

Correlation with National and State Standards (updated 1/2020)

Islamic Spain, the Iberian Peninsula, and the Reconquista are standard topics in world history standards as well as world geography and world cultures standards at the national and state levels. The following examples from the national standards and several of the states with content-specific (as opposed to generic) standards illustrate the place of these topics in the world history curriculum.

National Standards for World History

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries

Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE

Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

Standard 1: The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion

Standard 2: The redefining of European society and culture, 1000-1300 CE

Standard 4: The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries

Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

Era 6: The Emergence of the First Global Age, 1450-1770

Standard 1: How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations

Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

ERA 4: STANDARD 2 Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.

2A The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

5-12 Analyze how Islam spread in Southwest Asia and the Mediterranean region. [Analyze the influence of ideas]

into Sunnis and Shi'ites. [Reconstruct patterns of historical succession and duration]

7-12 Analyze Arab Muslim success in founding an empire stretching from western Europe to India and China and describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule. [Analyze cause-and-effect relationships]

2B The student understands the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8th-10th centuries.

7-12 Describe the emergence of a center of Islamic civilization in Iberia and evaluate its economic and cultural achievements. [Appreciate historical perspectives]

9-12 Describe the cultural and social contributions of various ethnic and religious communities, particularly the Christian and Jewish, in the Abbasid lands and Iberia. [Appreciate historical perspectives]

7-12 Evaluate Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning. [Interrogate historical data]

5-12 Assess how Islam won converts among culturally diverse peoples across wide areas of Afro-Eurasia. [Analyze cause-and-effect relationships]

5-12 Describe maritime and overland trade routes linking regions of Afro-Eurasia and analyze the importance of international trade for African and Eurasian societies. [Draw evidence from historical maps]

7-12 Explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa. [Analyze the influence of ideas]

9-12 Assess the growth of North African Islamic reform movements and the success of the Almoravids and Almohads in creating empires spanning Iberia and North Africa. [Examine the influence of ideas]

5-12 Evaluate scientific, artistic, and literary achievements of Islamic civilization. [Appreciate historical perspectives]

5-12 Analyze the success of Christian states in overthrowing Muslim powers of central and southern Iberia. [Interrogate historical data]

5-12 Analyze the causes and consequences of the European Crusades against Syria and Palestine. [Analyze cause-and-effect relationships]

Therefore, the student is able to:

5-12 Describe the life of Jewish communities and their contributions to Europe's cultural and economic development. [Examine the influence of ideas]

7-12 Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]

9-12 Assess the importance of the Islamic states of Iberia and Sicily as well as the Byzantine empire in transmitting scientific and philosophical knowledge to and influencing the literature and arts of Western and Central Europe. [Analyze the importance of ideas]

US History 7-12 Explain the causes and consequences of European Crusades in Iberia and analyze connections between the Christian crusading tradition and European overseas exploration. [Analyze multiple causation]

VIRGINIA History and Social Science Standards of Learning for Virginia Public Schools
– March 2015 (World History and Geography to 1500 a.d./c.e.)

WHI.7 The student will apply social science skills to understand the development of Christianity by

c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

Postclassical Civilizations, 300 to 1000 a.d. (c.e.)

WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 a.d. (c.e.) by

b) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;

e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.

WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 a.d. (c.e.) by

- a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
- b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and
- c) explaining the cultural and scientific contributions and achievements of Islamic civilization.

WHI.10 The student will apply social science skills to understand 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) locating and describing the societies of Western Europe during the Middle Ages in time and place;
- b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;

Regional Interactions, 1000 to 1500 a.d. (c.e.)

WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by

- a) locating and explaining major global and regional trade routes;
- b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;

WHI.12 The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by

- c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.

WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by

- b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;
- d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) determining the economic and cultural foundations of the Italian Renaissance;

TEXAS Essential Knowledge and Skills (TEKS)

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

(C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;

(D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;

(F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;

(I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and

(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:

(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance;

(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:

(A) analyze the causes of European expansion from 1450 to 1750;

(B) explain the impact of the Columbian Exchange;

CALIFORNIA History/Social Science Standards, Grade 7

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, ...)
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

NEW YORK GLOBAL HISTORY STANDARDS

9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards: 2, 3; Themes: ID, SOC)
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9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Ø Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

9.2b Belief systems were often used to unify groups of people, and affected social order and gender roles. Ø Students will examine similarities and differences between Hinduism, Buddhism,

Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.

9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)

9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)

9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water. Ø Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.

9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. Ø Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.

9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. Ø Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. Ø Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. Ø Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.

9.5b Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. Ø Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. Ø Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.

9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. Ø Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. Ø Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).

9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world. (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)

9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. Ø Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. Ø Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)

9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. Ø Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. Ø Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.