

Publisher:	Pearson
Program Title:	AGS World History ©2008
Components:	Teacher's Edition
Grade Level(s):	Interest Levels: Grades 6-12
Intended Audience:	

**Standards Map - Basic Comprehensive Program
Grade Ten - History-Social Science
World History, Culture, and Geography: The Modern World**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*		FOR LEA USE ONLY		
			Primary	Supporting	Meets Standard		Local Education Agency Evaluator Notes
					Y	N	
10	10.1	Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	<u>SE/TE:</u> 38, 43, 123, *180, 186, 190-191	<u>SE/TE:</u> 36-37, *179, 183-185			
10	(1)	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	<u>SE/TE:</u> 180	<u>SE/TE:</u> 179			

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					Y	N	
10	(2)	Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .	<u>SE/TE:</u> *143	<u>SE/TE:</u> 135			
10	(3)	Consider the influence of the U.S. Constitution on political systems in the contemporary world.					
10	10.2	Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	<u>SE/TE:</u> 451, 491, 492, 511				
10	(1)	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	<u>SE/TE:</u> *465, 466, 467, 468, 479, 565, 569	<u>SE/TE:</u> 489, 510, 549-550			
10	(2)	List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	<u>SE/TE:</u> *244, 443, 489, 507, 509				

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10	(3)	Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	<u>SE/TE:</u> 487, 492, 511	<u>SE/TE:</u> 485-486, 488-491			
10	(4)	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	<u>SE/TE:</u> *493-509				
10	(5)	Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	<u>SE/TE:</u> *544, 545, 547, 561, 565, 567, 569	<u>SE/TE:</u> 543, 546,			
10	10.3	Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	<u>SE/TE:</u> *516, 539	<u>SE/TE:</u> 521, 531, 547			
10	(1)	Analyze why England was the first country to industrialize.	<u>SE/TE:</u> 516, 517, 537, 539	<u>SE/TE:</u> 515			
10	(2)	Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	<u>SE/TE:</u> 523, 528, 534, 537, 538-539	<u>SE/TE:</u> 519, 522, 525, 526-527, 532-533			

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10	(3)	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	<u>SE/TE:</u> 537, 539	<u>SE/TE:</u> 516-517, 530-531			
10	(4)	Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	<u>SE/TE:</u> *534, 537, 539	<u>SE/TE:</u> 517, 529, 532			
10	(5)	Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	<u>SE/TE:</u> 523, 539	<u>SE/TE:</u> 515, 517			
10	(6)	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	<u>SE/TE:</u> *563, 634	<u>SE/TE:</u> 517, 557-561, 633			
10	(7)	Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	<u>SE/TE:</u> *536				

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Grade	Standard #	Text of Standard	Primary	Supporting	Meets Standard		Local Education Agency Evaluator Notes
					Y	N	
10	10.4	Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	<u>SE/TE:</u> 599, 606-607	<u>SE/TE:</u> 590-591, 596-598, 600-601			
10	(1)	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	<u>SE/TE:</u> 595, 601, 605, 609	<u>SE/TE:</u> 593-594, 596-598			
10	(2)	Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	<u>SE/TE:</u> 591, 599, 602, 605, 609	<u>SE/TE:</u> 590, 596-598, 601			
10	(3)	Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	<u>SE/TE:</u> 595, 601, 603, 606, 609	<u>SE/TE:</u> 593-594, 596-598, 602			
10	(4)	Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	<u>SE/TE:</u> 656, 701	<u>SE/TE:</u> 657			

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10	10.5	Students analyze the causes and course of the First World War.	<u>SE/TE:</u> 616, 636, 638-639	<u>SE/TE:</u> 612-615			
10	(1)	Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”	<u>SE/TE:</u> *616, 639	<u>SE/TE:</u> 612-615			
10	(2)	Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	<u>SE/TE:</u> *622, 637	<u>SE/TE:</u> 617, 619, 620			
10	(3)	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	<u>SE/TE:</u> 622, 637	<u>SE/TE:</u> 620, 621			
10	(4)	Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	<u>SE/TE:</u> 618-619, 620				
10	(5)	Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.	<u>SE/TE:</u> *619				

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10	10.6	Students analyze the effects of the First World War.	<u>SE/TE:</u> 625, 628, 638-639	<u>SE/TE:</u> 623-624, 626- 627			
10	(1)	Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.	<u>SE/TE:</u> *625, 637	<u>SE/TE:</u> 623-624			
10	(2)	Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	<u>SE/TE:</u> *628	<u>SE/TE:</u> 626, 627			
10	(3)	Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	<u>SE/TE:</u> 650, 653, 655, 658, 660, 665	<u>SE/TE:</u> 647-648, 651- 652, 654, 656-657, 659			
10	(4)	Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	<u>SE/TE:</u> 615, 623, 679				
10	10.7	Students analyze the rise of totalitarian governments after World War I.	<u>SE/TE:</u> 634, 664- 665	<u>SE/TE:</u> 632, 649			

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10	(1)	Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	<u>SE/TE:</u> 631, 634, 639, 646, 664	<u>SE/TE:</u> 629-630, 632- 633, 640-641, 643-645			
10	(2)	Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	<u>SE/TE:</u> 650, 665	<u>SE/TE:</u> 647-648			
10	(3)	Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.	<u>SE/TE:</u> 650, 653, 655, 662, 664-665	<u>SE/TE:</u> 649, 651-652, 654			
10	10.8	Students analyze the causes and consequences of World War II.	<u>SE/TE:</u> 671, 697	<u>SE/TE:</u> 669-670, 674			
10	(1)	Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	<u>SE/TE:</u> *663, 671, 674	<u>SE/TE:</u> 660, 669, 673			
10	(2)	Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	<u>SE/TE:</u> 671, 674, 699	<u>SE/TE:</u> 670, 672-673			

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10	(3)	Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	<u>SE/TE:</u> 674, 679, 684, 697, 698-699, 701	<u>SE/TE:</u> 667, 673, 675-678, 680- 683			
10	(4)	Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	<u>SE/TE:</u> 684	<u>SE/TE:</u> 676, 682			
10	(5)	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	<u>SE/TE:</u> 687, 696, 697	<u>SE/TE:</u> 685-686			
10	(6)	Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	<u>SE/TE:</u> 684, 687, 697, 699	<u>SE/TE:</u> 675-676, 677, 689, 683			
10	10.9	Students analyze the international developments in the post–World War II world.	<u>SE/TE:</u> 691, 694- 695	<u>SE/TE:</u> 688-690, 692- 693			

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10	(1)	Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	<u>SE/TE:</u> *691, 700, 726	<u>SE/TE:</u> 690			
10	(2)	Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	<u>SE/TE:</u> *708, 726-727, 750	<u>SE/TE:</u> 704-705, 707-711, 748-749			
10	(3)	Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	<u>SE/TE:</u> *708, 712, 726-727, 750, 776	<u>SE/TE:</u> 707, 709-711, 748-749, 775			
10	(4)	Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	<u>SE/TE:</u> 747, 771	<u>SE/TE:</u> 745-746, 769			

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10	(5)	Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	<u>SE/TE:</u> 722, 723, 725	<u>SE/TE:</u> 717-719			
10	(6)	Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	<u>SE/TE:</u> 741	<u>SE/TE:</u> 737-740			
10	(7)	Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	<u>SE/TE:</u> 716, 724, 725-726	<u>SE/TE:</u> 713-715			
10	(8)	Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	<u>SE/TE:</u> 695, 708, 725	<u>SE/TE:</u> 705			

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10	10.10	Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	<u>SE/TE:</u> 736, 741, 776, 779, 780-780	<u>SE/TE:</u> 728-729, 731- 735, 737-740, 772-775			
10	(1)	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	<u>SE/TE:</u> 736, 741, 776, 779, 780-781	<u>SE/TE:</u> 728-729, 731- 735, 737-740, 772-775			
10	(2)	Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	<u>SE/TE:</u> 736, 741, 776, 779, 780-780	<u>SE/TE:</u> 728-729, 731- 735, 737-740, 772-775			
10	(3)	Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.	<u>SE/TE:</u> 736, 741, 776, 779, 780-781	<u>SE/TE:</u> 728-729, 731- 735, 737-740, 772-775			
10	10.11	Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	<u>SE/TE:</u> 792, 796, 812-813	<u>SE/TE:</u> 785-791, 793- 795			

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<p>Historical and Social Sciences Analysis SkillsThe intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.</p>							
<p>CHRONOLOGICAL AND SPATIAL THINKING</p>							
10	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE/TE: 30, 63, 145, 247, 269, 545, 670, 694, 781	SE/TE: 38, 471, 601			
10	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE/TE: 531, 808	SE/TE: 807			

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10	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	<u>SE/TE:</u> 25, 39, 45, 111, 150, 179, 225, 262, 277, 289, 336, 461, 507, 563, 739				
10	4.	Students relate current events to the physical and human characteristics of places and regions.	<u>SE/TE:</u> 757, 783, 795, 796, 802, 805	<u>SE/TE:</u> 788, 797-801, 803-804			
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW					
10	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	<u>SE/TE:</u> *5-6, 187				
10	2.	Students identify bias and prejudice in historical interpretations.	<u>SE/TE:</u> 187				
10	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	<u>SE/TE:</u> *425				

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10	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	<u>SE/TE:</u> *3, 53, 79, 263				
		HISTORICAL INTERPRETATION					
10	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	<u>SE/TE:</u> 63, 191, 247, 269, 373, 395, 425, 511, 537, 567, 589, 605, 639, 665, 699	<u>SE/TE:</u> 601			
10	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	<u>SE/TE:</u> 639, 807				
10	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	<u>SE/TE:</u> 63, 247, 269, 321, 455, 511, 539	<u>SE/TE:</u> 53, 359, 601, 619, 652			
10	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	<u>SE/TE:</u> 269, 669, 727, 755, 406				

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10	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE/TE: 802, 809, 810, 811, 813	SE/TE: 797-801			
10	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.					

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

- 10.1** Christianity and Political Thought references offer an opportunity to address. (179, 180).
- 10.1 (2) Page citations discuss development of the Western political ideas but do not trace them to the modern world.
- 10.2 (1) James Madison is not addressed in regards to this objective.
- 10.2 (2) U.S. Bill of Rights is not addressed in regards to this objective.
- 10.2 (4) Page citations offer an opportunity to address this objective.
- 10.2 (5) Concert of Europe is not addressed.
- 10.3** Germany, France and Japan are not addressed in regards to this objective.
- 10.3 (4) Demise of the slave trade and mining and are not addressed.
- 10.3 (6) Social Democracy is not addressed in regards to this objective.
- 10.3 (7) Describing the emergence of Romanticism in art and literature and moving away from Classicism in Europe are not addressed.
- 10.5 (1) Domestic discontent and disorder, and propaganda are not addressed in regards to this objective.
- 10.5 (2) Importance of geographic factors in military decisions and outcomes is not addressed in regards to this objective.
- 10.5 (5) Page citations offer an opportunity to address this objective.
- 10.6 (1) The causes and effects of the United States's rejection of the League of Nations on world politics is not addressed.
- 10.6 (2) The Middle East is not addressed in regards to this objective.
- 10.8 (1) The 1937 Rape of Nanking is not addressed.
- 10.9 (1) The Yalta Pact is not addressed.
- 10.9 (2) Competition for influence in Egypt, the Congo, Chile is not addressed.
- 10.9 (3) Economic and political competition in Cuba or Africa is not addressed.
- 10.9 (4) The Great Leap Forward and the Cultural Revolution are not addressed.

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		10.9 (8) SEATO and the Organization of American States are not addressed.					
		<p>Historical and Social Sciences Analysis Skills: Blue indicates references to the “Write About History” section on the page.</p> <p>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW:</p> <p>10.1 Page citations offer an opportunity to address this objective.</p> <p>10.3 Page citations offer an opportunity to address this objective.</p> <p>10.4 Page citations offer an opportunity to address this objective.</p>					