

# **Virginia**

**Standards of Learning Assessments**

**Test Blueprint**

**World History and  
Geography to 1500 A.D.  
(C.E.)**

**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 to 1500 A.D. (C.E.) 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 to 1500 A.D. (C.E.) 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 to 1500 A.D. (C.E.) SOL WHI.3a, which covers the location of ancient river valley civilizations, is assigned to the reporting category *Geography* in the World History and Geography to 1500 A.D. (C.E.) SOL test. However, SOL WHI.3b, which involves describing the social, political and economic development of ancient river valley civilizations, is assigned to the reporting category *Civics and Economics*.

### 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 to 1500 A.D. (C.E.) 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 to 1500 A.D. (C.E.)  
Test Blueprint Summary Table

Reporting Category	World History to 1500 A.D. (C.E.) Standards of Learning	Number of Items
Assessed with Other Content	WHI.1a-f	
Human Origins and Early Civilizations	WHI.2b-d WHI.3c-e WHI.4a-f	11
Classical Civilizations	WHI.5b, d-g WHI.6b, d-f, h-k	10
Postclassical Civilizations	WHI.7b-e WHI.8a, c-d WHI.9a, c	9
Regional Interactions	WHI.10c-d WHI.11b WHI.12a-d WHI.13c-d	13
Geography	WHI.2a WHI.3a WHI.5a WHI.6a WHI.7a WHI.8b WHI.9d WHI.10a WHI.11a	10
Civics and Economics	WHI.3b WHI.5c WHI.6c, g WHI.9b WHI.10b WHI.13a-b	7
Excluded from Testing	None	
<b>Number of Operational Items</b>		<b>60</b>
<b>Number of Field-Test Items*</b>		<b>10</b>
<b>Total Number of Items</b>		<b>70</b>

\*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 to 1500 A.D. (C.E.) 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:

- WHI.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 to 1500 A.D. (C.E.);
  - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
  - identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
  - identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
  - analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
  - analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

### **Reporting Category: Human Origins and Early Civilizations**

**Number of Items: 11**

#### **Standards of Learning:**

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- listing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - describing technological and social advancements that gave rise to stable communities;
  - explaining how archaeological discoveries are changing present-day knowledge of early peoples.
- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- explaining the development of religious traditions;
  - describing the origins, beliefs, traditions, customs, and spread of Judaism;
  - explaining the development of language and writing.

- WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
  - describing India, with emphasis on the Aryan migrations and the caste system;
  - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
  - describing the origins, beliefs, traditions, customs, and spread of Buddhism;
  - describing China, with emphasis on the development of an empire and the construction of the Great Wall;
  - describing the impact of Confucianism, Taoism, and Buddhism.

**Reporting Category: Classical Civilizations**

**Number of Items: 10**

**Standards of Learning:**

- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- describing Greek mythology and religion;
  - evaluating the significance of the Persian and Peloponnesian wars;
  - characterizing life in Athens during the Golden Age of Pericles;
  - citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
  - explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- describing Roman mythology and religion;
  - sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
  - assessing the impact of military conquests on the army, economy, and social structure of Rome;
  - assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
  - describing the origin, beliefs, traditions, customs, and spread of Christianity;
  - explaining the development and significance of the Church in the late Roman Empire;
  - listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
  - citing the reasons for the decline and fall of the Western Roman Empire.

**Reporting Category: Postclassical Civilizations****Number of Items: 9****Standards of Learning:**

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
  - c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
  - d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
  - e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
  - c) identifying historic turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
  - d) citing cultural and scientific contributions and achievements of Islamic civilization.
- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
  - c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.

**Reporting Category: Regional Interactions****Number of Items: 13****Standards of Learning:**

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
  - d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

- WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- describing cultural patterns and political and economic structures.
- WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
  - explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
  - identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);
  - explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.
- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
  - comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

**Reporting Category: Geography****Number of Items: 10****Standards of Learning:**

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- explaining the impact of geographic environment on hunter-gatherer societies.
- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- locating these civilizations in time and place.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B. C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- assessing the influence of geography on Roman economic, social, and political development.

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.
- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.
- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- locating major trade routes.
- WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features.

**Reporting Category: Civics and Economics****Number of Items: 7****Standards of Learning:**

- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- describing the development of social, political, and economic patterns, including slavery.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
  - explaining the economic, social, and political impact of the Pax Romana.

- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- b) explaining the structure of feudal society and its economic, social, and political effects.
- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.
- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- a) identifying the economic foundations of the Italian Renaissance;
  - b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*.