

**Tennessee Curriculum Standards for High School World History
Correlations to Wright Group/McGraw-Hill's *World History***

Course Description: In World History High School, students study the history of humankind with a more concentrated focus from the Renaissance to present day. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Standard Number	World History (Student / TE)
1.0 Culture	Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder
1.1 understand the multi-cultural components to world culture. <i>Level 1</i> , recognize various cultural groups such as Western, Asian, African, Middle Eastern and indigenous. <i>Level 2</i> , compare and contrast diverse world cultures in order to identify, comprehend, and appreciate the contributions of various cultural groups. <i>Level 3</i> , evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions.	Introduction- pg 11 Ch 9, pg 130 Ch 10, pg 135-145 Ch 11, pg 149-159 Ch 12, pg 163-172 BL 61, 65, 66, 68, 74, 75, 79, 82
1.2 understand the development and migration of art, architecture, language, religion, music and theater. <i>Level 1</i> , list several major cultural works from each of the world cultural groups. <i>Level 2</i> , explain the connection between artistic and or religious expression, language usage and cultural development. <i>Level 3</i> , study original works, which reflect a historical understanding of diverse cultures.	Ch 6, pg 73, 79-80 Ch 8, pg 111-112 Ch 9, pg 127, 129 Ch 10, pg 136, 145 Ch 11, pg 155 Ch 12, pg 164-165, 173 BL 36, 52, 55, 58, 62, 78, 83
1.3 understand the ways in which individuals and groups contributed to changes in social conditions. <i>Level 1</i> , list examples of changes in social conditions such as education, morality, living conditions, working conditions, and gender roles. <i>Level 2</i> , analyze the effects of changes in social conditions on economic, social, political and cultural aspects of societies. <i>Level 3</i> , identify a current social issue and create a plan for reform.	Ch 8, pg 109 Ch 9, pg 123 Ch 11, pg 154-155 Ch 13, pg 192-193 Ch 24, pg 406-409 BL 71, 73, 76, 162, 163, 166 Transparency 13

Standard Number	World History (Student / TE)
<p>1.4 examine how various individuals and groups use methods to diminish cultural elements and eradicate entire groups. <i>Level 1</i>, identify specific examples of genocide such as the Holocaust. <i>Level 2</i>, examine major methods used by the Nazis against the Jews during the Holocaust, including the use of propaganda, official sanction, expropriation of property, persecution, and genocide. <i>Level 3</i>, evaluate the methods of ethnic cleansing used in the contemporary settings of the former Yugoslavia and Rwanda.</p>	<p>Ch 21, pg 346-347 Ch 22, pg 359-360 Ch 24, pg 410-413 BL 145, 150, 152, 165, 166</p>
<p>2.0 Economics</p>	<p>Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p>2.1 understand the major economic systems that developed globally. <i>Level 1</i>, describe the basic components of economic systems such as monetary systems and methods of value determinations. <i>Level 2</i>, explain the origins and development of major economic systems. <i>Level 3</i>, test and critique various economic systems through simulations.</p>	<p>Ch 13, pg 185-186, 190-193 Ch 15, pg 232-235 Ch 17, pg 273-274 Ch 19, pg 310-311 Ch 22, pg 363-364 BL 89, 103, 118, 129</p>
<p>2.2 recognize the importance of technologies for economic development. <i>Level 1</i>, define technology and list examples of technological developments. <i>Level 2</i>, analyze how various technological developments impact economic systems. <i>Level 3</i>, rank the importance and impact of various technological developments.</p>	<p>Ch 9, pg 128 Ch 12, pg 165, 168 Ch 15, pg 218 Ch 17, pg 266-269, 275 Ch 19, pg 308 Ch 23, pg 386 BL 101, 103, 114, 117</p>
<p>2.3 understand the impact of the Industrial Revolution on the global economy. <i>Level 1</i>, identify the economic and production components of the Industrial Revolution. <i>Level 2</i>, analyze the change from individual production to mass production and examine factors that led to the spread of industrialization throughout the world's economies. <i>Level 3</i>, determine and weigh the factors that contributed most to the development of the global industrial economy.</p>	<p>Ch 17, pg 265-269, 277 BL 113-119 Transparency 9</p>
<p>2.4 understand the rapid change of the global economy after the Industrial Revolution in the 20th century. <i>Level 1</i>, identify the basic components of an industrialized economy such energy sources, resource use, production methods, and distribution methods. <i>Level 2</i>, explain the rapid industrialization of the global economy by synthesizing the factors leading to and components of an industrialized economy. <i>Level 3</i>, determine the effect that the industrialized economy has had on historical events in the 20th century.</p>	<p>Ch 19, pg 304 Ch 20, pg 329, 333 Ch 21, pg 346 Ch 23, pg 368, 378 Ch 24, pg 398-401 BL 129, 135, 157, 163, 164 Transparency 13</p>

Standard Number	World History (Student / TE)
<p>2.5 understand the contribution of individuals to the economy systems of the world. <i>Level 1</i>, identify several systems of labor and production such as slavery, indentured servants, pre-industrial crafts, and mass production. <i>Level 2</i>, examine the conditions under which individuals worked in the various labor systems. <i>Level 3</i>, evaluate the impact of various labor organizations on working conditions.</p>	<p>Ch 13, pg 192-193 Ch 15, pg 226-227, 234-235 Ch 17, pg 267-268, 271-272, 274 Ch 24, pg 406-409 BL 89, 99, 113-115, 163, 164</p>
<p>3.0 Geography</p>	<p>Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p>3.1 understand the importance of physical geographic features on world historic events <i>Level 1</i>, recognize and name major physical geographic features. <i>Level 2</i>, examine the ways in which physical geographic features influence interaction of individuals and civilizations. <i>Level 3</i>, assess the relative importance of physical geographic features on world historic and current events.</p>	<p>Ch 2, pg 17-18 Ch 3, pg 28, 31, 36-37 Ch 4, pg 41-42, 44 Ch 10, pg 132-135 Ch 24, pg 398 BL 11, 18, 25 Transparencies 3, 4</p>
<p>3.2 understand human geographic interactions and their impact on world historic events. <i>Level 1</i>, recall examples of exploration, conquest, urbanization, migration environmental impacts and cultural adaptations. <i>Level 2</i>, analyze factors related to human geographic interaction including patterns of exploration, conquest, urbanization, migration, environmental impacts, and cultural adaptations. <i>Level 3</i>, determine which factors have been most significant in the development of the modern world.</p>	<p>Ch 10, pg 135-136 Ch 12, pg 163-168 Ch 15, pg 216-237 Ch 17, pg 270-271 Ch 24, pg 399 BL 67, 81, 102, 116, 163 Transparencies 4-8</p>
<p>3.3 understand the importance of population growth and distribution on world historic events. <i>Level 1</i>, describe the development of populations by recognizing the impact of physical geographic features and natural occurrences. <i>Level 2</i>, examine the impact of natural disasters, plagues, and diseases on world historic events. <i>Level 3</i>, assess immediate and long-term consequences of natural disasters, plagues, and disease on population growth and distribution.</p>	<p>Ch 6, pg 79 Ch 7, pg 96-97 Ch 13, pg 191-192 Ch 15, pg 226 Ch 17, pg 266, 270-271 Ch 23, pg 386 BL 87, 89, 157</p>
<p>4.0 Governance and Civics</p>	<p>Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>

Standard Number	World History (<i>Student / TE</i>)
<p>4.1 understand the development of major systems of world governance. <i>Level 1</i>, distinguish between various governance and legal systems such as democracy, dictatorial fascism, feudalism, manorialism, monarchy, theocracy, totalitarian, and tribal systems. <i>Level 2</i>, analyze the origins and evolution of these major systems of world governance including an understanding of the philosophical tenets which influence political thought such as ancient Greece, Early Rome, Enlightenment, and the 19th and 20th century political philosophers. <i>Level 3</i>, rate the implementation and relative success of governance systems.</p>	<p>Ch 6, pg 70-79 Ch 7, pg 86-89, 91 Ch 13, pg 184-186, 194-197 Ch 14, pg 208 Ch 16, pg 247-248, 252 Ch 17, pg 273-274 Ch 21, pg 337-347 BL 37, 38, 40, 45, 47, 85, 93, 94, 96, 108, 110</p>
<p>4.2 understand how individuals are affected differently by varied forms of governance. <i>Level 1</i>, recognize the role of individuals in governance. <i>Level 2</i>, compare and contrast roles of individuals in different forms of governance. <i>Level 3</i>, assess how the role of individual changed throughout history in different societies.</p>	<p>Ch 5, pg 62-63 Ch 6, pg 72-75 Ch 11, pg 150-151 Ch 13, pg 184-185, 196 Ch 16, pg 251 Ch 21, pg 338-339 BL 37, 40, 71, 75, 85, 106, 108, 110</p>
<p>4.3 understand the development of nation-state governments. <i>Level 1</i>, define the term nation state and recall examples of nation-state governments. <i>Level 2</i>, examine the origins and evolution of nation-states. <i>Level 3</i>, assess the validity of the factors that led to creation of nation-states.</p>	<p>Ch 13, pg 194-197 BL 85-91</p>
<p>4.4 understand the emergence of world governmental organizations. <i>Level 1</i>, identify major world governmental organizations such as NATO, United Nations, European Union, and OPEC. <i>Level 2</i>, analyze the origins, development and successes of varied world governmental organizations. <i>Level 3</i>, formulate resolutions to world issues and present them in a mock international governmental organization.</p>	<p>Ch 23, pg 371-372, 374-375, 384, 392 Ch 24, pg 399, 402-405, 412-417 Historical Document, pg 437-440 BL 155, 156, 159, 162, 167, 168</p>
<p>5.0 History</p>	<p>Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p>5.1 understand the chronological flow of historical eras and events in World History. Describe the major historical eras and major events associated with those eras from the beginnings of civilization through the modern world. These include The Beginnings of Human Society (prehistory-4000 BCE) Early Civilizations and Pastoral Societies (4000 BCE-1000 BCE) Mediterranean and Southwest Asian Civilizations (1000 BCE-399CE)</p>	<p>Unit Timelines Unit 1, pg 2-3 Unit 2, pg 28-29 Unit 3, pg 104-105 Unit 4, pg 180-181 Unit 5, pg 238-239</p>

Standard Number	World History (Student / TE)
<p>Cultural Exchange and Encounters (300-1500CE) First Global Age (1450-1770 CE) Age of Revolution (1750-1914) Increasing Global Interaction (1900-present)</p>	<p>Unit 6, pg 278-279 Unit 7, pg 316-317 Unit 8, pg 368-369 Transparencies 7, 10</p>
<p>5.2 understand the processes that gave rise to the earliest human civilizations. <i>Level 1</i>, describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations. Minimal understanding would include Mesopotamia, Egypt, China, and the Indus Valley. <i>Level 2</i>, compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral. <i>Level 3</i>, develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors.</p>	<p>Ch 3, pg 17-22 Ch 4, pg 30-45, 55 Ch 5, pg 56-69 BL 162, 167 Transparencies 3-5</p>
<p>5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world. <i>Level 1</i>, identify and label key traits of the various civilizations. <i>Level 2</i>, compare and contrast the world civilizations by examining similarities and differences. <i>Level 3</i>, weigh the relative impact of world civilizations upon the modern world.</p>	<p>Ch 1, pg 13 Ch 2, pg 17-22 Ch 3, pg 35, 39 Ch 4, pg 42-43, 45, 53 Ch 6, pg 75 Ch 7, pg 95 Ch 8, pg 109, 112, 117 Ch 11, pg 150, 154 BL 4, 5, 8, 17</p>
<p>5.4 understand the history and impact of world religions. <i>Level 1</i>, list the major religious groups and describe their basic philosophies. Minimal understanding should include Buddhism, Christianity, Hinduism, Islam and Judaism. <i>Level 2</i>, differentiate between the major world religions and their philosophies. <i>Level 3</i>, consider major world religions, research their historical development and analyze their philosophical development over time</p>	<p>Ch 2, pg 23-25 Ch 4, pg 46-53 Ch 5, pg 61-63 Ch 7, pg 99-101 Ch 8, pg 117 Ch 9, pg 119-124, 130 Ch 12, pg 175-177 Ch 13, pg 186-189 BL 12, 26-27, 29, 34, 44-45, 47-48, 51-52, 54-55, 58, 60-61, 80, 83, 89, 93, 95-96</p>
<p>5.5 understand the evolution of modern and western civilizations from 1000 CE to the present. <i>Level 1</i>, recognize factors that lead to the development of modern civilizations. Minimal understanding should include historical events, economic processes, cultural interactions, military systems and governmental structures. <i>Level 2</i>, illustrate how various factors influenced the development of modern civilizations. <i>Level 3</i>, predict the future development of modern civilizations based on an interpretation of historic factors.</p>	<p>Unit Timelines Unit 3, pg 104-105 Unit 4, pg 180-181 Unit 5, pg 238-239 Unit 6, pg 278-279 Unit 7, pg 316-317 Unit 8, pg 368-369</p>

Standard Number	World History (<i>Student / TE</i>)
<p>5.6 understand the importance of the various economic systems in place during the 19th and 20th century.</p> <p><i>Level 1</i>, list key features of economic systems. Minimal understanding should include varied monetary systems and methods of value determination.</p> <p><i>Level 2</i>, evaluate the impact that economic systems have on historical events. Minimal understanding should include the influence of Socialism, Communism, Capitalism, and an understanding of the economic theorists that led to the development of each.</p> <p><i>Level 3</i>, interpret the relative success of economic systems and explain their impact on the interactions of civilizations.</p>	<p>Ch 13, pg 191 Ch 17, pg 273-274 Ch 18, pg 289 Ch 20, pg 330-333 Ch 21, pg 338 Ch 22, pg 363-364 Ch 23, pg 382-385 BL 85, 115, 155, 159</p>
<p>5.7 understand the impact of various global conflicts throughout history.</p> <p><i>Level 1</i>, recognize conflict and list several global wars, revolutions, ethnic conflicts, religious conflicts, genocide, or diplomatic exchanges.</p> <p><i>Level 2</i>, identify and classify the components of conflicts into causes, courses, and consequences.</p> <p><i>Level 3</i>, appraise the value of conflict by comparing the costs and benefits of global war, ethnic conflicts, genocide, and diplomatic exchanges.</p>	<p>Ch 20, pg 316-335 Ch 22, pg 350-367 Ch 23, pg 384-385, 392-393 BL 134-140, 148-153, 159 Transparency 11</p>
<p>5.8 understand the continuing impact of historical events on the modern world.</p> <p><i>Level 1</i>, describe significant historical events that occurred during each of the historical eras.</p> <p><i>Level 2</i>, calculate the impact of historical events on the modern world.</p> <p><i>Level 3</i>, evaluate the idea that the modern world is caused by and dependent on the interactions between individuals and historic events.</p>	<p>Ch 16, pg 240-262 Ch 17, pg 264-276 Ch 24, pg 414-417 BL 106-117, 166-167</p>
<p>5.9 understand the impact of developing technology on the world.</p> <p><i>Level 1</i>, list inventions, innovations, and other technological developments and incorporate the idea of change in the realms of communications, transportation, production and lifestyle.</p> <p><i>Level 2</i>, illustrate the ways in which technological advancements influenced world events.</p> <p><i>Level 3</i>, rate the relative importance of various technological advancements.</p>	<p>Ch 2, pg 21 Ch 3, pg 35 Ch 9, pg 128-129 Ch 12, pg 165 Ch 14, pg 203-204 Ch 15, pg 218 Ch 16, pg 245-247 Ch 17, pg 265-269, 273-275 Ch 24, pg 399 BL 22, 61, 82, 93, 107-108, 110, 113-117, 163, 166</p>

Standard Number	World History (<i>Student / TE</i>)
<p>5.10 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.</p> <p><i>Level 1</i>, identify methods of historical research and dissemination. Minimal understanding illustrate the ways in which technological advancements affect world events; identify methods of historical research and dissemination. Minimal understanding should include archaeology, anthropology, and oral histories, primary and secondary sources.</p> <p><i>Level 2</i>, examine the methods by which historical information and ideas are recorded and transmitted in order to analyze data from various collections and research methods. Minimal understanding should include ancient libraries, monastic preservation, museums, personal collections, modern libraries and the Internet; utilize the various historical research techniques to develop an original historical analysis; recognize the roles, treatments and contributions of women.</p> <p><i>Level 3</i>, analyze the evolution of the political, economic, and social status of women; compare and contrast the status of women in varied world societies by examining the lives of individuals or homogeneous groups; rate the relative importance of various technological advancements.</p>	<p>Ch 1, pg 4-9 Ch 2, pg 21 Ch 3, pg 35 Ch 5, pg 62 Ch 6, pg 74-75, 78-79 Ch 7, pg 95, 97 Ch 8, pg 110, 112 Ch 9, pg 121-122, 126 Ch 11, pg 159 Ch 13, pg 193 Ch 14, pg 201-202, 204, 210 Ch 16, pg 253 Ch 17, pg 271-272 Ch 19, pg 309 Ch 20, pg 330 Ch 24, pg 397, 399, 406 BL 1, 3, 5-6, 19, 29, 43, 50, 71, 85, 92, 106, 127, 134</p>
<p>5.11 understand the importance of major trends and movements in world history.</p> <p><i>Level 1</i>, identify trends and movements such as the Renaissance, Reformation, Scientific Revolution, Industrial Revolution, Enlightenment, and Age of Political Revolution, Commercial Revolution, Communication Revolution and Transportation Revolution.</p> <p><i>Level 2</i>, examine the causes and effect of these major trends and movements.</p> <p><i>Level 3</i>, assess the impact of one movement using the case study method to determine its impact on the 21st century.</p>	<p>Ch 14, pg 214 Ch 16, pg 262 Ch 17, pg 267, 275-276 Ch 23, pg 375 BL 93, 96, 110, 114-115, 155, 162, 167-168</p>
<p>5.12 understand the origin, evolution, decline, and impact of empire building and imperialism.</p> <p><i>Level 1</i>, list examples of countries that engage in the process of empire building.</p> <p><i>Level 2</i>, compare and contrast the origin, evolution, decline, and impact of empire building in different regions such as the concept of Imperialism and the Roman, Ottoman, Persian, African and English empires, Chinese dynasties, and ancient Greece.</p> <p><i>Level 3</i>, assess the legacy of empire building and imperialism in order to predict its impact on modern society.</p>	<p>Ch 2, pg 21-22, 24 Ch 5, pg 64-67 Ch 6, pg 70-75 Ch 7, pg 92-98 Ch 9, pg 127-128 Ch 19, pg 292-302, 304-305, 310-313 BL 12, 30-31, 33, 37, 40, 47, 60 Transparencies 3-6, 10</p>

Standard Number	World History (<i>Student / TE</i>)
<p>6.0 Individuals, Groups, and Interactions</p>	<p>Student CD: Interactive Chapter Activities (Vocabulary reinforcement, Reading Comprehension), Presentation Builder, Interactive Timeline Teacher CD: Vocabulary and Comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p>6.1 understand the impact of one’s culture on identity, lifestyle, and socioeconomic status <i>Level 1</i>, assess the impact of culture on the individual; measure the exchange between an individual’s identity and cultural groups. <i>Level 2</i>, recognize the impacts of bias, conformity, and stereotyping; define and give examples of bias, conformity, and stereotyping. <i>Level 3</i>, detect and explain the existence of bias and stereotyping in historical context such as social class, caste systems, ethnic identifications, gender roles, and religious persecutions; evaluate the social pressures within a culture that create bias, conformity, and stereotyping.</p>	<p>Ch 4, pg 44-45, 47-48 Ch 9, pg 126-127 Ch 11, pg 158-159 Ch 14, pg 212-213 Ch 15, pg 226-227 Ch 16, pg 246 Ch 24, pg 410-413 BL 24, 75, 96, 101, 165-166</p>
<p>6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures. <i>Level 1</i>, identify individuals, groups and institutions that have influenced world history through political economic, social and cultural contributions. <i>Level 2</i>, examine the ways individuals, groups and institutions interact by classifying actions and policies that promote continuity and/or change. <i>Level 3</i>, judge the relative impact of various individuals, groups, and institutions on world events.</p>	<p>Ch 24, pg 402-409 BL 162</p>
<p>6.3 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history. <i>Level 1</i>, recall examples of two groups’ interaction such as economic, political, social and cultural exchanges. <i>Level 2</i>, detect factors that cause individuals to establish contact and trade with other groups. <i>Level 3</i>, create graphic representations or models of significant contact or trading patterns.</p>	<p>Ch 15, pg 220 Ch 19, pg 302-309 BL 127-129, 131</p>