



NEBRASKA
Social Studies/World History Standards Grades 9-12
***World History: Modern Times* © 2005**

OBJECTIVES	PAGE REFERENCES
12.2 WORLD HISTORY: 1000 C.E. TO THE PRESENT	
12.2.1 By the end of twelfth grade, students will demonstrate an understanding of the state of the world about 1000 C.E. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Summarize the institution of feudalism in Europe, Asia, and Africa. 	SE: 118-120, 123 #6, 125 #28-29, 131, 162, 383-384 TWE: CA 131 WA 131
<ul style="list-style-type: none"> Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade. 	SE: 40, 97-101, 197-200 <i>Eyewitness to History</i> 102 <i>Geography Skills</i> 99 TWE: EC 40, 105 FCO 86D G 541 WWWWW 41
<ul style="list-style-type: none"> Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America. 	SE: 86-87, 89-95, 97-101, 103-111, 112-115, 116-123 <i>Why It Matters</i> 88 TWE: CLA 106 CTA 93 ICA 108
<ul style="list-style-type: none"> Describe the location and culture of the Byzantine and Muslim empires. 	SE: 89-95, 122-123, 125 #27 <i>Critical Thinking Skillbuilder</i> 96 <i>Geography Skills</i> 122 TWE: C 95 CTA 93
<ul style="list-style-type: none"> Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism. 	SE: 89-95, 97-101, 103-111, 116-123, 129-138 <i>Guide to Reading</i> 129 #1 TWE: C 138 CLA 121 RS 109
<ul style="list-style-type: none"> Describe the conflict between religions, e.g., Crusades and the Great Schism. 	SE: 123, 125 #27, 129-138 <i>Geography Skills</i> 122 <i>Guide to Reading</i> 116 #2 TWE: CLA 90 RS 109
<ul style="list-style-type: none"> Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy. 	SE: 105-108, 124 #20, 141-144, 146 #22 <i>Eyewitness to History</i> 145 <i>History and You</i> 128 TWE: C 144 WWWWW 142

OBJECTIVES	PAGE REFERENCES
12.2.2 By the end of twelfth grade, students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia. 	SE: 116-123, 131-133, 137-138, 146 #13 <i>Connections</i> 333 <i>Geography Skills</i> 120
<ul style="list-style-type: none"> Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks. 	SE: 89-93, 112-115, 116-123, 125 #27, 239-245 <i>Geography Skills</i> 122, 241 <i>Guide to Reading</i> 116 #2 TWE: EC 110
<ul style="list-style-type: none"> Explain the patterns of crisis and recovery, e.g., the Black Death. 	SE: 136-137, 138, 146 #18 <i>Guide to Reading</i> 129 #2 TWE: CLA 137 FCO 126D
<ul style="list-style-type: none"> Explain the preservation of Greek and Roman philosophy, medicine, and science. 	SE: 58, 157-163, 164-169 <i>Why It Matters</i> 50 TWE: C 163 CTA 74 E 158 ICA 71 MAA 49
12.2.3 By the end of twelfth grade, students will analyze the historical developments of the Renaissance. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medicis, and new economic practices. 	SE: 157-163 <i>Geography Skills</i> 159 TWE: CC 159 CLA 158 CTA 161 RS 159 WA 180
<ul style="list-style-type: none"> Discuss the rise of Italian city-states. 	SE: 158-160 <i>Geography Skills</i> 159 <i>Guide to Reading</i> 157 #2 TWE: CLA 158 CTA 161 EC 160 FCO 154D RS 159 WA 189 WWW 159
<ul style="list-style-type: none"> Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period. 	SE: 156, 170, 184 #21, 185 #25 TWE: CT 167 HAY 156
<ul style="list-style-type: none"> Explain Machiavelli's theory of government as described in <i>The Prince</i>. 	SE: 157, 160-161, 163 #9 <i>Guide to Reading</i> 157 (<i>Reading Strategy</i>) TWE: CAT 161

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the differences between the Italian and the Northern Renaissance. 	SE: 157-163, 164-169, 171-175 TWE: EC 167 WA 180
12.2.4 By the end of twelfth grade, students will analyze the historical developments of the Reformation. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France. 	SE: 171-175, 177-183, 184 #22 TWE: CAT 181 CLA 178 EC 179 RS 109
<ul style="list-style-type: none"> Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy. 	SE: 171-175, 177-183, 184 #22 TWE: CAT 181 CLA 178 EC 179
12.2.5 By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Discuss the roles and motivations of explorers/conquistadors. 	SE: 188-195 <i>Geography Skills</i> 190 <i>Opposing Viewpoints</i> 192-193 TWE: CT 192 EC 3, 312, 706 FCO 186D MAA 187 TTA 356
<ul style="list-style-type: none"> Explain the migration, settlement patterns, and cultural diffusion. 	SE: 189-195, 197-200, 201-204 <i>Eyewitness to History</i> 196 <i>Why It Matters</i> 188 TWE: C 195 CLA 191 EC 312 RS 198
<ul style="list-style-type: none"> Explain the exchange of technology, ideas, and agricultural practices. 	SE: 189-195, 199-200 <i>Science, Technology & Society</i> 191 TWE: C 195 CLA 191 CT 191 EC 312 GG 193
<ul style="list-style-type: none"> Discuss the trade in slaves, tobacco, rum, furs, and gold. 	SE: 189-195, 197-200 <i>Geography Skills</i> 198 <i>Guide to Reading</i> 197 (<i>Reading Strategy</i>) <i>Opposing Viewpoints</i> 192-193 TWE: CLA 199 CT 192 HAY 188 RS 198 TP 194

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Relate the introduction of new diseases. 	SE: 144, 194, 195 #6, 198, 206 #19 <i>Connections</i> 274 <i>Opposing Viewpoints</i> 192 TWE: CT 192 EC 143 RS 198
<ul style="list-style-type: none"> Discuss the influence of Christianity. 	SE: 144, 189-195, 195 #5 <i>Eyewitness to History</i> 196 <i>People In History</i> 200 TWE: CLA 191 CT 191, 192 RS 198
<ul style="list-style-type: none"> Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas. 	SE: 194, 199, 200 <i>Guide to Reading</i> 197 (<i>Reading Strategy</i>) TWE: CLA 191 E 198 GG 143, 193
<ul style="list-style-type: none"> Describe the competition for resources and the rise of the Commercial Revolution and mercantilism. 	SE: 189-195, 197-199, 201-204 <i>Critical Thinking Skillbuilder</i> 205 TWE: CLA 199 MAA 187 TP 194
<ul style="list-style-type: none"> Explain the cultural changes in indigenous societies. 	SE: 189-195, 195 #6, 197-200, 201-204 <i>Eyewitness to History</i> 196 <i>Opposing Viewpoints</i> 192-193 <i>Why It Matters</i> 188 TWE: CLA 191 CT 192 TTA 356
12.2.6 By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Compare and contrast major leaders and events. 	SE: 30-33, 38-40, 44-45, 72-76, 90-93 <i>Primary Sources Library</i> 773 TWE: CAT 84 EC 172
<ul style="list-style-type: none"> Compare and contrast sacred writings. 	SE: 30-32, 38-40, 44-45, 82-85, 90 <i>Primary Sources Library</i> 773 TWE: CT 81 CTA 83 RS 39
<ul style="list-style-type: none"> Compare and contrast traditions, customs, and beliefs. 	SE: 30-33, 38-40, 72-74, 80-85, 90-94 <i>Guide to Reading</i> 36 (<i>Reading Strategy</i>) TWE: CLA 75, 84 DI 82 WWW 82
<ul style="list-style-type: none"> Explain monotheistic versus polytheistic views. 	SE: 30-33, 38-40, 44-45, 72-74, 80-85, 90-91 TWE: CLA 75 CTA 83, 85 ICA 32

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Discuss geographic distribution at different times. 	SE: 30-32, 80-83, 90-94 <i>Geography Skills</i> 91, 181, 306 TWE: CAT 82 CLA 81, 85 CTA 85
<ul style="list-style-type: none"> Compare and contrast political, social, and economic influences of each. 	SE: 80-85 TWE: CAT 82, 84 CTA 85 ICA 712 RS 674
<ul style="list-style-type: none"> Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia. 	SE: 564, 661-664, 672-674, 711-716 <i>Connections</i> 31 TWE: CTA 83, 85 EC 673 ICA 712 RS 713
12.2.7 By the end of twelfth grade, students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the impact of scientific ideas on political institutions, social movements, and religion. 	SE: 293-299, 300-307, 389-390, 391 #4, 391 #7 <i>Guide to Reading</i> 387 #2 TWE: EC 390 HAY 292 ICA 389
<ul style="list-style-type: none"> Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great. 	SE: 210, 223-226, 227-229, 229 #9, 235 #25-26, 310-315 <i>People In History</i> 311 TWE: C 229 FCO 208D WA 228
<ul style="list-style-type: none"> Compare and contrast the Glorious Revolution in England and the French Revolution. 	SE: 216-221, 328-335, 337-345 <i>Eyewitness to History</i> 336 TWE: C 335 CC 330 DI 220, 332 FCO 208D RA 221
<ul style="list-style-type: none"> Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson. 	SE: 233, 234 #23, 302, 304, 307 #6, 318, 325 #23-25 TWE: EC 304 HAY 210 ICA 303
<ul style="list-style-type: none"> Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin. 	SE: 292, 293-299, 299 #7 <i>Guide to Reading</i> 293 (<i>Reading Strategy</i>) TWE: CC 297 CT 297 EC 294 HAY 292 ICA 389 RS 290

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas. 	SE: 363-370, 392 #16-17, 397-401, 403-410 <i>Critical Thinking Skillbuilder</i> 386 TWE: CC 296 EC 312 RS 297, 369 TP 365
<ul style="list-style-type: none"> Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart. 	SE: 300-303, 308-310, 354-355, 387-389 <i>People In History</i> 338 TWE: AA 354 CC 310 ICA 310 MAA 327
<ul style="list-style-type: none"> Discuss the influence of religious beliefs on art, politics, science, and commerce. 	SE: 211-214, 216-221, 307, 319-320 TWE: CT 215 DI 213 EC 296, 339
12.2.8 By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Summarize the Congress of Vienna and its influence on the political geography of Europe. 	SE: 362, 371-376, 393 #33 <i>Geography Skills</i> 372 TWE: CT 373 FCO 326D HAY 362
<ul style="list-style-type: none"> Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions. 	SE: 371-376, 382-385, 401, 411-416, 416 #6 <i>Connections</i> 375 <i>Eyewitness to History</i> 377 TWE: DI 375
<ul style="list-style-type: none"> Relate the growth of nationalism, e.g., unification of Germany and Italy. 	SE: 349-350, 371-376, 378-385 <i>Eyewitness to History</i> 377 TWE: CAT 374 DI 375 E 374 EC 381 RS 373, 379
<ul style="list-style-type: none"> Describe the scramble for empire in Europe, Africa, Asia, and Latin America. 	SE: 345-351, 371-376, 429-434, 436-442, 457, 484-485 <i>Geography Skills</i> 349, 431 TWE: CA 348 WA 348
<ul style="list-style-type: none"> Address the feminist issues, e.g., divorce, property, and suffrage. 	SE: 335 #9, 369-370, 403, 406-408, 410 #9 <i>Primary Sources Library</i> 775 TWE: EC 407 FCO 349D RS 406 WWW 407
<ul style="list-style-type: none"> Outline the abolition of slavery and the slave trade. 	SE: 341, 384-385, 415, 437 <i>Geography Skills</i> 384

OBJECTIVES	PAGE REFERENCES
12.2.9 By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Describe the rise of industrial economies and their link to imperialism and colonialism. 	SE: 363-366, 397-400, 429-434, 436-442, 457 TWE: C 434 CC 399 CTA 437 ICA 439 RS 399
<ul style="list-style-type: none"> Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change. 	SE: 358-359, 363 #2, 363-370, 370 #7, 384-385, 392 #16-17 TWE: CT 367 DI 364, 398 TP 365
<ul style="list-style-type: none"> Outline the responses to capitalism, e.g., utopianism, socialism, and communism. 	SE: 370, 400-401 <i>Critical Thinking Skillbuilder 417</i> <i>Eyewitness to History 402</i> TWE: CTA 400 RA 401 RS 369 T 402
<ul style="list-style-type: none"> Relate how the status of women and children reflected societal changes. 	SE: 367-370, 406-409 <i>Critical Thinking Skillbuilder 386</i> <i>The Way It Was 368-369</i> TWE: CAT 406, 408 DI 368 FCO 394D ICA 367 WWW 407
<ul style="list-style-type: none"> Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement. 	SE: 363-370, 382-385, 400-401, 425 #30 <i>Critical Thinking Skillbuilder 386</i> <i>The Way It Was 368-369</i> TWE: C 401
<ul style="list-style-type: none"> Explain how Asia and Africa were transformed by European commercial power. 	SE: 426-427, 429-434, 436-442, 444-447, 448-452 <i>Why It Matters 428</i> TWE: CC 399 HAY 428 RS 399 TLA 427
<ul style="list-style-type: none"> Summarize the dominance of global economic systems by European powers. 	SE: 363-370, 397-400, 429-434, 436-442, 448-452, 457 <i>Why It Matters 428</i> TWE: CC 399 RS 399 TLA 427

OBJECTIVES	PAGE REFERENCES
12.2.10 By the end of twelfth grade, students will analyze major 20th century historical events. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico. 	SE: 458, 564, 661-664, 668-672, 706-707, 711-716, 734-736 <i>Connections</i> 240, 712 TWE: WWWWW 706
<ul style="list-style-type: none"> Compare trends in global populations, growth and distribution over time. 	SE: 129-130, 686, 752-755, 755 #8 <i>Connections</i> 274 <i>Geography Skills</i> 404-405, 699 <i>Mini-Almanac</i> 766 <i>Reference Atlas</i> 26
<ul style="list-style-type: none"> Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact. 	SE: 494-495, 524-526, 633-636, 756-758, 760 #14 <i>Guide to Reading</i> 756 (<i>Reading Strategy</i>) TWE: CC 524 RA 758 RS 635, 757
<ul style="list-style-type: none"> Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF. 	SE: 660, 670, 754, 756-758 TWE: EC 686 G 627 RA 758 RS 757
<ul style="list-style-type: none"> Discuss the extension of human rights, e.g., women and all nationalities. 	SE: 648-650, 671-672, 695 <i>Connections</i> 686 <i>Eyewitness to History</i> 651 <i>People In History</i> 649 <i>Primary Sources Library</i> 781 TWE: EC 686 SLP 151
<ul style="list-style-type: none"> Compare the causes and effects of World War I and World War II. 	SE: 499-502, 503-509, 521-526, 533-538, 540-546, 548-553, 591-595, 596-604, 606-611, 612-618
<ul style="list-style-type: none"> Summarize the Russian Revolution. 	SE: 514-519, 519 #9 <i>Eyewitness to History</i> 520 <i>Geography Skills</i> 517 TWE: C 519 CLA 515 RS 518
<ul style="list-style-type: none"> Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan. 	SE: 537, 540-546, 548-553, 591-595, 606-611 <i>Eyewitness to History</i> 547 <i>People In History</i> 543 TWE: CLA 593 CTA 551 EC 592
<ul style="list-style-type: none"> Summarize the political, social, and economic impact of the 1930's worldwide depression. 	SE: 532, 536 TWE: CAT 536 CTA 541 DI 537 E 536 EC 536 HAY 532

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the Nazi Holocaust and other examples of genocide. 	SE: 564, 606-611, 707 <i>Primary Sources Library 779</i> TWE: CAT 609 CLA 608 CTA 85 E 564 RS 609 WWW 706
<ul style="list-style-type: none"> Explain how new technologies, e.g., atomic power, influenced patterns of conflict. 	SE: 554-555, 557, 626-627, 638, 752-754, 755 #7 <i>Science, Technology & Society 616</i> TWE: FCO 628D RS 628
<ul style="list-style-type: none"> Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers. 	SE: 631-636, 637-640, 642-650, 657-660, 661-664, 666-670, 723-728, 739-744, 746 #18 TWE: RS 743
<ul style="list-style-type: none"> Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh. 	SE: 573, 635-636, 723-728, 730-733, 734-738, 743, 746 #12-13 <i>Eyewitness to History 574</i> <i>Why It Matters 722</i> TWE: SLP 151
<ul style="list-style-type: none"> Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule. 	SE: 562, 568-573, 703-709, 734-738 TWE: CAT 706 CC 569 CLA 571 ICA 569 SLP 151
<ul style="list-style-type: none"> Describe regional and political conflicts, e.g., Korea and Vietnam. 	SE: 563-567, 568-573, 575-579, 581-585, 635-636, 723-728 TWE: FCO 560D
<ul style="list-style-type: none"> Summarize the end of the Cold War and the collapse of the Soviet Union. 	SE: 657-660, 727-728 <i>Why It Matters 656</i> TWE: C 660 DI 634 EC 638
12.2.11 By the end of twelfth grade, students will demonstrate historical research and geographical skills. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Identify, analyze, and interpret primary and secondary sources and artifacts. 	SE: <i>Critical Thinking Skillbuilder 139</i> <i>Primary Sources Library 770-781</i> TWE: RS 39 T 102, 170, 336, 377, 665, 692, 745
<ul style="list-style-type: none"> Validate sources as to their authenticity, authority, credibility, and possible bias. 	SE: <i>Critical Thinking Skillbuilder 139, 417</i> <i>Eyewitness to History 717</i> <i>Primary Sources Library 770-771</i> TWE: CTA 83, 85, 607 ICA 712 T 170, 772-781

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Construct various time lines of key events, periods, and personalities since the 11th century. 	TWE: CC 160 EC 99 RA 385 RS 379, 753 TLA 127, 209, 463, 681 TP 55
<ul style="list-style-type: none"> Identify and analyze major shifts in national political boundaries in Europe since 1815. 	SE: 373-376, 378-384, 411-416, 521-526 <i>Geography Skills</i> 372, 412, 517, 525, 593, 617
<ul style="list-style-type: none"> Identify the distribution of major religious cultures in the contemporary world. 	SE: 80-81 <i>Reference Atlas</i> 30 TWE: CAT 82, 83 CLA 81 ICA 712
<ul style="list-style-type: none"> Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time. 	SE: <i>Geography Skills</i> 91, 241, 404-405, 525, 667 <i>Reference Atlas</i> 32-33 TWE: CT 286 ICA 712
12.4 WORLD GEOGRAPHY	
12.4.1 By the end of twelfth grade, students will demonstrate geographical skills. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Recognize the different map projections and explain the effects of distortion. 	SE: <i>Geography Handbook</i> 4-9 TWE: CC 5 CT 7 E 4, 5, 11 RS 194
<ul style="list-style-type: none"> Show how maps reflect particular historical and political perspectives. 	SE: <i>Critical Thinking Skillbuilder</i> 527 <i>Geography Handbook</i> 9 <i>Geography Skills</i> 122, 241, 314, 437, 684-685 TWE: CLA 9 RS 194 WWW 9
<ul style="list-style-type: none"> Apply the concepts of scale, orientation, and latitude and longitude. 	SE: <i>Geography Handbook</i> 4-9 <i>Social Studies Skillbuilder</i> 277 TWE: CLA 8 CT 8 E 4, 5
<ul style="list-style-type: none"> Create and compare political, physical, and thematic maps of countries and regions. 	SE: <i>Geography Handbook</i> 4-9 <i>Geography Skills</i> 306, 404-405, 569, 684-685 <i>Reference Atlas</i> 2-34 TWE: CLA 9 RS 194

OBJECTIVES	PAGE REFERENCES
12.4.2 By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Identify natural hazards, describe their characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions. 	SE: 751-753 <i>Connections 220</i> <i>Fact Fiction Folklore 257</i> <i>Guide to Reading 751 (Reading Strategy)</i> TWE: EC 686 RS 757
<ul style="list-style-type: none"> Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world. 	SE: 751-753 <i>Fact Fiction Folklore 257</i> <i>Geography Skills 752</i> <i>Guide to Reading 751 (Reading Strategy)</i> TWE: CLA 752 EC 686
<ul style="list-style-type: none"> Explain how humans influence and are influenced by the environment. 	SE: 201, 751-753, 755 #4 <i>Connections 220</i> <i>Fact Fiction Folklore 257</i> <i>Guide to Reading 751 (Reading Strategy)</i> <i>Science, Technology & Society 130</i> TWE: CAT 3 CT 3 EC 686
<ul style="list-style-type: none"> Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies. 	SE: 751-754, 755 #4, 755 #9 <i>Science, Technology & Society 130, 191</i> TWE: CT 3
12.4.3 By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Analyze past and present migration trends. 	SE: 318-319, 366-367, 711-712 <i>Connections 712</i> <i>Geography Skills 404-405</i> TWE: EC 333 G 359
<ul style="list-style-type: none"> Analyze the social, economic, political, and environmental factors that influence cultural interaction. 	SE: 189-190, 286-289 <i>Looking Back 627-628</i> TWE: CAT 83 EC 333 FCO 186D G 627
<ul style="list-style-type: none"> Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. 	SE: 367, 711-712 <i>Connections 712</i> <i>Looking Back 152-153, 358-359, 627-628</i> TWE: EC 333 G 359

OBJECTIVES	PAGE REFERENCES
<p>12.4.4 By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.</p>	<p>SE: 131-132, 157-160, 367-370, 403-409 <i>Connections</i> 274, 742 <i>Fact Fiction Folklore</i> 743 TWE: DI 404</p>
<p>12.4.5 By the end of twelfth grade, students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. 	<p>SE: 129-132, 401, 667, 670, 754 <i>Why It Matters</i> 428 TWE: EC 160 ICA 457, 714</p>
<ul style="list-style-type: none"> Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water. 	<p>SE: <i>Geography Skills</i> 667, 684-685, 704, 737 <i>Reference Atlas</i> 1-34 TWE: DI 668 ICA 190</p>
<ul style="list-style-type: none"> Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well-being of workers. 	<p>SE: 363-370, 397-401, 666-668, 683-685, 740-744, 754 <i>Eyewitness to History</i> 402 <i>Reference Atlas</i> 30 TWE: CTA 754 ICA 457</p>
<ul style="list-style-type: none"> Explain how geographic regions change over time. 	<p>SE: <i>Geography Skills</i> 319, 404-405, 667, 684-685 <i>Why It Matters</i> 396 TWE: CT 753 EC 663 FCO 748D RS 753</p>
<ul style="list-style-type: none"> Explain how characteristics of regions have led to regional labels. 	<p>SE: 191-192, 193-194, 202, 713 <i>Connections</i> 202 TWE: CLA 90</p>
<ul style="list-style-type: none"> Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. 	<p>SE: <i>Connections</i> 135, 180, 467 <i>Geography Skills</i> 737 TWE: CLA 90 E 10 EC 663</p>
<ul style="list-style-type: none"> Explain how technological advances have led to increasing interaction among regions. 	<p>SE: 554-555, 557 #9, 626-627, 755 #7, 769 <i>Connections</i> 202 TWE: RS 556 T 626</p>

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life. 	SE: 754-755, 760 #10, 760 #11, 760 #16 TWE: C 758 CC 415 EC 686 FCO 462D ICA 457 RS 399
<ul style="list-style-type: none"> Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems. 	SE: 286-289, 663-664, 711-716 <i>Reference Atlas</i> 30-31 TWE: CAT 83, 706 CLA 288 DI 705 FCO 748D
12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the way in which the world is divided among independent and dependent countries. 	SE: 415, 431, 458, 663-664, 711-712 <i>Connections</i> 467 <i>Geography Skills</i> 663, 704 TWE: ICA 457
<ul style="list-style-type: none"> Describe disputes over borders, resources, and settlement areas. 	SE: 415-416, 457-458, 663-664, 711-714 <i>Connections</i> 467 <i>Eyewitness to History</i> 717 TWE: FCO 654D, 748D ICA 712 RS 713
<ul style="list-style-type: none"> Describe the historic and future ability of nations to survive and prosper. 	SE: 672-674, 754-755 TWE: CLA 707 CT 667, 753 CTA 572 EC 160, 381, 686 FCO 462D
<ul style="list-style-type: none"> Explain the role of multinational organizations. 	SE: 524-526, 633-636, 756-758, 760 #14 <i>Looking Back</i> 494-495 TWE: CT 667 EC 686 RA 758 RS 757 SLP 151
12.4.7 By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future. <i>Example indicators:</i>	
<ul style="list-style-type: none"> Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents. 	SE: <i>Connections</i> 712 <i>Geography Skills</i> 367, 404-405 TWE: CA 131, 348, 380 CLA 366 RS 399

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Relate current events to the physical and human characteristics of places and regions. 	SE: 751-755 <i>Connections</i> 673 TWE: CAT 83 CC 754 DI 675 FCO 560D, 588D, 748D RA 755 SLP 625

Codes Used for TWE Pages

AA	About the Author
C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CT	Critical Thinking
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
EC	Extending the Content
FCO	From the Classroom Of...
G	Geography
GG	Global Gourmet
HAY	History and You
ICA	Interdisciplinary Connections Activity
MAA	More About the Art
RA	Reteaching Activity
RS	Reading Strategy
SLP	Service-Learning Project
T	Teach
TLA	Time Line Activity
TP	Turning Point
TTA	Team Teaching Activity
WA	Writing Activity
WWWW	Who?What?Where?When?