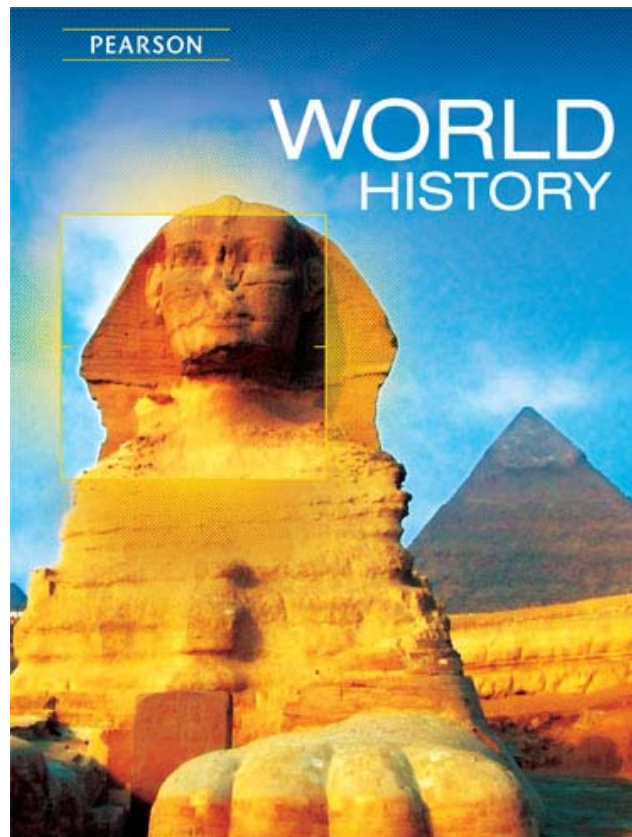


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To the

**North Carolina
Essential Standards for Social Studies
World History**



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Introduction

This document demonstrates how *Pearson World History, ©2016* meets the North Carolina Essential Standards for Social Studies, World History.

Pearson is excited to announce its NEW *World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The *Pearson World History* program uses a research tested four-part learning model to enhance teaching and understanding.

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2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

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| History | |
| Essential Standard | |
| WH.H.1 Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time. | |
| Clarifying Objectives | |
| WH.H.1.1 Use Chronological thinking to: | |
| 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). | SE/TE: Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 4 Assessment (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123; Sequence 959; Analyze Cause and Effect, 961; Identify Main Idea and Details, 963; Summarize, 964-965 |
| 2. Interpret data presented in time lines and create time lines. | SE/TE: Discoveries in Africa and Beyond, 7; Topic 1 Assessment (1. Identify Major Causes and Effects), 20; Read Charts, Graphs, and Tables, 970; Create Charts and Maps, 971 |
| WH.H.1.2 Use Historical Comprehension to: | |
| 1. Reconstruct the literal meaning of a historical passage. | SE/TE: Assessment (2. Determine Central Ideas), 935; Assessment (2. Determine Central Ideas), 937; Assessment (1. Determine Central Ideas), 941; Assessment (4. Summarize), 949 |
| 2. Differentiate between historical facts and historical interpretations. | SE/TE: Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Identify Bias, 980 |
| 3. Analyze data in historical maps. | This objective is addressed throughout. See, for example: SE/TE: Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153; Topic 7 Assessment (14. Interpret Thematic Maps) 252; Topic 12 Assessment (13. Locate Places of Historical Significance) 492; Topic 15 Assessment (1. Identify Influences on Political Revolutions), 641; Topic 18 Assessment (1. Explain the Major Causes of World War II), 769; Read Political Maps, 974-975; Read Special Purpose Maps, 975-976 |

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| 4. Analyze visual, literary and musical sources. | SE/TE: Topic 6 Assessment (9. Analyze Examples), 185; Topic 7 Assessment (20. Analyze Examples), 253; Topic 12 Assessment (2. Analyze Examples), 490; Topic 13 Assessment (13. Analyze and Identify Examples), 531; Topic 17 Assessment (21. Analyze Example), 734 |
| WH.H.1.3 Use Historical Analysis and Interpretation to: | |
| 1. Identify issues and problems in the past. | SE/TE: Topic 3 Assessment (14. Describe Major Effects), 98; Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153; Topic 12 Assessment (3. Explain Development), 490; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (5. Identify Characteristics), 905 |
| 2. Consider multiple perspectives of various peoples in the past. | SE/TE: Compare and Contrast, 962-963; Interpret Sources, 968; Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Identify Bias, 980-981; Evaluate Existing Arguments, 981-982 |
| 3. Analyze cause-and-effect relationships and multiple causations. | This objective is addressed throughout. See, for example: SE/TE: Topic 8 Assessment (5. Identify Major Causes and Effects), 303; Topic 10 Assessment (14. Describe Major Causes and Effects), 380; Topic 11 Assessment (3. Identify and Analyze Major Causes and Effects), 422; Topic 15 Assessment (3. Identify Causes of European Imperialism), (4. Describe the Major Effects of European Imperialism), 641; Topic 17 Assessment (8. Identify and Explain the Major Causes and Effects), 732; Topic 21 Assessment (3. Identify Major Causes), 905; Analyze Cause and Effect, 961 |

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| 4. Evaluate competing historical narratives and debates among historians. | SE/TE: Compare and Contrast, 962-963; Interpret Sources, 968; Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Identify Bias, 980-981; Evaluate Existing Arguments, 981-982; Consider and Counter Opposing Arguments, 982 |
| 5. Evaluate the influence of the past on contemporary issues. | SE/TE: Independence and Partition in India, 812-813; Pakistan and Bangladesh Separate, 815-816; A Variety of New Governments, 822-823; The Founding of Israel, 830-831; New Nations in the Middle East, 831-834; The Difficult Road to Peace, 838-840; Conflict in Lebanon and Syria, 840-841; Warfare in Iraq, 841-843; A New Europe, 873-875; Shifts in Global Power, 875-876; Analyze Cause and Effect, 961; Generalize, 965 |
| WH.H.1.4 Use Historical Research to: | |
| 1. Formulate historical questions. | SE/TE: Assessment (2. Determine Central Ideas), 940; Assessment (1. Determine Author's Purpose), 944; Assessment (2. Draw Conclusions), 949; Assessment (4. Draw Inferences), 952; Analyze Data and Models, 969-970 |
| 2. Obtain historical data from a variety of sources. | SE/TE: Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Evaluate Existing Arguments, 981-982; Analyze Data and Models, 969-970; Read Charts, Graphs, and Tables, 970-971 |
| 3. Support interpretations with historical evidence. | This objective is addressed throughout. See, for example: SE/TE: Topic 2 Assessment (17. Identify the Influence of Ideas), 58; Topic 6 Assessment (7. Identify the Influence of Ideas), 185; Topic 8 Assessment (17. Write about the Essential Question: How are religion and culture connected?), 304; Topic 10 Assessment (15. Identify the Contributions), 380; Interpret Sources, 968 |

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| 4. Construct analytical essays using historical evidence to support arguments. | This objective is addressed throughout. See for example: SE/TE: Topic 3 Assessment (17. Write about the Essential Question, How are religion and culture connected?) 98; Topic 7 Assessment (24 Write about the Essential Question: What should governments do?), 253; Topic 10 Assessment (16. Write an essay on the Essential Question: Why is culture important?) 380; Topic 12 Assessment (25. Write about the Essential Question Write an essay on the Essential Question: How much power should a government have?), 493 |
| Essential Standard | |
| WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact. | |
| Clarifying Objectives | |
| WH.H.2.1 Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations (e.g., flooding, Fertile Crescent, confluence, limited fertile lands, etc.). | SE/TE: The First Cities and Civilizations, 14-15; Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; Civilizations Arise in the Fertile Crescent, 26-28; Assessment (5. Synthesize), 31; Geography Shapes Egypt, 46-47; Assessment (1. Summarize), 55; Minoans Prosper From Trade, 126-127; Geography Shapes Greek City-States, 131-133 |
| WH.H.2.2 Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.). | SE/TE: Topic 2 Assessment (4. Identify the Impact of Political and Legal Ideas), (9. Identify the Characteristics of Monarchies and Theocracies), 56; (10. Explain the Development of Government), (13. Identify the Impact of Political and Legal Ideas) 57; Democracy Evolves in Athens, 134-136; Topic 5 Assessment, (3. Identify Characteristics), (4. Identify Characteristics), (6. Identify the Influence of Ideas) 153; Topic 5 Assessment (7. Summarize Development), (12. Summarize and Analyze the Origins of Western Institutions) 154; Topic 5 Assessment, (13. Explain Development), 155 |

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| <p>WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).</p> | <p>SE/TE: Empires Emerge in Mesopotamia, 32-34; Roman Law Unites an Empire, 177; Topic 6 Assessment (1. Identify the Characteristics of Political Systems) (6. Summarize the Development), (8. Explain the Development) 185; (10. Summarize Fundamental Ideas and Institutions), 186; The Age of Justinian, 191-193</p> |
| <p>WH.H.2.4 Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, imperial states in Africa, etc.).</p> | <p>SE/TE: Features That Define Civilizations, 15-18; Civilizations Change, 18-19; The Rise of the Persian Empire, 36-38; The Han Dynasty Creates a Strong China, 91-94; The Aztec, 108-110; The Powerful Incan Empire, 112-113; Topic 4 Assessment (23. Compare Social Developments), (Compare Major Political Developments), 121</p> |
| <p>WH.H.2.5 Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, etc.).</p> | <p>SE/TE: The Rise of the Persian Empire, 36-38; The Ancient Israelites' Unique Belief System, 40-41; Religion Shapes Ancient Egyptian Life, 50-52; Hindu Beliefs Develop, 69-70; The Buddha's Key Teachings, 71-72; Buddhism Spreads, 72-74; Assessment (3. Summarize), (4. Summarize), 74; Religious Beliefs in Early China, 84; Two Major Belief Systems Take Root, 85-87; Buddhism Spreads to China, 95 Assessment (5. Explain) 95; Topic 3 Assessment (3. Describe the Spread of Major World Religions), (4. Describe Historical Origins and Central Ideas), (5. Identify Examples of Religious Influence), 96; Topic 3 Assessment (7. Describe the Spread of Major Religious and Philosophical Traditions), (9. Describe the Development of Major World Religions), 97; Topic 3 Assessment (12. Describe the Major Religious Influences of China), 98; Christianity Spreads, 181-182; The Growth of the Christian Church, 182-184; Assessment, (1. Summarize), 184; Topic 6 Assessment (4. Describe Central Ideas and Major Religious/Philosophical Influences), 185; Muhammad and Early Islam, 256-259</p> |

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| <p>WH.H.2.6 Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.</p> | <p>SE/TE: Economic and Social Changes, 269-271; Describe, 271; Literature, Art, and Architecture, 272-273; An Emphasis on Knowledge, 273-275; Assessment (5. Draw Conclusions), 275; Topic 8 Assessment (6. Describe the Spread and Explain the Impact), (7. Explain the Impact) 303; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 12. Identify the Origin and Diffusion of Major Ideas), (13. Identify the Origins and Diffusion of Major Ideas), (14. Analyze Examples), (16. Explain the Impact), 304</p> |
| <p>WH.H.2.7 Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).</p> | <p>SE/TE: The Byzantine Empire Thrives, 190-191, Economic and Social Change, 269-271; Egypt and Nubia Flourish, 283; Assessment (1. Draw Conclusions), 285; Trade Grows Across the Sahara, 286-287, Mali, 288-289</p> |
| <p>WH.H.2.8 Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.</p> | <p>SE/TE: Features That Define Civilizations, 15-18; Organization of Egyptian Society, 52-53; Aryan Civilization and the Vedas, 65-67; The Caste System Shapes India, 71; Assessment, (3. Summarize) 74; The Shang Dynasty Begins to Form China, 82-83; Topic 3 Assessment (5. Identify Examples of Religious Influence), 96; Alexander’s Legacy, 150; Topic 5 Assessment, (15. Describe Roles), 155; Roman Society, 160-161; Economic and Social Change, 269-271</p> |

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| WH.H.2.9 Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact. | SE/TE: Civilizations Develop in the Americas, 102-104; Maya Cultural Life, 106-107; Topic 4 Assessment (4. Compare Major Cultural Developments), 121; Topic 4 Assessment (12. Compare Social Development) 123; Homer and the Greek Legends, 128-130; Assessment (3. Draw Conclusions), 141; Conveying Ideals in Architecture and Art, 144-145; Greek Literature, 145-146; Assessment (5. Determine Point of View), 147; Topic 5 Assessment (6. Identify Influence of Ideas), 153; Topic 5 Assessment (8 Identify the Contributions of Scientists: Interpret Written Presentations), (10. Identify the Origin and Diffusion of Major Ideas), (12. Summarize and Analyze the Origins of Western Institutions) 154; Assessment (3. Summarize), 162; Topic 6 Assessment (6. Summarize the Development), (7. Identify the Influence of Ideas), (8. Explain the Development), 185; Topic 6 Assessment (10. Summarize Fundamental Ideas and Institutions), (13. Identify Diffusion of Major Ideas), 186 |
| Essential Standard | |
| WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations. | |
| Clarifying Objectives | |
| WH.H.3.1 Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire). | SE/TE: The Byzantine Empire Thrives, 190-191; Manorialism, 200-202; The Growth of Church Power, 206-207; The Crusades, 216-218; The Reconquista, 219-220; The Holy Roman Empire, 226-227; The Pope and an Emperor Feud, 227-228; Church Power Reaches Its Peak, 229-230; Assessment (4. Determine Relevance), (5. Analyze Information), 230; Ottoman Society, 277-279; The Rise of the Safavids, 279-280; Topic 8 Assessment (2. Describe the Major Effects and Summarize Changes), (3. Describe the Spread), (7. Explain the Impact), 303; Topic 8 Assessment (10. Describe the Interaction), 304; Mughal India, 312-313; Assessment (4. Determine Cause and Effect), 313 |

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| <p>WH.H.3.2 Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).</p> | <p>SE/TE: The Age of Justinian, 191-193; Changes in Western Europe, 193-194; Germanic Kingdoms, 194; New Invasions POUND Europe, 196-197; Assessment (4. Describe), 197; The Church Faces Calls for Reform, 207-208; Jewish Communities in Medieval Europe, 208-209; The Christian Church is Divided, 209-210; Assessment (3. Synthesize), 210; The Crusades, 216-218; The Reconquista, 219-220; Assessment (2. Determine Relevance), 220; English Kings Expand Their Power, 222-223; Developing New Traditions of Government, 223-224; The Holy Roman Empire, 226-227; A Pope and an Emperor Feud, 227-228; The Battle for Italy, 228-229; Church Power Reaches Its Peak, 229-230; Assessment, (1. Analyze Information), (3. Draw Conclusions), (4. Determine Relevance), (5. Analyze Information), 230; The Black Death Spreads Across Europe, 238-239; Crisis in the Church, 240-241; The Hundred Years War, 241-242; Assessment (3. Draw Inferences), (5. Compare), 242</p> |
| <p>WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).</p> | <p>SE/TE: Feudalism Develops, 198-199; Manorialism, 200-202; Assessment (1. Describe), (4. Analyze), 202; Changes in Agriculture Transform Europe, 211-212; Trade Expands and Towns Grow, 212-213; Economic Changes, 213-214; A New Middle Class, 214-216; The Effects of the Crusades, 218-219; Assessment (2. Determine Relevance), (5. Draw Conclusions), 220; Migrations Increase Diversity, 248-250; Topic 7 Assessment (1. Describe Characteristics), (6. Describe Characteristics and Factors), (7. Summarize Changes), 251; Topic 7 Assessment (9. Identify Characteristics), 252</p> |

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| WH.H.3.4 Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.). | SE/TE: Changes in Agriculture Transform Europe, 211-212; Economic and Social Changes, 269-271; Migration of People and Ideas, 282-283 |
| Essential Standard | |
| WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction. | |
| Clarifying Objectives | |
| WH.H.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, printing revolution, etc.). | SE/TE: The Byzantine Heritage, 237; Assessment (4. Predict Consequences), 237; The Italian Renaissance, 350-351; The Renaissance Begins in Italy, 352-353; Northern Renaissance Humanists and Writers, 358-359; The Printing Revolution, 360; Assessment (1. Identify Cause and Effect), 361; Causes of the Reformation, 362-363; Martin Luther's Protests Bring Change, 363-365; John Calvin Challenges the Church, 365-366; Assessment (1. Identify Central Ideas) (3. Analyze Information), (5. Cite Evidence), 367 |
| WH.H.4.2 Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.). | SE/TE: The Italian Renaissance, 350-351; The Renaissance Begins in Italy, 352-353; Ruling with Absolute Power, 426-427; Phillip II Becomes Absolute Monarch, 428-430; Louis XIV, an Absolute Monarch, 431-433; Assessment (2. Summarize), (3. Identify Supporting Details), (4. Support a Point of View with Evidence), 434; Hapsburg Austria Expands, 437; Peter the Great Modernizes Russia, 438-440; Catherine the Great, 441-442; Assessment (3. Describe), 443; From Restoration to Glorious Revolution, 449-450; England's Constitutional Government Evolves, 450-451; Assessment (5. Identify Central Ideas) 451 |

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| <p>WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).</p> | <p>SE/TE: Feudalism Develops, 198-199; Manorialism, 200-202; Assessment (1. Describe), (4. Analyze), 202; Changes in Agriculture Transform Europe, 211-212; Trade Expands and Towns Grow, 212-213; Economic Changes, 213-214; A New Middle Class, 214-216; Topic 7 Assessment (6. Describe Characteristics and Factors), 251; Topic 7 Assessment (18. Describe Changing Roles), (22. Explain Contributions), 253</p> |
| <p>WH.H.4.4 Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism, etc.).</p> | <p>SE/TE: Mali, 288-289; Assessment (1. Identify Cause and Effect), (4. Identify Central Ideas), 291; The Song Dynasty, 316-317; Mongols Rule China, 322-323; Chinese Rule Restored by the Ming, 324-325; Chinese Fleets Explore the Seas, 326-327; Assessment (4. Identify Cause and Effect), 327; Topic 9 Assessment (3. Analyze Facilitation), (9. Identify Major Cause and Effect), 346</p> |

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| Essential Standard | |
| WH.H.5 Analyze exploration and expansion in terms of its motivations and impact. | |
| Clarifying Objectives | |
| <p>WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).</p> | <p>SE/TE: Causes of European Exploration, 384-385; Columbus Searches for a Route to Asia, 386-388; European Expansion in Africa, 389; Assessment (1. Identify Cause and Effect), (3. Draw Conclusions), 389; Rise of the Dutch and Spanish, 391-392; Europeans Trade in Mughal India, 392; Ming China and Europe, 392-394; Assessment (1. Identify Steps in a Process), (3. Draw Conclusions), 396; Cortés Conquers the Aztecs, 398-399; The Incan Empire and Beyond, 400-401; The Atlantic Slave Trade, 413-414; The Horrors of the Middle Passage, 414; Assessment (1. Compare and Contrast), (2. Identify Cause and Effect), (3. Identify Steps in a Process), (4. Infer), (5. Summarize), 416; The Columbian Exchange, 417-418; A Commercial Revolution, 418-420; Mercantilism, 420-421; Assessment (1. Analyze Information), (2. Identify Cause and Effect), (3. Make Generalizations), (5. Compare Points of View), 421; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), (2. Identify and Analyze Major Causes and Explain the Impact), (5. Explain New Factors and Principles: Formulate Generalizations), (6. Explain the Impact and Describe the Effects), (12. Explain Impact), 422; Topic 11 Assessment (14. Describe Effects and Explain Impact), (15. Explain Development and Impact), 423</p> |

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| <p>WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).</p> | <p>SE/TE: Changing Views of The Universe, 374-375; Causes of European Exploration, 384-385; Columbus Searches for a Route to Asia, 386-388; European Expansion in Africa, 389; Portugal Builds an Empire in Asia; 390-391; Rise of the Dutch and Spanish, 391-392; Europeans Trade in Mughal India, 392; Ming China and Europe, 392-394; Assessment (1. Identify the Steps in a Process), (2. Identify Cause and Effect), 396; Cortés Conquers the Aztecs, 398-399; Governing the Spanish Empire, 401-403; The Impact of Spanish Colonization, 404-405; Assessment (1. Identify Patterns), (4. Categorize), 405; New France, 406-407; The Atlantic Slave Trade, 416-414; Impact of the Slave Trade, 414-416; The Columbian Exchange, 417-418; Mercantilism, 420-421; Assessment (1. Analyze Information), 421; Topic 11 Assessment (5. Explain New Factors and Principles: Formulate Generalizations), (6. Explain the Impact and Describe the Effects), (7. Describe Major Effects), (8. Identify Major Causes), (9. Analyze the Influence), (12. Explain Impact), (13. Identify, Describe, and Analyze Major Causes and Effects), 422; Topic 11 Assessment (14. Describe Effects and Explain Impact), (15. Explain Development and Impact), 423</p> |

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| <p>WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).</p> | <p>SE/TE: European Expansion in Africa, 389; Portugal Builds an Empire in Asia; 390-391; Rise of the Dutch and Spanish, 391-392; Europeans Trade in Mughal India, 392; Governing the Spanish Empire, 401-403; Society and Culture in Spanish America, 403-404; The Impact of Spanish Colonization, 404-405; New France, 406-407; The 13 English Colonies, 407-409; Assessment (1. Generate Explanations), (4. Identify Patterns), 410; The Atlantic Slave Trade, 413-414; Impact of the Slave Trade, 414-416; Assessment (1. Compare and Contrast), (4. Infer), (5. Summarize), 416; The Columbian Exchange, 417-418; A Commercial Revolution, 418-420; Mercantilism, 420-421; Assessment (1. Analyze Information), (2. Identify Cause and Effect), (3. Make Generalizations), 421; Topic 11 Assessment (5. Explain New Factors and Principles: Formulate Generalizations), (6. Explain the Impact and Describe the Effects), (13. Identify, Describe, and Analyze Major Causes and Effects), 422</p> |
| <p>WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).</p> | <p>SE/TE: Causes of Europeans Exploration, 384-385; Governing the Spanish, 401-403; New France, 406-407; The 13 English Colonies, 407-409; The African Slave Trade Expands, 411-412; The Atlantic Slave Trade, 413-414; Impact of the Slave Trade, 414-416; Assessment (1. Compare and Contrast), (4. Infer), (5. Summarize), 416; The Columbian Exchange, 417-418; A Commercial Revolution, 418-420; Mercantilism, 420-421; Assessment (1. Analyze Information), (2. Identify Cause and Effect), (3. Make Generalizations), 421; Topic 11 Assessment (5. Explain New Factors and Principles: Formulate Generalizations), (6. Explain the Impact and Describe the Effects), (13. Identify, Describe, and Analyze Major Causes and Effects), 422; New Economic Ideas, 456; Assessment (3. Identify Central Ideas), Britain Becomes a Global Power, 460-461; Assessment (1. Identify Main Ideas), 465</p> |

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| Essential Standard | |
| WH.H.6 Understand the Age of Revolutions and Rebellions. | |
| Clarifying Objectives | |
| <p>WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).</p> | <p>SE/TE: Scientific Revolution Leads to the Enlightenment, 452-453; Hobbes and Locke on the Role of Government, 453; The <i>Philosophies</i>, 454-455; Spread of Enlightenment Ideas, 456-457; Discontent in the Colonies, 462-463; The American Revolution, 463; The United States Constitution, 463-465; Assessment (5. Describe), 465; Topic 12 Assessment (15. Identify Influences), (16. Explain Philosophies), (17. Assess the Degree), 492; Topic 12 Assessment (20. Identify and Describe Major Effects), (23. Identify the Influence of Ideas), 493; Laissez-Faire Economics, 508-509</p> |
| <p>WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).</p> | <p>SE/TE: From Restoration to Glorious Revolution, 449-450; The American Revolution, 463; Assessment (4. Hypothesize), 465; Storming the Bastille, 470; Revolts in Paris and the Provinces, 470-471; The Monarchy is Abolished, 477; The Revolution Transforms France, 479-480; Assessment (5. Identify Cause and Effect), 481; Topic 12 Assessment (3. Explain Development), (6. Explain the Political Philosophies), 490; Topic 12 Assessment (8. Identify Examples), 491; Topic 12 Assessment (18. Compare Characteristics), 492</p> |
| <p>WH.H.6.3 Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).</p> | <p>SE/TE: A New Agricultural Revolution; 497-498; Coal, Steam, and the Energy Revolution, 498-499; Why Did the Industrial Revolution Start in Britain, 499-500; A Revolution in Transportation, 501-502; Industrialization Spreads, 502-503; Assessment (3. Generate Explanations), (4. Synthesize), 503; Industry Causes Urban Growth, 504-505; Harsh Conditions in Factories and Mines, 506-507; Assessment (3. Cite Evidence) 512; Science and Technology Change Industry, 513-514; City Life Changes, 517-518; Topic 13 Assessment (2. Identify the Historical Origins and Characteristics), (3. Identify Major Causes), 530</p> |

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| WH.H.6.4 Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.). | SE/TE: A Revolution in Transportation, 501-502; Industrialization Spreads, 502-503; Assessment (3. Generate Explanations), (4. Synthesize), Industry Causes Urban Growth, 504-505; City Life Changes, 517-518; The Working Class Wins New Right, 518-519; Assessment (1. Identify Main Ideas), (3. Identify Central Issues), (4. Apply Concepts), 519; A New Social Order, 520-521; Assessment (4. Identify Supporting Details), 529; Topic 13 Assessment (2. Identify the Historical Origins and Characteristics), (6. Explain Political and Economic Changes), (7. Formulate Generalizations), 530 |
| Essential Standard | |
| WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era. | |
| Clarifying Objectives | |
| WH.H.7.1 Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.). | SE/TE: Japan Builds and Empire, 623-624; European Imperialism in Southeast Asia, 626-628; Strategic Holdings in the Pacific Island, 628-629; Assessment (1. Identify Supporting Details), 631; Political Problems Linger, 632-633; Mexico’s Search for Stability, 633-635 |
| WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, “Haves and Have Nots” of Europe, industrial America, etc.). | SE/TE: Japan Builds an Empire, 623-624; European Imperialism in Southeast Asia, 626-628; Strategic Holdings in the Pacific Island, 628-629; Assessment (1. Identify Supporting Details), 629; European Powers Form Alliances, 646-647; Topic 15 Assessment (1. Identify Influences on Political Revolutions), (5. Identify Influences on European Imperialism), (7. Explain Characteristics of European Imperialism), (9. Explain Impact), 641; Topic 15 Assessment (12. Explain the Roles of Military Technology), (13. Explain Roles of Transportation Technology), 642 |

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| <p>WH.H.7.3 Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).</p> | <p>SE/TE: European Powers Form Alliances, 646-647; Major Causes of World War I, 647-648; Alliance System Leads to War, 650-651; Assessment (1. Generate Explanations), (2. Identify Cause and Effect), (3. Identify Central Issues), (4. Integrate Information), (5. Draw Conclusions), 651; Other European Fronts, 655-657; Assessment (5. Synthesize), 657; Governments Direct Total War, 658-660; The United States Enters the War, 661-662; The Great War Ends, 662-663; Causes of the February Revolution, 667-668; Lenin Leads the Bolsheviks, 668; The October Revolution Brings the Bolsheviks to Power, 669-670; Civil War Erupts in Russia, 670-671; Assessment (1. Identify Cause and Effect), (4. Distinguish), (5. Hypothesize), 372; Topic 16 Assessment (1. Identify Major Causes), (2. Identify Major Causes), (4. Identify Importance), 673; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), (12. Identify Causes) 674; Militarists Gain Power, 701; The Rise of Mussolini, 713-714; Characteristics of Fascism, 715-716; Stalin Builds Totalitarian State, 720-722; The Weimar Republic, 725-726; Hitler Leads the Nazi Party, 726-727; The Third Reich, 727-729; Topic 17 Assessment (5. Describe the Emergence), Topic 17 Assessment (13. Identify Examples), (16. Explain Roles and Identify), 733; A Pattern of Aggression, 738-740; The Spanish Civil War, 740-741; German Aggression Continues, 741-742; World War II Begins, 743</p> |

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| <p>WH.H.7.4 Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).</p> | <p>SE/TE: Emancipation and Stirrings of Revolution, 583-584; The Effects of Imperialism, 596-597; Assessment (4. Summarize), 597; European Nations Scramble for Colonies, 601-603; European Imperialism in Persia, 608-609; Assessment (2. Identify Cause and Effect), 609; The British East India Company, 610-612; The Growth of Indian Nationalism, 613-614; Economic Interest in China, 615-616; European Imperialism in Southeast Asia, 626-628; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), (5. Identify Influences on European Imperialism), (9. Explain Impact), 641; Africans Protest Colonial Rule, 684-685; The Rising Tide of African Nationalism, 685-686; Modernization of Turkey and Persia, 686-688; Nationalism and Conflict in the Middle East, 688-689; India’s Struggle for Independence Begins, 691-692; Gandhi’s Philosophy of Civil Disobedience, 693; Topic 17 Assessment (1. Explain the Impact), 731; Topic 17 Assessment (19. Identify Major Causes and Effects), 734</p> |
| <p>WH.H.7.5 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).</p> | <p>SE/TE: Utilitarians Support Limited Governments, 509-510; Socialist Thought Emerges, 510; Marx and the Origins of Communism, 511-512; Assessment (3. Cite Evidence), (4. Identify Main Ideas), (5. Identify Patterns), 512; The Rise of Big Business, 515-516; Germany Becomes an Industrial Giant, 553; Economic and Social Reforms, 564-565; Victories for the Working Class, 565-566; Economic Growth and Reform, 577-576; Assessment (4. Analyze Information), 578</p> |
| <p>WH.H.7.6 Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).</p> | <p>SE/TE: Economics in the Postwar Era, 709; The Great Depression, 709-711; Western Democracies React to the Great Depression, 711-712; Assessment (4. Summarize), (5. Identify Cause and Effect), 712; Topic 17 Assessment (4. Explain the Responses), (6. Summarize Causes), 731; Topic 17 Assessment (15. Explain the Roles), 733</p> |

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| WH.H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century. | |
| Clarifying Objectives | |
| WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.). | SE/TE: The United States Wields Power and Influence, 636-637; Major Causes of World War I, 647-649; Other European Fronts, 655; A Global Conflict, 656-657; The United States Enters the War, 661-662; The Great War Ends, 662-663; Effects of the Peace Settlements, 665-666; Assessment (4. Compare and Contrast), 666; A Rising Tide of African Nationalism, 685-686; Gandhi Takes a Stand, 693-694; International Relations, 708-709; The Spanish Civil War, 740-741; World War II Begins, 743; A Commitment to Total War, 756-757; The Road to War in Southeast Asia, 796-797; The United States Enters the War, 797-798; Independence and Partition in South Asia; 812-813; The New Nations of Africa, 821-822; New Nations in the Middle East, 831-834; Warfare in Iraq, 841-846; Assessment (4. Draw Conclusions), (5. Cite Evidence), 843; Topic 20 Assessment (1. Summarize and Locate Places), (3. Summarize), 844; Topic 20 Assessment (10. Summarize the Development and Explain Influences), 845; Topic 20 Assessment (16. Summarize Reasons), 846 |

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| <p>WH.H.8.2 Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9-11”, terrorism, etc.).</p> | <p>SE/TE: Wartime Alliances Break Apart, 774-775; Two Opposing Sides in Europe, 777; The Nuclear Arms Race, 778; The Cold War Around the World, 779-780; Assessment (2. Make Generalizations), 782; The Two Koreas, 794-795; The Soviet Union Declines, 801-802; Assessment Topic 19 (10. Summarize Outcomes), 808; Pakistan and Bangladesh Separate, 815-817; New Nations in the Middle East, 831-834; The Importance of Oil in the Middle East, 834; Warfare in Iraq, 841-842; Assessment (4. Draw Conclusions), (5. Cite Evidence), 843; The U.S. Response to Terrorism, 897-899; Assessment (4. Generate Explanations), 899</p> |
| <p>WH.H.8.3 Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, global achievements and innovations).</p> | <p>SE/TE: The United Nations is Formed, 767-768; Wartime Alliance Breaks Apart, 774-775; The Soviet Union Declines, 801-802; Eastern Europe Transformed, 803-805; The Post Cold War World, 806; Working Toward Development, 850-852; Development Brings Social Change, 853-854; Assessment (3. Recall), (5. Explain), 854; A New Europe, 873-875; Shifts in Global Power, 875-876; Global Interdependence, 881-883; Global Organizations and Trade Agreements, 883-884; Benefits and Costs of Globalization, 884-885; Assessment (1. Compare and Contrast), (3. Make Generalizations), (4. Apply Concepts), 885</p> |
| <p>WH.H.8.4 Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).</p> | <p>SE/TE: Space Exploration, 900-901; The Computer Revolution, 902; Breakthroughs in Medicine and Biotechnology, 902-904; Assessment (1. Generate Explanations), (3. Identify Cause and Effect), (4. Summarize), 904; Topic Assessment 21 (4. Explain the Role), 905</p> |

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| <p>WH.H.8.5 Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).</p> | <p>SE/TE: Continuing Challenges to Development, 858-860; Assessment (5. Make Predictions), 860; Development and the Environment, 891-893; Assessment (5. Compare and Contrast), 893</p> |
| <p>WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).</p> | <p>SE/TE: The Soviet Union Declines, 801-802; Human Rights, 889-891; The Soviet Union Declines, 801-802; Eastern Europe Transformed, 803-805; Post Cold War World, 806; Assessment (2. Summarize), (Identify Cause and Effect), (4. Infer), 806; Development Brings Social Change, 853-854; Assessment (4. Recall), 854; The Struggle for Equality in South Africa, 855-856; Social Reform in India, 865; Assessment (3. Generate Explanations), (4. Express Problems Clearly), (5. Identify Cause and Effect), 865; Dictatorship and Civil War, 868-869</p> |
| <p>WH.H.8.7 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).</p> | <p>SE/TE: The Threat of New Weapons, 894-895; The Growing Threat of Terrorism, 895-897; The U.S. Responds to Terrorism, 897-899; Assessment (2. Identify Cause and Effect), (5. Draw Conclusions), 899; Topic 21 Assessment (13. Explain Influences), (14. Explain and Summarize), (15. Summarize the Development), 906; Topic 21 Assessment, (19. Explain), 907</p> |