)															
1. Demonstrate understanding of social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America															
2. Compare and contrast regional differences in social structures and economic developments in colonial America															

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Required Course Numbers														
Test Content Categories														
G. The economic, social, and cultural effects of slavery in the British American colonies and in the United States (1–5%)														
1. Demonstrate understanding of the economic, social, and cultural effects of slavery in the British American colonies and in the United States														
2. Demonstrate knowledge of the experiences of free and enslaved people of African origin in the North American colonies and the United States														
H. The major causes and events of the American Revolution (1–4%)														
1. Demonstrate understanding of the major causes, events, and results of the American Revolution														
I. The successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights (1–10%)														
1. Demonstrate understanding of the successes and failures of the Articles of Confederation														
2. Demonstrate understanding of the events leading to the adoption of the United States Constitution and Bill of Rights														
3. Demonstrate knowledge of the contents of the United States Constitution and Bill of Rights														
4. Compare and contrast the Articles of Confederation and the United States Constitution														

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Test Content Categories														
J. Major political developments in the United States from the 1790s until the Civil War (1–5%)														
1. Demonstrate understanding of the political development of the United States from the 1790s until the Civil War (e.g., inception and growth of political parties, decisions of the Marshall Court, Jacksonian democracy)														
2. Demonstrate understanding of foreign policy issues in the United States from the 1790s until the Civil War (e.g., the War of 1812, Monroe Doctrine, Mexican-American War)														
K. The causes and effects of the territorial expansion of the United States in the nineteenth century (1–3%)														
1. Demonstrate understanding of the causes and effects of the territorial expansion of the United States in the nineteenth century (e.g., the Louisiana Purchase, Manifest Destiny)														
L. The market economy’s emergence, development, and effects in the United States in the first half of the nineteenth century (1–5%)														
1. Demonstrate understanding of the market economy’s emergence, development, and effects in the United States in the first half of the nineteenth century														
2. Demonstrate knowledge of the innovations that contributed to the development of commerce and manufacturing in the United States in the first half														

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of the nineteenth century (e.g., cotton gin, steamboat)														
M. The causes and effects of reform movements and religious movements in the antebellum United States (e.g., women’s rights, abolition of slavery, temperance) (1–3%)														
1. Demonstrate understanding of the causes and effects of religious and reform movements in the antebellum United States (e.g., the Second Great Awakening, abolition of slavery, women’s rights)														
N. The growth of nineteenth-century sectionalism, the origins of the Civil War, and the history of the Civil War and Reconstruction (1–8%)														
1. Demonstrate understanding of the growth of nineteenth-century sectionalism														
2. Demonstrate understanding of the major causes, events, and results of the Civil War														
3. Demonstrate understanding of the political, social, and economic history of Reconstruction														
IV. United States History 1877 to the Present (25%)														
A. How and why industrialization, urbanization, and immigration shaped the development of the United States in the nineteenth and early twentieth centuries (1–5%)														

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Test Content Categories															
1. Demonstrate understanding of how and why industrialization and urbanization shaped the development of the United States in the nineteenth and early twentieth centuries (e.g., the transcontinental railroads, growth of big business, the labor movement)															
2. Demonstrate understanding of how and why immigration shaped the development of the United States, particularly in the nineteenth and early twentieth centuries															
B. Contrasting urban development and rural development in the United States in the late nineteenth and early twentieth centuries (1–3%)															
1. Identify distinctive features of urban development and rural development in the United States in the late nineteenth and early twentieth centuries															
C. The global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (1–3%)															
1. Demonstrate understanding of the global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (e.g., the Open Door policy, the Spanish-American War)															
D. Regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in															

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Test Content Categories														
the late nineteenth and early twentieth centuries (1–3%)														
1. Demonstrate understanding of regional developments in the United States in the late nineteenth and early twentieth centuries (e.g., Jim Crow laws, American Indian policies)														
E. The changes in the politics, government, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms (1–5%)														
1. Demonstrate understanding of the political, social, and cultural history of the Gilded Age (e.g., political machines, social Darwinism, Populism)														
2. Demonstrate understanding of changes in the politics, government, economy, and society of the United States resulting from Progressive Era reforms (e.g., trust-busting, settlement houses, Prohibition)														
F. The origins, major events, and development of the woman suffrage movement in the United States (1–3%)														
1. Demonstrate knowledge of the development and major events of the woman suffrage movement in the United States														
G. The causes, major events, and effects—both at home and abroad—of United States participation in the First World War (1–3%)														

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Test Content Categories															
1. Demonstrate understanding of the causes, major events, and effects of United States participation in the First World War both abroad and within the United States															
H. The political, social, economic, and cultural changes that occurred in the United States in the 1920s (1–3%)															
1. Demonstrate understanding of the political, social, economic, and cultural changes that occurred in the United States in the 1920s															
I. The causes and effects of the Great Depression (1–3%)															
1. Demonstrate understanding of the causes and effects of the Great Depression															
J. The goals and programs of the New Deal and their effect on government, politics, the economy, and society (1–3%)															
1. Demonstrate understanding of the goals and programs of the New Deal															
2. Demonstrate understanding of the effect of New Deal programs on government, politics, the economy, and society															
K. The causes, major events, and effects—both at home and abroad—of United States participation in the Second World War (1–3%)															
1. Demonstrate understanding of the causes, major events, and effects of United States participation															

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Test Content Categories														
in the Second World War both abroad and within the United States														
L. The causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration) (1–3%)														
1. Demonstrate understanding of the causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration)														
M. The origins, development, and effects of the Cold War both abroad and domestically (1–3%)														
1. Demonstrate understanding of the origins, development, and effects of the Cold War both abroad (e.g., containment, the Vietnam War) and within the United States (e.g., anticommunism, the military-industrial complex)														
N. The causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century (1–3%)														
1. Demonstrate understanding of the causes, major events, and effects of the movements for civil rights by African Americans and other groups														

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(e.g., women, Hispanics, American Indians) in the twentieth century														
O. The social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution) (1–3%)														
1. Demonstrate understanding of social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution)														
P. Major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution) (1–3%)														
1. Identify major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution)														
2. Compare and contrast major social policy initiatives and political movements in the United States since the Second World War														
Q. The global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries and their effects on the United States (1–3%)														
1. Demonstrate understanding of how global political, economic, social, and technological changes in the late twentieth and early twenty-														

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first centuries have affected domestic developments in the United States															
R. The changing role of the United States in the post–Cold War world (1–3%)															
1. Demonstrate knowledge of the changing role of the United States in the post-Cold War world															
V. Historical Thinking Skills (25%) <i>Questions cross-classified with content categories I-IV.</i>															
A. Know how to formulate historical questions. (1–7%) <i>Cross-classification with content area.</i>															
1. Identify historical questions (e.g., questions that can be researched, that call for analysis and interpretation, that can be supported with evidence)															
2. Distinguish different levels of historical understanding (e.g., recall, chronology, evaluation)															
B. Know how to locate, identify, and differentiate between primary and secondary sources. (1–7%) <i>Cross-classification with content area.</i>															
1. Identify the main characteristics of primary sources and secondary sources															
2. Differentiate between primary and secondary sources															
C. Know how to evaluate a variety of sources for analyzing people’s values, motivations, perspectives, and behaviors in various historical															

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contexts. (1–10%) <i>Cross-classification with content area.</i>														
1. Evaluate historical sources in terms of main idea, speaker, occasion, audience, purpose, point of view, bias, and argument														
2. Draw inferences and conclusions and make generalizations using historical sources														
3. Analyze and contextualize people’s values, motivations, perspectives, and behaviors using historical sources														
D. Know how to write a thesis and develop historical arguments by using primary and secondary sources. (1–10%) <i>Cross-classification with content area.</i>														
1. Identify a valid historical thesis statement														
2. Evaluate how evidence supports or undermines historical arguments														
3. Apply primary and secondary sources to relevant historical arguments and theses														
E. Know how to make connections between historical developments across time and geography, including comparing and contrasting, determining cause and effect, analyzing change over time, and putting events in global context. (1–13%) <i>Cross-classification with content area.</i>														
1. Compare and contrast historical developments across time and geography														

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2. Identify and evaluate causes and effects															
3. Identify patterns of continuity and change over time															
4. Place historical events and processes in local, national, and global context															