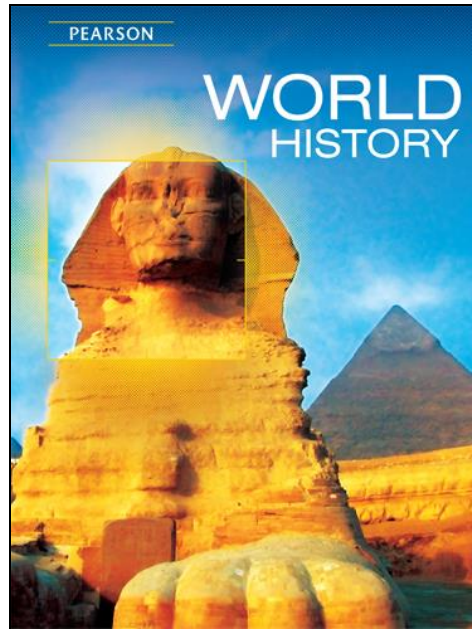


A Correlation of



Survey Edition, 2016

To the

**Virginia Standards of Learning
and Curriculum Framework**

World History and Geography 1500 to Present

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<p align="center">Virginia Standards of Learning World History and Geography: 1500 to the Present</p>	<p align="center">World History, Survey Edition ©2016</p>	<p align="center">Curriculum Framework World History and Geography: 1500 to the Present Essential Understandings</p>
<p>World History and Geography: 1500 A.D. (C.E.) to the Present</p>		
<p>These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on development of the modern world. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.</p> <p>Although the study of history rests on knowledge of dates, names, places, events, and ideas, historical understanding requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. Students will apply these social science skills to engage in their exploration of the global challenges of the twenty-first century.</p>		
<p>Skills: Grade 10</p>		
<p>WHII.1The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p>		
<p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history;</p> <p>(Continued) a) synthesizing evidence from artifacts and primary and secondary</p>	<p>SE/TE: <i>Projects Involving Research</i> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>(Continued) SE/TE: 21st Century Skills: Analyze</p>	<p>-Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p> <p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>(Continued)</p>

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<p>sources to obtain information about events and life in world history;</p>	<p>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</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>	<p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>
<p>b) using geographic information to determine patterns and trends in world history;</p>	<p>SE/TE: Analyze Maps (examples), 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227,</p>	<p>-Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions.</p>

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<p>(Continued) b) using geographic information to determine patterns and trends in world history;</p>	<p>229, 232, 241, 246, 247, 249, 541, 635, 688, 697, 700, 721, 731, 732, 733, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 878, 879, 883, 887; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 252; (19. Locate Places and Regions), 253; Topic 12 Assessment (1. Locate Regions), 490; Topic 20 Assessment (13. Summarize and Locate Places), 846</p> <p>21st Century Skills: Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special–Purpose Maps, 975–976; Use Parts of a Map, 977–978</p> <p>Continued SE/TE: <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special–Purpose Maps; Use Parts of a Map; Identify Trends</p>	<p>-Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. -The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. - Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place • Regions • Movement • Human-Environmental Interaction <p>Continued -Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions. -Knowledge of geography and application of geographic skills enables</p>

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	<p><i>Social Studies Core Concepts:</i> Geography – Geography: The Study of Earth; Ways to Show Earth's Surface; Understanding Maps</p>	<p>one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. -The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. - Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place • Regions • Movement • Human-Environmental Interaction
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;</p>	<p>SE/TE: Analyze Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 242, 360, 366, 387, 415, 418, 450, 454, 468, 473, 479, 505, 538, 546, 576, 623, 636, 663, 757, 767, 778, 786, 787, 842, 851, 858, 882; Analyze Visuals, 213; Analyze Data, 270, 289, 331, 648; Analyze Graphs, 405, 517, 670, 709, 717, 754, 786, 875, 882, 888, 903</p>	<p>-Interpretation begins with observation and collection of data to extract significant information embedded within data. -Interpretation involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.</p>

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	<p>21st Century Skills: Analyze Data and Models, 969; Read Charts, Graphs, and Tables, 970–971; Create Charts and Maps, 971–972; Create Databases, 968–969</p> <p>Topic 1 Assessment (10. Create Charts), 22; Topic 4 Assessment (2. Compare Social Developments), 121; (11. Explain Previous Civilizations' Influence and Create Charts), 122; Topic 6 Assessment (14. Make a Chart), 186</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Data and Models; Read Charts, Graphs, and Tables; Create Charts and Maps; Create Databases</p> <p><i>Social Studies Core Concepts:</i> Archaeology and Other Sources</p>	
<p>d) evaluating sources for accuracy, credibility, bias, and propaganda;</p>	<p>SE/TE: 21st Century Skills: 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</p> <p><i>Projects</i> involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7</p>	<p>-It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.</p> <p>-The context from the time period of the primary or secondary source can influence the information included.</p> <p>-Facts can be verified with evidence while opinions cannot.</p> <p>-Bias: partiality in favor of or against one thing, person, or group compared</p>

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<p>(Continued) d) evaluating sources for accuracy, credibility, bias, and propaganda;</p>	<p>Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p>(Continued) SE/TE: <i>Social Studies Core Concepts:</i> History – Historical Sources</p>	<p>with another.</p> <p>(Continued) -It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. -The context from the time period of the primary or secondary source can influence the information included. -Facts can be verified with evidence while opinions cannot. -Bias: partiality in favor of or against one thing, person, or group compared with another.</p>

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<p>e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p> <p>(Continued) e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p>	<p>SE: This standard is met throughout the program. For examples see the following: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Determine Point of View, 147, 511; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 568, 657, 885; also see: 444–451; Diverse Peoples and Traditions in Africa, 298–302; Hindu–Muslim Differences, 310; Society and The Many Cultures of Southeast Asia, 341–345; Reformation Ideas Spread, 368–373; Society and Culture in Spanish America, 403–404; Social, Economic and Political Changes, 503; Laissez–Faire Economics, 508–509;</p> <p>(Continued) SE/TE: Opposing Views of Big Business, 516; Better Medicine, Nutrition, and Health, 516–517; Safety, Sanitation, and Skyscrapers, 518; Western Democracies React to the Depression, 711–712; Civil Rights Movement, 785–786; Struggle for Democracy in the Philippines, 819–820</p> <p>Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation</p>	<p>- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.</p> <p>(Continued) - The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.</p>

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	<p>and Use Decision-Making Process), 732; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906; (18. Describe Changing Roles), 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Write an Essay</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>	
<p>f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;</p>	<p>SE/TE: 21st Century Skills: Analyze Cause and Effect, 965; Identify Cause and Effect (examples), 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 604, 619, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 879, 880, 883, 899, 904</p> <p>Topic 16 Assessment (1. Identify Major Causes), 673; (2. Identify Major Causes), 673; (3. Identify Major Effects), 673; (8. Identify Major</p>	<p>-A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can have multiple causes and effects.</p> <p>-An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects.</p> <p>-Explaining includes justifying why the evidence credibly supports the claim.</p> <p>-Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>-Events that lead to conflict often have multiple causes and effects.</p>

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	<p>Characteristics and Effects), 673; (12. Identify Causes), 674; Topic 17 Assessment (11. Identify Major Causes), 733; (14. Identify Major Causes), 733; Topic 18 Assessment (1. Explain the Major Causes of World War II), 769; (4. Identify Causes of Turning Points in World War II), 769</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>	
<p>g) analyzing multiple connections across time and place;</p>	<p>SE/TE: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>21st Century Skills: Sequence, 959; Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time</p>	<p>-Analyzing includes identifying the important elements of a topic. -Analytical thinking is further strengthened when connections are made between two or more topics. -Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>

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	<p><i>21st Century Skills Tutorials: Sequence; Analyze Cause and Effect; Identify Trends</i></p>	
<p>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</p> <p>(Continued) h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</p>	<p>SE/TE: 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990</p> <p>Express Problems Clearly, 407, 830, 836, 865; Solve Problems, 115, 703</p> <p>(Continued) SE/TE: <i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People’s Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><i>Making Decisions:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People’s Participation and Use Decision-Making</p>	<p>-Decision-making models serve several purposes:</p> <ul style="list-style-type: none"> • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. <p>-Decision making involves determining relevant and irrelevant information</p> <p>-Effective decision-making models:</p> <p>(Continued)</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of specific choices made. <p>-Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>

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	<p>Process), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p>	
<p>i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and</p>	<p>SE/TE: 21st Century Skills: Avoid Plagiarism, 985; Analyze Primary and Secondary Sources, 978–979; Analyze Data and Models, 969–970; Political Participation, 988; Voting, 988–989; also see: Democracy in America, 154, 575–578; The United States Constitution, 463–465</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Primary and Secondary Sources; Avoid Plagiarism; Search for Information on the Internet; Create a Research Hypothesis</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p>	<p>-Plagiarism is the unauthorized use or theft of intellectual property. -There are consequences of plagiarism according to the guidelines established by local school divisions and the law.</p>
<p>j) investigating and researching to develop products orally and in</p>	<p>SE/TE: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–</p>	<p>-Experiences in the classroom provide opportunities for students to read,</p>

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<p>writing.</p> <p>(Continued) j) investigating and researching to develop products orally and in writing.</p>	<p>186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 906–907</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982;</p> <p>(Continued) SE/TE: Consider and Counter Opposing Arguments, 982</p> <p><i>Projects involving research (examples):</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a</p>	<p>think, speak, listen and write about social science content.</p> <p>-The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.</p> <p>-The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>(Continued)</p> <p>-Students take more ownership over investigating and researching when able to choose the type of product to produce.</p> <p>-Student inquiry drives the design process. Specifically students:</p> <ul style="list-style-type: none"> • Formulate a question to investigate; • Create a goal/hypothesis; • Conduct research and collaborate with teacher and peers; • Revisit and revise goal/hypothesis, if necessary; • Create product; and • Write a reflection on the process involved to arrive at product.

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	<p>Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts: History – Historical Sources</i></p>	
<p>WHII.2The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 a.d. (c.e.) by</p>		
<p>a) locating major states and empires;</p>	<p>SE/TE: Early Civilizations in South Asia, 62–68; The Origins of Hinduism and Buddhism, 69–74; Powerful Empires Emerge in India, 75–80; Strong Rulers Unite China, 89–95; The Origins of Islam, 256–260; Powerful Empires Emerge in India, 75–80; Ancient Civilizations in China, 81–88; Civilizations in Middle America, 102–110; The World of the Incas, 111–115; Ancient Greece, 124–125, 126–130, 131–141, 142–147, 148–152; Ancient Rome, 156–157, 158–162, 163–172, 173–177; Strong Rulers Unite China, 89–95; A Muslim Empire, 261–268; The Ottoman and Safavid Empires, 276–280</p> <p>21st Century Skills: Read Political Maps, 974–975</p>	<p>-By 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.</p>

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<p>(Continued) a) locating major states and empires;</p>	<p>Topic 2 Assessment (5. Identify and Describe Major Events), 56; Topic 3 Assessment (8. Identify the Diffusion of Major Ideas in Technology), 97; Topic 4 Assessment (2. Compare Social Developments), 121; (3. Compare the Major Political Developments), 121; (4. Compare Major Cultural Developments), 121;</p> <p>(Continued) SE/TE: Topic 6 Assessment (13. Identify Diffusion of Major Ideas), 186; (12. Explain Impacts), 186; (14. Compare the Factors), 186; (15. Describe Major Effects of Events), 186; Topic 8 Assessment (5. Identify Major Causes and Effects), 303; (8. Identify Major Causes and Effects), 303</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps</p> <p><i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; History – Historical Maps</p> <p><i>Interactive Primary Sources:</i> The Republic, Plato; Edicts, Asoka; The Quran; Travels, Ibn Battuta; The Destruction of the Indies, Bartolome de Las Casas</p>	<p>(Continued) -By 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.</p>

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<p>b) describing artistic, literary, and intellectual ideas of the Renaissance;</p>	<p>SE/TE: The Italian Renaissance, 350–356; The Renaissance in Northern Europe, 357–361</p> <p>Topic 10 Assessment (1. Identify Examples), 379; (3. Identify Examples), 379; (6. Analyze Examples), 379; (7. Describe Major Effects), 379; (11. Explain the Impact), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – The Arts; Cultural Diffusion and Change</i></p>	<p>- New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p>
<p>c) describing the distribution of major religions;</p>	<p>SE/TE: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Christian Church Is Divided, 209–210; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; The Origins of Islam, 256–260; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in</p>	<p>- By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.</p>

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<p>(Continued) c) describing the distribution of major religions;</p>	<p>Ethiopia, 294; Religion, 300–301; Hindu–Muslim Differences, 310; Analyze Map: Major European Religions, About 1600, 372; Society and Culture in Spanish America, 403–404; the Americas: Missionaries Spread Christianity, 402 (Continued) SE/TE: Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97 <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Religion <i>Interactive Primary Sources:</i> Edicts, Asoka; Analects, Confucius; First Letter to the Corinthians, Paul; The Quran</p>	<p>(Continued) - By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.</p>

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<p>d) analyzing major trade patterns; and</p>	<p>SE/TE: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade Grows Across the Sahara, 286–287; Analyze Maps: African Kingdoms and Trading States, 287; Trading States of East Africa, 292–297; The Slave Trade and Its Impact on Africa, 406–410; North Atlantic Free Trade Agreement, 870; Globalization and Trade, 881–885</p> <p>Topic 3 Assessment (14. Describe Major Effects), 98; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304; Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 13 Assessment (11. Explain the Role), 531; (16. Identify the Contributions and Influence), 532; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem–Solving Process), 906</p>	<p>- By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe</p>

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<p>(Continued) d) analyzing major trade patterns; and</p>	<p>(Continued) SE/TE: <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology; Economics – Trade; Geography – Environment and Resources <i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas; Travels, Ibn Battuta</p>	<p>(Continued) - By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe</p>
<p>e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p>	<p>SE: Sumer’s Legacy, 30; Hittites and the Secret of Ironworking, 34; Egyptian Learning Advances (Diffusion of Ideas), 53–54; Gupta Rule Encourages Learning, 78; A Time of Achievements in Early China, 87–88; The Silk Road, 92–93; Advances in Technology, 94; Hellenistic Arts and Sciences, 150–152; Spreading Products and Ideas, 270; Advances in Mathematics and Astronomy, 274; Improvements in Medicine, 274–275; Advances in Science and Technology, 317; Marco Polo Describes China, 323; Ming Math, Science, and Technology, 325</p>	<p>- By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p>

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<p>(Continued) e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p>	<p>(Continued) SE/TE: Topic 2 Assessment (3. Identify Origin and Diffusion), 56; Topic 3 Assessment (2. Explain How Major River Valley Civilizations Influenced Development), 96; (8. Identify the Diffusion of Major Ideas in Technology), 97; (15. Identify Diffusion of Major Ideas of Mathematics), 98; Topic 8 Assessment (12. Identify the Origin and Diffusion of Major ideas), 304; (13. Identify the Origin and the Diffusion of Major ideas), 304; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; (9. Identify Major Causes and Effects), 346</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – Science and Technology</i></p> <p><i>Interactive Primary Sources: Travels, Ibn Battuta</i></p>	<p>(Continued) - By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p>

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<p>Emergence of a Global Age, 1500 to 1800 a.d. (c.e.)</p>		
<p>WHII.3The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by</p>		
<p>a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;</p>	<p>SE/TE: The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373</p> <p>Topic 10 Assessment (9. Identify Major Effects and Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379; (11. Explain the Impact), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – Religion; Cultural Diffusion and Change</i></p>	<p>- Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches.</p>
<p>b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and</p>	<p>SE/TE: Inquisition, 220, 375, 380, 391, 428–429; The Protestant Reformation, 362–367; The Catholic Reformation, 370–372; Religious Persecution Continues, 372–373</p> <p>Topic 10 Assessment (8. Explain the Relationship and Explain the Influence), 379; (11. Explain the Impact), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – Religion</i></p>	<p>- The Reformation had its roots in disagreements about theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</p>

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<p>c) describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.</p>	<p>SE/TE: The Printing Revolution, 360; The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373</p> <p>Topic 10 Assessment (9. Identify Major Effects and Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379; (11. Explain the Impact), 379; (12. Explain the Impact), 379</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Religion; Science and Technology</p>	<p>- At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.</p> <p>- Gradually, religious toleration emerged as the result of changing cultural values.</p> <p>- The printing press was instrumental in spreading cultural ideas.</p>
<p>WHII.4The student will apply social science skills to understand the impact of the European Age of Exploration by</p>		
<p>a) explaining the political and economic goals of European exploration and colonization;</p>	<p>SE/TE: Causes of European Exploration, 384–385; Columbus Searches for Route to Asia, 386–387; The Search for a Route to the Pacific, 388</p> <p>Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (2. Identify Major Causes), 422; (5. Explain New Factors and Principles; Formulate Generalizations), 422</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Geography – Migration</p>	<p>- The expanding economies of European states stimulated increased trade with markets in Asia.</p>
<p>b) describing the geographic</p>	<p>SE/TE: European Expansion in Africa,</p>	<p>- European powers sought to establish</p>

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<p>expansion into Africa, Asia, and the Americas;</p>	<p>389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421</p> <p>Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (3. Identify and Analyze Major Causes and Explain the Impact), 422; (6. Explain the Impact and Describe the Effects), 422; (8. Identify Major Causes), 422; (9. Analyze the Influence), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Geography – Migration</p> <p><i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas; The Mayflower Compact</p>	<p>empires in North, South, and Central America. -European powers sought to establish economic relationships with Africa and Asia.</p>
<p>c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;</p>	<p>SE/TE: Rise of the Dutch and the Spanish, 391–392; Europeans Trade in Mughal India, 392; Westerners Arrive in Japan, 396; Governing the Spanish</p>	<p>- Europeans migrated to new colonies in the Americas, creating new cultural and social patterns</p>

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	<p>Empire, 401–403; Society and Culture in Spanish America, 403–404; The Impact of Spanish Colonization, 404–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421</p> <p>Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (3. Identify and Analyze Major Causes and Explain the Impact), 422; (6. Explain the Impact and Describe the Effects), 422; (8. Identify Major Causes), 422; (9. Analyze the Influence), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Geography – Migration <i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas; The Mayflower Compact</p>	
<p>d) analyzing how competition for colonies changed the economic system of Europe; and</p>	<p>SE/TE: A Commercial Revolution, 418–420; Mercantilism, 420–421</p> <p>Topic 11 Assessment (5. Explain New Factors and Principles; Formulate Generalizations), 422</p>	<p>- The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Economics – Trade</p>	
<p>e) defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.</p>	<p>SE/TE: The Scientific Revolution, 374–378</p> <p>Topic 10 Assessment (13. Describe the Major Effects and Explain Its Impact), 380; (14. Describe Major Causes and Effects), 380; (15. Identify the Contributions), 380</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology</p>	<p>- European exploration of new lands and cultures raised new questions about nature and society and encouraged a new emphasis on experimental technology. -With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.</p>
<p>WHII.5The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by</p>		
<p>a) locating European nations and their empires in time and place and identifying major geographic features of Europe;</p>	<p>SE/TE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443</p> <p>Topic 12 Assessment (12. Explain the Impact), 491; (13. Locate Places of</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), European nations developed empires that extended throughout Europe and the world. -Major geographic features of Europe</p>

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	<p>Historical Significance), 492; (14. Construct a Thesis), 492</p> <p>21st Century Skills: Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special–Purpose Maps, 975–976; Use Parts of a Map, 977–978</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special–Purpose Maps; Use Parts of a Map</p>	<p>helped to shape these empires and included land and water features.</p>
<p>b) describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;</p>	<p>SE/TE: Ruling with Absolute Power, 426–427; Spain and the Hapsburg Empire, 427–428; Philip II Becomes an Absolute Monarch, 428–430; Arts and Literature of Spain’s Golden Age, 430</p> <p>Topic 12 Assessment (13. Locate Places of Historical Significance), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i></p>	<p>- The efforts of Hapsburg rulers failed to restore Catholic unity across Europe.</p>

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	<p>Government and Civics – Political Systems; Political Structures</p>	
<p>c) describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;</p>	<p>SE/TE: Declaring Independence, 186-187; The Impact of the Enlightenment, 188; Royal Power Expands in France, 430-431; Louis XIV, an Absolute Monarch, 431-433; The Royal Palace at Versailles, 433-434; The Legacy of Louis XIV, 434</p> <p>Topic 3 Assessment (16. Explain Philosophies), 216; Topic 12 Assessment (16. Explain Philosophies), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Political Structures</p>	<p>-The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. -Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government. -Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p>
<p>d) describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;</p>	<p>SE/TE: Triumph of Parliament in England, 444-451; Hobbes and Lock on the Role of Government, 453</p> <p>Topic 12 Assessment (3. Explain Development), 490; (18. Compare the Consequences), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Political Structures</p>	<p>-Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the Magna Carta and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p>

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<p>e) explaining the causes and effects of the American and French Revolutions;</p> <p>(Continued) e) explaining the causes and effects of the American and French Revolutions;</p>	<p>SE/TE: The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Age of Napoleon, 482–489</p> <p>Topic 12 Assessment (21. Compare Consequences), 493; (23. Create Visual Presentations), 493</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> <p>(Continued) SE/TE: <i>Social Studies Core Concepts: Government and Civics – Political Systems; Political Structures</i></p>	<p>- The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. -The French overthrew the absolute monarchy and established a new government.</p> <p>(Continued) - The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. -The French overthrew the absolute monarchy and established a new government.</p>

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<p>f) describing the development of social and cultural patterns in the German states;</p>	<p>SE/TE: The Protestant Reformation, 362-367 The Thirty Years' War, 435-437; Prussia Emerges, 438</p> <p>Topic 12 Assessment (13. Locate Places of Historical Significance), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p>	<p>- The Protestant Reformation and the 30 Years War had a major impact on the development of social and cultural patterns in the German states.</p>
<p>g) describing the development of social and cultural patterns in the Italian states; and</p>	<p>SE/TE: The Unification of Italy, 557–560</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p>	<p>- Classical civilizations and foreign influence contributed to the development of cultural and social patterns in the Italian states.</p>
<p>h) describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great.</p>	<p>SE/TE: Peter the Great Modernizes Russia, 438–439; Expanding Russia's Borders, 440–441; Catherine the Great, 441–442</p> <p>Topic 12 Assessment (14. Construct a Thesis), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture –</i></p>	<p>- From about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns. -Peter the Great tried to modernize Russia through his policy of "westernization."</p>

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	<p>What Is Culture?; Cultural Diffusion and Change</p>	
<p>WHII.6The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by</p>		
<p>a) locating Asian empires in time and place and identifying major geographic features;</p> <p>(Continued) a) locating Asian empires in time and place and identifying major geographic features;</p>	<p>SE/TE: Powerful Empires Emerge in India, 75–80; Strong Rulers Unite China, 89–95; The Mongol Empire and Ming China, 321–327; Korea and Its Traditions, 328–331; Japan Builds and Empire, 623–625</p> <p>Topic 3 Assessment (2. Explain How Major River Valley Civilizations Influenced Development), 96; (3. Describe the Spread of Major World Religions), 96; (8. Identify the Diffusion of Major Ideas in Technology), 97; (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97; (12. Describe the Major Religious Influences of China), 98;</p> <p>(Continued) SE/TE: Topic 9 Assessment (2. Summarize Developments), 346; (5. Identify the Origin and Diffusion), 346; (9. Identify Major Causes and Effects), 346; (12. Describe the Interactions), 347; Topic 15 Assessment (12. Explain the Roles of Military Technology), 642</p> <p>21st Century Skills: Read Physical Maps,</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), Asian nations developed empires that extended throughout Asia and the world. -Major geographic features of Asia helped to shape these empires and included land and water features.</p> <p>(Continued) -Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), Asian nations developed empires that extended throughout Asia and the world. -Major geographic features of Asia helped to shape these empires and included land and water features.</p>

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	<p>973–974</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps</p>	
<p>b) describing the location and development of social and cultural patterns in the Ottoman Empire;</p>	<p>SE/TE: Unrest in Muslim Regions, 605–606; The Ottoman Empire Declines, 606–607</p> <p>Topic 15 Assessment (1. Identify Influences on Political Revolutions), 641</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Cultural Diffusion and Change</p>	<p>- The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople. -The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p>
<p>c) describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade;</p>	<p>SE/TE: European Trade in Mughal India, 392; India Becomes a British Colony, 610–614</p> <p>Topic 11 Assessment (11. Describe Interactions), 422</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Cultural Diffusion and Change</p>	<p>-Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India. -The Mughal Empire traded with European nations. -Much of southern India remained independent and continued international trade.</p>

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	<p><i>21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</i></p>	
<p>d) describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty;</p>	<p>SE/TE: The Manchus Conquer China, 394–395; Economic Interest in China, 615–616; Reform Efforts in China, 617–618</p> <p>Topic 11 Assessment (10. Explain Impact), 422</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p> <p><i>21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</i></p>	<p>-China sought to limit the influence and activities of European merchants.</p>
<p>e) describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese Shogunate; and</p>	<p>SE/TE: The Island Kingdom of Japan, 332–340; Unrest in Tokugawa Japan, 620–621</p> <p>Topic 9 Assessment (14. Analyze Examples), 347; Topic 15 Assessment (12. Explain the Roles of Military Technology), 642</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p>	<p>-The reunification of Japan established the Tokugawa Shogunate that governed for more than 250 years.</p> <p>-The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.</p>

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	<p><i>21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</i></p>	
<p>f) comparing and contrasting the political and economic systems of Asian empires.</p> <p>(Continued)</p> <p>a) comparing and contrasting the political and economic systems of Asian empires.</p>	<p>SE/TE: Korea and Its Traditions, 328–331; The Island Kingdom of Japan, 332–340; The Manchus Conquer China, 394–395; Korea and Japan Choose Isolation, 395–396; Japan Builds and Empire, 623–625</p> <p>Topic 9 Assessment (2. Summarize Developments), 346; (5. Identify the Origin and Diffusion), 346; (9. Identify Major Causes and Effects), 346; (12. Describe the Interactions), 347; Topic 15 Assessment (12. Explain the Roles of Military Technology), 642</p> <p>(Continued)</p> <p>SE/TE: 21st Century Skills: Compare and Contrast, 962–963</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Compare and Contrast</i></p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Economics – Economic Systems</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic systems.</p> <p>(Continued)</p> <p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic systems.</p>

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<p>WHII.7The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by</p>		
<p>a) locating major societies in Africa in time and place and identifying major geographic features;</p> <p>(Continued)</p> <p>a) locating major societies in Africa in time and place and identifying major geographic features;</p>	<p>SE/TE: The Geography of Africa, 281–282; Migration of People and Ideas, 282–283; North Africa in the Ancient World, 283–285; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297</p> <p>Topic 8 Assessment (1. Analyze the Influence), 303; (9. Analyze How Trade Facilitated the Spread), 304; (11. Describe Changing Roles), 304</p> <p>(Continued)</p> <p>SE/TE: Digital Resources: <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Cultural Diffusion and Change</p> <p><i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps</p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), African societies maintained empires throughout West Africa, East Africa, and South Africa. -Major geographic features of Africa helped to shape these empires and included land and water features.</p> <p>(Continued)</p> <p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), African societies maintained empires throughout West Africa, East Africa, and South Africa. -Major geographic features of Africa helped to shape these empires and included land and water features.</p>
<p>b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;</p>	<p>SE/TE: Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297</p> <p>Topic 8 Assessment (1. Analyze the Influence), 303; (9. Analyze How Trade</p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>

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	<p>Facilitated the Spread), 304; (11. Describe Changing Roles), 304</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare and Contrast</p> <p><i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Cultural Diffusion and Change</p>	
<p>c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and</p>	<p>SE/TE: The Oyo Empire, 415; Southern Africa, 599–600; African Nations Win Independence, 821–829</p> <p>Topic 11 Assessment (1. Summarize and Locate Places), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare and Contrast</p> <p><i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Cultural Diffusion and Change</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>
<p>d) explaining the development of political and economic systems in</p>	<p>SE/TE: Egypt and Nubia Flourish, 283; North Africa in the Ancient World, 283–</p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major</p>

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<p>African societies.</p>	<p>285; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297; African Nations Win Independence, 821–829 Topic 11 Assessment (1. Summarize and Locate Places), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare and Contrast</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Economics – Economic Systems</p>	<p>African empires had a variety of political and economic systems.</p>
<p>Age of Revolutions and Imperialism</p>		
<p>WHII.8The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by</p>		
<p>a) explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;</p>	<p>SE/TE: Coal, steam, and the Energy Revolution, 498–499; Why Did the Industrial Revolution Start in Britain? 499–500; New Worlds for Entrepreneurs, 508 Topic 13 Assessment (3. Identify Major Causes), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (7. Formulate Generalizations), 530; (12. Explain Economic Changes and Identify Bias), 531</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics;</p>	<p>- The Industrial Revolution began in England and spread to the rest of western Europe and the United States. -The Industrial Revolution began in England because of its abundant resources, available capital, and development of entrepreneurship. -Advancements in technology influenced the start of the Industrial Revolution.</p>

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	<p>Economic Process; Economic Development</p>	
<p>b) analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;</p>	<p>SE/TE: The Industrial Revolution Begins, 496–503; Social Impact of Industrialization, 504–512; The Second Industrial Revolution, 513–519; Changing Ways of Life and Thought, 520–529</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (7. Formulate Generalizations), 530; (12. Explain Economic Changes and Identify Bias), 531</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u></p>	<ul style="list-style-type: none"> - Agricultural economies were based on the family unit. -The Industrial Revolution had a significant impact on the structure and function of the family. -The Industrial Revolution placed new demands on the labor of men, women, and children. The Industrial Revolution impacted society through advancements in science and medicine. -There were many social effects of the Industrial Revolution.

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	<p><i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> <p><i>Social Studies Core Concepts: Economics – Economics Basics; Economic Process; Economic Development; Culture – Science and Technology</i></p>	
<p>c) describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;</p>	<p>SE/TE: Merchants, Industries, and Cities Thrive, 411–416; A Commercial Revolution, 418–420; Mercantilism, 420–421 A Revolution in Transportation, 501–502; Workers’ Protests, 506; Science and Technology Change Industry, 513–514; Advances in Transportation and Communication, 514–515; The Working Class Wins New Rights, 518–519; An Improved Standard of Living, 519; The Struggle for Women’s Rights, 521–522; The Rise of Public Education, 522–523</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (7. Formulate Generalizations), 530; (12. Explain Economic Changes and</p>	<p>-Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor.</p> <p>-Later reforms would try improved working conditions and to eliminate the practice of slavery.</p> <p>-Workers organized labor unions to fight for improved working conditions and workers’ rights.</p> <p>-Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p>

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	<p>Identify Bias), 531</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> <p><i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Development; Trade; Culture – Science and Technology</p>	
<p>d) assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;</p>	<p>SE/TE: The Age of Napoleon, 482–489</p> <p>Topic 12 Assessment (12. Explain the Impact), 491</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p>	<p>- The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas. - Napoleon’s attempt to unify Europe under French domination was unsuccessful.</p> <p>-The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.</p>
<p>e) explaining the events related to the unification of Italy and the role of Italian nationalism; and</p> <p>e) explaining the events related to the unification of Germany and the role of Bismarck.</p>	<p>SE/TE: The Unification of Germany, 550–556; The Unification of Italy, 557–560</p> <p>Topic 14 Assessment (4. Identify the Influence of Ideas) 587; (6. Identify Influence), 587; (16. Identify Origins), 588</p>	<p>-The national unification of Italy and Germany altered the balance of power in Europe and touched off new rivalries with other European states.</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Core Concepts: History – Historical Maps</i></p>	
<p>WHII.9The student will apply social science skills to understand global interactions between 1800 to about 1900 by</p>		
<p>a) locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;</p>	<p>SE/TE: Growth of the United States, 574–578; The United States Wields Power and Influence, 636–638</p> <p>Topic 15 Assessment (12. Explain the Roles of Military Technology), 642</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: History – Historical Maps</i></p>	<p>- Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific. -The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.</p>
<p>b) locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L’Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America;</p>	<p>SE/TE: Latin American Nations Win Independence, 545–549</p> <p>Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People’s Participation), 587</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p>	<p>- The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably I n Haiti and Mexico.</p>

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	<p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Core Concepts:</i> History – Historical Maps</p>	
<p>c) describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;</p>	<p>SE/TE: The Americas in the Age of Imperialism, 632–640</p> <p>Topic 15 Assessment (9. Explain Impact), 641</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p>	<p>- The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</p> <p>-Newly independent nations in Latin America had the challenge of coordinating their political and social systems.</p>
<p>d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and</p>	<p>SE/TE: The Age of Imperialism, 590–591; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 624–631; The Americas in the Age of Imperialism, 632–640</p>	<p>- Industrial nations in Europe needed natural resources and markets to expand their economies.</p> <p>-These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success.</p> <p>-Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world.</p> <p>-Resistance to imperialism took many forms, including armed conflict and intellectual movements.</p>

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<p>(Continued) d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and</p>	<p>(Continued) SE/TE: Topic 15 Assessment (3. Identify Causes of European Imperialism), 641; (5. Identify Influences on European Imperialism), 641; (6. Identify Influences on European Imperialism), 641; (7. Explain Characteristics of European Imperialism), 641; (8. Explain Major Characteristics), 641; (9. Explain Impact), 641; (12. Explain the Roles of Military Technology), 642</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Migration; Economics – Trade</p>	<p>(Continued) - Industrial nations in Europe needed natural resources and markets to expand their economies. -These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success. -Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world. -Resistance to imperialism took many forms, including armed conflict and intellectual movements.</p>

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<p>e) analyzing the relationship between industrialization, imperialism, and nationalism.</p>	<p>SE/TE: Liberalism and Nationalism Spur Revolts, 537–538; Motivations for the New Imperialism, 592–593</p> <p>Topic 13 Assessment (6. Explain Political and Economic Changes), 530; Topic 14 Assessment (1. Explain Political Changes), 587; Topic 15 Assessment (1. Identify Influences on Political Revolutions), 641; (3. Identify Causes of European Imperialism), 641; (14. Identify Economic Motivations for European Imperialism), 642</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Migration; Economics – Trade</p>	<p>- Industrialization in European nations was a driving force behind the competition for overseas colonies. -This colonization resulted in rising nationalism among colonies and increased the drive for independence.</p>

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The Modern Era		
WHII.10 The student will apply social science skills to understand World War I and its worldwide impact by		
<p>a) explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;</p>	<p>SE/TE: World War I Begins, 646–651; Fighting the Great War, 652–657; World War I Ends, 658–666</p> <p>Topic 16 Assessment (1. Identify Major Causes), 673; (2. Identify Major Causes), 673; (4. Identify Importance), 673</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</p>	<p>- World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy.</p>
<p>b) describing the location of major battles and the role of new technologies;</p>	<p>SE/TE: Maps: Europe in World War I, 653; The Ottoman Empire, 656; Europe, 1920, 665; Modern Military Technology, 654–655</p> <p>Topic 16 Assessment (3. Identify Major Effects), 673; (8. Identify Major Characteristics and Effects), 673; (9. Identify Importance and Locate Places and Regions), 674</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; History – Historical Maps; Culture – Science and Technology</p>	<p>- Battles of World War I extended across the Eastern and Western fronts. -These battles employed many deadly technological advancements.</p>

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<p>c) analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;</p>	<p>SE/TE: Making the Peace, 664–665; Effects of the Peace Settlement, 665–666</p> <p>Topic 16 Assessment (7. Explain Impact), 673; (10. Explain Significance), 674; (12. Identify Causes), 674</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation</p> <p><i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p>	<p>-The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p> <p>-The League of Nations was intended to provide a forum for resolving international disputes.</p> <p>-The “mandate system” gave broad authority to the mandate powers regarding preparation for self-rule.</p>
<p>d) citing causes and consequences of the Russian Revolution;</p>	<p>SE/TE: Revolution in Russia, 667–672</p> <p>Topic 16 Assessment (12. Identify Causes), 674; (13. Identify the Establishment), 674; (15. Identify Examples), 674; (16. Identify Origins, Characteristics, and Influences), 674</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p align="center">(Continued)</p>	<p>- Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).</p> <p align="center">(Continued)</p>

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<p>(Continued) d) citing causes and consequences of the Russian Revolution;</p>	<p>SE/TE: <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>	<p>- Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).</p>
<p>e) explaining the causes and assessing the impact of worldwide depression in the 1930s; and</p> <p>(Continued) e) explaining the causes and assessing the impact of worldwide</p>	<p>SE/TE: Economics in the Postwar Era, 709; The Great Depression, 709–710; Western Democracies React to the Depression, 711–712</p> <p>Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p>(Continued) SE/TE: <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p>	<p>- A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies.</p> <p>(Continued) - A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an</p>

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depression in the 1930s; and	Economic Process <i>21st Century Skills Tutorials: Analyze Cause and Effect</i>	impact on many European societies.
f) examining the rise of totalitarianism.	<p>SE/TE: Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730</p> <p>Topic 17 Assessment (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), 733; (16. Explain the Roles and Identify), 733</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p>	<p>- A communist dictatorship was continued by Joseph Stalin in the Soviet Union.</p> <p>-Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p>
WHII.11 The student will apply social science skills to understand World War II and its worldwide impact by		
a) explaining the major causes of the war;	<p>SE/TE: Aggression, Appeasement, and War, 738–743; Axis Domination of Europe, 744–747; Nazis Attack the Soviet Union, 747–748; U.S. Involvement in the War, 748–749</p>	<p>- Many economic and political causes led to World War II.</p>

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	<p>Topic 18 Assessment (1. Explain the Major Causes of World War II), 769; (5. Explain the Major Causes of World War II), 769; (8. Explain the Major Causes of World War II), 770; (10. Explain the Major Causes of World War II), 770</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>	
<p>b) describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;</p>	<p>SE/TE: Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730; Aggression, Appeasement, and War, 738–743; Axis Domination of Europe, 744–747; Nazis Attack the Soviet Union, 747–748; U.S. Involvement in the War, 748–749</p>	<p>- Leadership was essential to the Allied victory.</p>

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	<p>Topic 18 Assessment (3. Explain Roles of World Leaders), 769; (6. Explain Roles of World Leaders), 769; (9. Explain Roles and Identify Examples), 770; (16. Explain Roles of World Leaders), 770</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p>	
<p>c) describing the major events, including major battles and the role of new technologies;</p>	<p>SE/TE: Axis Powers Advance, 744–749; The Holocaust, 750–755; The Allies Turn the Tide, 756–761; Victory for the Allies, 762–768</p> <p>Topic 18 Assessment (4. Identify Causes of Turning Points in World War II), 769; (7. Explain Major Events of World War II), 769; (11. Identify Causes of Turning Points in World War II), 770; (12. Locate Regions and</p>	<p>- Major theaters of war included Africa, Europe, Asia, and the Pacific Islands.</p>

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	<p>Places), 770</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; History – Historical Maps; Culture – Science and Technology</p>	
<p>d) examining the Holocaust and other examples of genocide in the twentieth century; and</p>	<p>SE/TE: Armenian Genocide, 607; The Holocaust, 750–755; Ethnic Conflict and Genocide, 826–828; Civil War in Bosnia, 578</p> <p>Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 642; Topic 17 Assessment (13. Identify Examples), 733; Topic 18 Assessment (9. Explain Roles and Identify Examples), 770; Topic 19 Assessment (6. Identify Examples), 807; Topic 21 Assessment (12. Identify Examples), 906</p>	<p>- There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>- Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth and into the twenty-first century.</p>

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	<p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Diary of a Young Girl, Anne Frank</p>	
<p>e) examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).</p>	<p>SE/TE: End of the War in Europe, 762; End of the War in the Pacific, 764–765; Aftermath of the War, 765–766; The United Nations is Formed, 766–767</p> <p>Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 770; (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770</p> <p>21st Century Skills: Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u></p>	<p>- The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations. -The Universal Declaration of Human Rights was issued in 1948 to protect the "inherent dignity and...the equal and inalienable rights of all members of the human family...."</p>

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	<p><i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; History – Historical Maps</p> <p><i>Interactive Primary Sources:</i> Charter of the United Nations; Universal Declaration of Human Rights</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>	
<p>WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by</p>		
<p>a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;</p> <p>b) describing the major leaders and events of the Cold War, including the location of major conflicts;</p>	<p>SE/TE: A New Global Conflict, 774–782; Communism in East Asia, 791–795; War in Southeast Asia, 796–800; also see: Maps: NATO and Warsaw Pact, 777; The Cuban Missile Crisis, 780; Korean War, 794; Tet Offensive, 798</p> <p>Topic 19 Assessment (2. Describe Effects), 807; (3. Describe Effects), 807; (4. Summarize Outcome and Identify Major Events), 807; (5. Summarize Role and Differences), 807; (8. Identify Events), 807; (14. Explain Effects), 808; (16. Summarize Outcome), 808</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i></p>	<p>-Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.</p> <p>-The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.</p> <p>-The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945. -Communism failed as an economic system in the Soviet Union and elsewhere.</p>

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	<p>Government and Civics – Conflict and Cooperation; Political Systems; History – Historical Maps</p> <p><i>Interactive Primary Sources:</i> Inaugural Address, John F. Kennedy</p>	
<p>c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and</p>	<p>SE/TE: New Forces in China and Japan, 695–701; Communism in East Asia, 791–795; War in Southeast Asia, 796–800; Other Communist Nations Adopt Market Reforms, 805–806; Reform and Repression in China, 861–862</p> <p>Topic 17 Assessment (20. Summarize the Factors), 734; Topic 19 Assessment (5. Summarize Role and Differences), 807; (6. Identify Examples), 807; Topic 21 Assessment (9. Formulate Generalizations), 905; (10. Identify Examples), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; Political Systems</p>	<p>- After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam. -Communism continues to influence China and Vietnam today.</p>

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<p>d) examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.</p>	<p>SE/TE: Margaret Thatcher, 788; The Cold War Ends, 801–806</p> <p>Topic 19 Assessment (9. Explain Roles), 808; (10. Explain Roles), 808</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Tear Down This Wall," Ronald Reagan</p> <p><i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; Political Systems</p>	<p>- World leaders made major contributions to events in the second half of the twentieth century.</p>
<p>WHII.13 The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by</p>		
<p>a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;</p>	<p>SE/TE: India Seeks Self–Rule, 691–694; Independence and Partition in South Asia, 812–813; Challenges to Modern India, 814–815</p> <p>Topic 17 Assessment (18. Identify Examples), 734; (19. Describe Major Causes and Effects), 734</p>	<p>- British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent.</p> <p>-The Republic of India, a democratic nation, developed after the country gained independence</p>

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	<p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; Political Systems</p>	
<p>b) describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; and</p>	<p>SE/TE: A Rising Tide of African Nationalism, 685–686; African Nations Win Independence, 821–828</p> <p>Topic 20 Assessment (1. Summarize and Locate Places), 844; (2. Summarize Reasons and Use a Decision–Making Process), 844; (3. Summarize), 844; Topic 21 Assessment (18. Describe Changing Roles), 907; (20. Identify Examples), 907</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Glory and Hope," Nelson Mandela</p> <p><i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; Political Systems</p>	<p>- The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</p>

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<p>c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.</p>	<p>SE/TE: Nationalism and Conflict in the Middle East, 688–690; Mandates Gain Independence, 829–830; The Founding of Israel, 830–831; New Nations in the Middle East, 831–834; Golda Meir, 831</p> <p>Topic 20 Assessment (12. Describe Major Influences), 845; (14. Explain), 846; (15. Summarize Impact), 846</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics –Conflict and Cooperation; Political Systems</p>	<p>- The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p>
<p>WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century by</p>		

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<p>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;</p> <p>(Continued)</p>	<p>SE/TE: The World Today, 848–849; Challenges of Development, 850–854; Challenges for African Nations, 855–860; Rapid Development in China and India, 861–867; Latin American Nations Move Toward Democracy, 868–872; The Industrialized World, 873–880; Globalization and Trade, 881–885; Social and Environmental Issues, 886–893; Terrorism and International Security, 894–899; Advances in Science and Technology, 900–904</p> <p>Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (4. Explain the Role), 905; (5. Identify Characteristics), 905; (7. Summarize Reasons), 905; (9. Formulate Generalizations), 905; (10. Identify Examples), 906; (12. Identify Examples), 906; (14. Explain and Summarize), 906; (15. Summarize the Development), 906; (17. Identify Examples), 907; (19. Explain), 907</p> <p>(Continued) SE/TE: <u>Digital Resources:</u> Government and Civics –Conflict and Cooperation; Political Systems</p>	<p>- Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.</p> <p>(Continued) - Developed and developing nations face many challenges. These include migrations, ethnic and religious</p>

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<p>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies</p>	<p><i>Interactive Primary Sources:</i> "Freedom from Fear," Aung San Suu Kyi</p>	<p>conflicts, and the impact of new technologies.</p>
<p>b) assessing the link between economic and political freedom;</p>	<p>SE/TE: Challenges of Development, 850–854; Rapid Development in China and India, 861–867; Social and Environmental Issues, 886–893</p> <p>Topic 21 Assessment (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 905; (5. Identify Characteristics), 905; (8. Describe Major Influences), 905; (9. Formulate Generalizations), 905; (10. Identify Examples), 906; (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> Government and Civics –Conflict and Cooperation; Political Systems; Economics – Economic Systems; Economic Development</p>	<p>- Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions. -Economic development and the rapid growth of population are having an impact on the environment. -Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development</p>
<p>c) describing economic interdependence, including the rise of multinational corporations, international organizations, and</p>	<p>SE/TE: Industrialized World, 873–880; Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (2. Summarize</p>	<p>- The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a</p>

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trade agreements; and	Impact), 905; (3. Identify Major Causes), 905; (4. Explain the Role), 905 <u>Digital Resources:</u> Economics – Economic Systems; Economic Development; Trade; Geography – Environment and Resources; Land Use	difference between the developed and developing nations.
d) analyzing the increasing impact of terrorism.	SE/TE: Terrorism and International Security, 894–899 Topic 21 Assessment (13. Explain Influences), 906; (14. Explain and Summarize), 906; (15. Summarize the Development), 906 <u>Digital Resources:</u> Government and Civics –Conflict and Cooperation	- Both developed and developing nations of the world have faced challenges brought about by increased terrorism. - Terrorism is the use of illegal violence to achieve political ends.
WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by		
a) describing their beliefs, sacred writings, traditions, and customs; and	SE/TE: The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; Israel and Palestine, 837–838; The Difficult Road to Peace, 838–840; Islamic Fundamentalism, 833,	- Five world religions have had a profound impact on culture and civilization.

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	<p>835–836, 896–897, 898</p> <p>Topic 17 Assessment (2. Describe the Spread), 731; Topic 21 Assessment (13. Explain Influences), 906; (14. Explain and Summarize), 906; (15. Summarize the Development), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Religion; Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> Psalm 23; The Quran</p>	
<p>b) locating the geographic distribution of religions in the contemporary world.</p>	<p>SE/TE: Maps: Judaism, 44, 249; Buddhism, 73, 97; Christianity, 181, 209; Crusades, 217; Reconquista, 219; Holy Roman Empire, 227, 229; Islam, 263, 267; Ottoman and Safavid Empires, 279; Islam, Christianity, and Judaism in North Africa and the Mediterranean, 284; Delhi Sultanate and the Mughal Empire, 309</p> <p><u>Digital Resources:</u></p>	<p>- Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p>

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	<p><i>Social Studies Core Concepts:</i> Culture – Religion; Cultural Diffusion and Change; History – Historical Maps</p> <p><i>Interactive Primary Sources:</i> Psalm 23; The Quran</p>	