



World History

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STANDARDS		PAGE REFERENCES
12.2 <u>WORLD HISTORY: 1000 C.E. TO THE PRESENT</u>		
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. 	<p>Student Edition: 292-296, 296 #6, 311 #24-25, 317-318, 380-381 <i>Connections</i> 293</p> <p>Teacher Wraparound Edition: CA 317; CAT 317</p>	
<ul style="list-style-type: none"> Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade. 	<p>Student Edition: 81-85, 228-234, 415-418, 419-422 <i>Eyewitness to History</i> 235 <i>Geography Skills</i> 83, 230</p> <p>Teacher Wraparound Edition: EC 84, 255; FCO 220D</p>	
<ul style="list-style-type: none"> Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America. 	<p>Student Edition: 196-202, 220-221, 228-235, 247-252, 253-254, 258-261, 263-267, 285-290, 352-358</p> <p>Teacher Wraparound Edition: FCO 244D</p>	

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<ul style="list-style-type: none"> Describe the location and culture of the Byzantine and Muslim empires. 	<p>Student Edition: 191-194, 196-202, 203-206, 207-210, 303-308 <i>Critical Thinking Skillbuilder</i> 309 <i>Eyewitness to History</i> 195 <i>Geography Skills</i> 292, 298</p> <p>Teacher Wraparound Edition: CC 305</p>
<ul style="list-style-type: none"> Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism. 	<p>Student Edition: 190-194, 203-206, 207-210, 225-226, 236-241, 255-256, 268-272, 285-290, 306-308 <i>Eyewitness to History</i> 195</p>
<ul style="list-style-type: none"> Describe the conflict between religions, e.g., Crusades and the Great Schism. 	<p>Student Edition: 306-308, 310 #22, 323-328, 337 <i>Geography Skills</i> 306-307</p> <p>Teacher Wraparound Edition: CLA 192; CT 306; DI 307; EC 337; RS 269</p>
<ul style="list-style-type: none"> Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy. 	<p>Student Edition: 253-254, 257, 280 #13, 348-350, 352-358 <i>Eyewitness to History</i> 363 <i>Fact Fiction Folklore</i> 256 <i>History and You</i> 346 <i>Science, Technology & Society</i> 249</p> <p>Teacher Wraparound Edition: CLA 248</p>
<p>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.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia. 	<p>Student Edition: 282-283, 285-290, 297-301, 303-308, 319-321, 337-340, 342 # 20, 342 #23 <i>Connections</i> 551 <i>Geography Skills</i> 298</p>

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<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. 	<p>Student Edition: 196-202, 253-254, 258-261, 291-292, 300-301, 303-308, 457-463 <i>Geography Skills</i> 292, 306-307, 459</p>
<ul style="list-style-type: none"> Explain the patterns of crisis and recovery, e.g., the Black Death. 	<p>Student Edition: 322, 335-340, 343 #32 <i>Eyewitness to History</i> 341 <i>Guide to Reading</i> 335 #1 Teacher Wraparound Edition: CLA 336; FCO 312D; RS 316</p>
<ul style="list-style-type: none"> Explain the preservation of Greek and Roman philosophy, medicine, and science. 	<p>Student Edition: 130-132, 142-143, 375-381, 382-387 <i>Why It Matters</i> 108 Teacher Wraparound Edition: C 381; E 376; HAY 148; ICA 164; MAA 49</p>
<p>12.2.3 By the end of twelfth grade, students will analyze the historical developments of the Renaissance. <i>Example indicators:</i></p>	
<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. 	<p>Student Edition: 375-381 <i>Geography Skills</i> 377 Teacher Wraparound Edition: CC 377; CLA 376; CTA 379; RS 159; WA 398</p>
<ul style="list-style-type: none"> Discuss the rise of Italian city-states. 	<p>Student Edition: 376-378 <i>Geography Skills</i> 377 <i>Guide to Reading</i> 375 #2 Teacher Wraparound Edition: CLA 376; CTA 379; EC 378; FCO 372D; RS 377; WA 398; WWWW 377</p>
<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. 	<p>Student Edition: 374, 402 #21, 403 #25 <i>Eyewitness to History</i> 388 Teacher Wraparound Edition: CT 385; FCO 372D; HAY 156</p>

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<ul style="list-style-type: none"> Explain Machiavelli's theory of government as described in <i>The Prince</i>. 	<p>Student Edition: 375, 378-379, 381 #9 <i>Guide to Reading 375 (Reading Strategy)</i></p> <p>Teacher Wraparound Edition: CAT 379; FCO 372D</p>
<ul style="list-style-type: none"> Describe the differences between the Italian and the Northern Renaissance. 	<p>Student Edition: 375-381, 382-387, 389-393</p> <p>Teacher Wraparound Edition: EC 385; WA 398</p>
<p>12.2.4 By the end of twelfth grade, students will analyze the historical developments of the Reformation.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France. 	<p>Student Edition: 389-393, 395-401, 402 #22</p> <p>Teacher Wraparound Edition: CAT 399; CLA 396; EC 397; RS 269</p>
<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. 	<p>Student Edition: 389-393, 395-401, 402 #22</p> <p>Teacher Wraparound Edition: CAT 399; CLA 396; EC 397</p>
<p>12.2.5 By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Discuss the roles and motivations of explorers/conquistadors. 	<p>Student Edition: 406-413 <i>Geography Skills</i> 408 <i>Opposing Viewpoints</i> 410-411</p> <p>Teacher Wraparound Edition: CT 410; EC 3, 531, 924; FCO 404D; MAA 187; TTA 574</p>
<ul style="list-style-type: none"> Explain the migration, settlement patterns, and cultural diffusion. 	<p>Student Edition: 407-413, 415-418, 419-422 <i>Eyewitness to History</i> 414 <i>Why It Matters</i> 406</p> <p>Teacher Wraparound Edition: C 413; CLA 409; EC 530; RS 416</p>

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<ul style="list-style-type: none"> Explain the exchange of technology, ideas, and agricultural practices. 	<p>Student Edition: 407-413, 417-418 <i>Science, Technology & Society</i> 409</p> <p>Teacher Wraparound Edition: C 413; CLA 409; CT 409; EC 530; GG 411</p>
<ul style="list-style-type: none"> Discuss the trade in slaves, tobacco, rum, furs, and gold. 	<p>Student Edition: 407-413, 415-418 <i>Geography Skills</i> 416 <i>Guide to Reading</i> 415 (<i>Reading Strategy</i>) <i>Opposing Viewpoints</i> 410-411</p> <p>Teacher Wraparound Edition: CLA 417; CT 410; HAY 406; RS 416; TP 412</p>
<ul style="list-style-type: none"> Relate the introduction of new diseases. 	<p>Student Edition: 362, 412, 413 #6, 416, 424 #19 <i>Connections</i> 492 <i>Opposing Viewpoints</i> 410</p> <p>Teacher Wraparound Edition: CT 410; EC 357; RS 416</p>
<ul style="list-style-type: none"> Discuss the influence of Christianity. 	<p>Student Edition: 407-413, 413 #5 <i>Eyewitness to History</i> 414 <i>People In History</i> 418</p> <p>Teacher Wraparound Edition: CLA 409; CT 409, 410; RS 416</p>
<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. 	<p>Student Edition: 412, 417, 418 <i>Guide to Reading</i> 415 (<i>Reading Strategy</i>)</p> <p>Teacher Wraparound Edition: CLA 409; E 416; GG 355, 411</p>
<ul style="list-style-type: none"> Describe the competition for resources and the rise of the Commercial Revolution and mercantilism. 	<p>Student Edition: 407-413, 415-417, 419-422 <i>Critical Thinking Skillbuilder</i> 423</p> <p>Teacher Wraparound Edition: CLA 417; MAA 405; TP 412</p>

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<ul style="list-style-type: none"> Explain the cultural changes in indigenous societies. 	<p>Student Edition: 407-413, 413 #6, 415-418, 419-422 <i>Eyewitness to History</i> 414 <i>Opposing Viewpoints</i> 410-411 <i>Why It Matters</i> 406</p> <p>Teacher Wraparound Edition: CLA 409; CT 410; TTA 574</p>
<p>12.2.6 By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Compare and contrast major leaders and events. 	<p>Student Edition: 77-79, 95-97, 169-174, 192-194 <i>Primary Sources Library</i> 993</p> <p>Teacher Wraparound Edition: CAT 218; EC 391</p>
<ul style="list-style-type: none"> Compare and contrast sacred writings. 	<p>Student Edition: 56-60, 77-79, 95-97, 192-193, 216-219 <i>Primary Sources Library</i> 993</p> <p>Teacher Wraparound Edition: CT 215; CTA 217; EC 58</p>
<ul style="list-style-type: none"> Compare and contrast traditions, customs, and beliefs. 	<p>Student Edition: 56-60, 77-79, 95-97, 169-174, 192-194, 214-219</p> <p>Teacher Wraparound Edition: CLA 171, 218; CTA 59; DI 216</p>
<ul style="list-style-type: none"> Explain monotheistic versus polytheistic views. 	<p>Student Edition: 56-60, 77-79, 95-97, 169-174, 192-193, 214-219</p> <p>Teacher Wraparound Edition: CLA 171; CTA 217, 219; ICA 90</p>
<ul style="list-style-type: none"> Discuss geographic distribution at different times. 	<p>Student Edition: 192-194, 214-217 <i>Geography Skills</i> 197, 399, 524</p> <p>Teacher Wraparound Edition: CAT 216; CLA 215; CTA 219</p>

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<ul style="list-style-type: none"> Compare and contrast political, social, and economic influences of each. 	<p>Student Edition: 214-219</p> <p>Teacher Wraparound Edition: CAT 216, 218; CTA 219; ICA 930; RS 892</p>
<ul style="list-style-type: none"> Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia. 	<p>Student Edition: 782-783, 879-882, 890-892, 929-934 <i>Connections</i> 57</p> <p>Teacher Wraparound Edition: CTA 217, 219; EC 891; ICA 930; RS 931</p>
<p>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.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Explain the impact of scientific ideas on political institutions, social movements, and religion. 	<p>Student Edition: 511-517, 518-525, 607-608, 609 #4, 609 #7 <i>Guide to Reading</i> 605 #2</p> <p>Teacher Wraparound Edition: EC 608; HAY 510; ICA 607</p>
<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. 	<p>Student Edition: 429, 441-444, 445-447, 447 #9, 453 #25-26, 528-533 <i>People In History</i> 529</p> <p>Teacher Wraparound Edition: C 447; FCO 426D; WA 446</p>
<ul style="list-style-type: none"> Compare and contrast the Glorious Revolution in England and the French Revolution. 	<p>Student Edition: 434-439, 546-553, 555-561 <i>Eyewitness to History</i> 554</p> <p>Teacher Wraparound Edition: C 553; CC 548; DI 438, 550; FCO 426D; RA 439</p>
<ul style="list-style-type: none"> Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson. 	<p>Student Edition: 451, 452 #23, 520, 522, 525 #6, 536, 543 #23-25</p> <p>Teacher Wraparound Edition: CLA 522; HAY 428; ICA 521</p>

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<ul style="list-style-type: none"> Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin. 	<p>Student Edition: 510, 511-517, 517 #7 <i>Guide to Reading</i> 511 (<i>Reading Strategy</i>)</p> <p>Teacher Wraparound Edition: CC 515; CT 515; EC 512; HAY 510; ICA 607; RS 508</p>
<ul style="list-style-type: none"> Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas. 	<p>Student Edition: 581-588, 610 #16-17, 615-619, 621-628 <i>Critical Thinking Skillbuilder</i> 604</p> <p>Teacher Wraparound Edition: CC 514; EC 530; RS 515, 587; TP 583</p>
<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. 	<p>Student Edition: 518-521, 526-528, 572-573, 605-607 <i>People In History</i> 556</p> <p>Teacher Wraparound Edition: AA 571; CC 528; ICA 528; MAA 545</p>
<ul style="list-style-type: none"> Discuss the influence of religious beliefs on art, politics, science, and commerce. 	<p>Student Edition: 429-432, 434-439, 525, 537-538</p> <p>Teacher Wraparound Edition: CT 433; DI 431; EC 514</p>
<p>12.2.8 By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world.</p> <p><i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Summarize the Congress of Vienna and its influence on the political geography of Europe. 	<p>Student Edition: 580, 589-594, 611 #34 <i>Geography Skills</i> 590</p> <p>Teacher Wraparound Edition: CT 591; FCO 544D; HAY 580</p>
<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. 	<p>Student Edition: 589-594, 600-603, 619, 629-634, 634 #6 <i>Connections</i> 593 <i>Eyewitness to History</i> 595</p> <p>Teacher Wraparound Edition: DI 593</p>

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<ul style="list-style-type: none"> Relate the growth of nationalism, e.g., unification of Germany and Italy. 	<p>Student Edition: 567-568, 589-594, 596-603 <i>Eyewitness to History</i> 595</p> <p>Teacher Wraparound Edition: CAT 592; DI 593; E 592; EC 599; RS 591, 597</p>
<ul style="list-style-type: none"> Describe the scramble for empire in Europe, Africa, Asia, and Latin America. 	<p>Student Edition: 563-569, 589-594, 647-652, 654-660, 675, 702-703 <i>Geography Skills</i> 567, 649</p> <p>Teacher Wraparound Edition: CA 566; WA 566</p>
<ul style="list-style-type: none"> Address the feminist issues, e.g., divorce, property, and suffrage. 	<p>Student Edition: 553 #9, 587-588, 621, 624-626, 628 #9 <i>Primary Sources Library</i> 995</p> <p>Teacher Wraparound Edition: EC 625; FCO 612D; RS 624; WWWWW 625</p>
<ul style="list-style-type: none"> Outline the abolition of slavery and the slave trade. 	<p>Student Edition: 559, 602-603, 633, 655 <i>Geography Skills</i> 602</p>
<p>12.2.9 By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Describe the rise of industrial economies and their link to imperialism and colonialism. 	<p>Student Edition: 581-584, 615-618, 647-652, 654-660, 675</p> <p>Teacher Wraparound Edition: C 652; CC 617; CTA 655; ICA 657; RS 617</p>
<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. 	<p>Student Edition: 576-577, 581-588, 588 #7, 602-603, 610 #16-17 <i>Guide to Reading</i> 581 #2</p> <p>Teacher Wraparound Edition: CT 585; DI 582, 616; TP 583</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Outline the responses to capitalism, e.g., utopianism, socialism, and communism. 	<p>Student Edition: 588, 618-619 <i>Critical Thinking Skillbuilder</i> 604 <i>Eyewitness to History</i> 620</p> <p>Teacher Wraparound Edition: CTA 618; RA 619; RS 587; T 620</p>
<ul style="list-style-type: none"> Relate how the status of women and children reflected societal changes. 	<p>Student Edition: 585-588, 624-627 <i>Critical Thinking Skillbuilder</i> 604 <i>The Way It Was</i> 586-587</p> <p>Teacher Wraparound Edition: CAT 624, 626; DI 586; FCO 612D; ICA 585; WWW 625</p>
<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. 	<p>Student Edition: 581-588, 600-603, 618-619, 643 #30 <i>Critical Thinking Skillbuilder</i> 604 <i>The Way It Was</i> 586-587</p> <p>Teacher Wraparound Edition: C 619</p>
<ul style="list-style-type: none"> Explain how Asia and Africa were transformed by European commercial power. 	<p>Student Edition: 644-645, 647-652, 654-660, 662-665, 666-670 <i>Why It Matters</i> 646</p> <p>Teacher Wraparound Edition: CC 617; HAY 646; RS 617; TLA 645</p>
<ul style="list-style-type: none"> Summarize the dominance of global economic systems by European powers. 	<p>Student Edition: 581-588, 615-618, 647-652, 654-660, 666-670, 675 <i>Why It Matters</i> 646</p> <p>Teacher Wraparound Edition: CC 617; RS 617; TLA 645</p>

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<p>12.2.10 By the end of twelfth grade, students will analyze major 20th century historical events.</p> <p><i>Example indicators:</i></p>	
<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. 	<p>Student Edition: 676, 782, 879-882, 886-890, 924-925, 929-934, 952-954</p> <p><i>Connections</i> 458, 930</p>
<ul style="list-style-type: none"> Compare trends in global populations, growth, and distribution over time. 	<p>Student Edition: 315-316, 904, 970-973, 973 #6</p> <p><i>Connections</i> 492</p> <p><i>Geography Skills</i> 622-623, 917</p> <p><i>Mini-Almanac</i> 984</p> <p><i>Reference Atlas</i> 26-27</p>
<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. 	<p>Student Edition: 878, 888, 972, 974-976, 978 #14</p> <p><i>Guide to Reading</i> 756 (<i>Reading Strategy</i>)</p> <p>Teacher Wraparound Edition: CC 742; RA 976; RS 975</p>
<ul style="list-style-type: none"> Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF. 	<p>Student Edition: 878, 888, 972, 974-976</p> <p>Teacher Wraparound Edition: EC 904; G 845; RA 976; RS 975</p>
<ul style="list-style-type: none"> Discuss the extension of human rights, e.g., women and all nationalities. 	<p>Student Edition: 866-868, 889-890, 913</p> <p><i>Connections</i> 904</p> <p><i>Eyewitness to History</i> 869</p> <p><i>People In History</i> 867</p> <p><i>Primary Sources Library</i> 1001</p> <p>Teacher Wraparound Edition: EC 904; SLP 369</p>
<ul style="list-style-type: none"> Compare the causes and effects of World War I and World War II. 	<p>Student Edition: 717-720, 721-727, 739-744, 751-756, 758-764, 766-771, 809-813, 814-822, 824-829, 830-836</p>

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<ul style="list-style-type: none"> Summarize the Russian Revolution. 	<p>Student Edition: 732-737, 737 #9 <i>Eyewitness to History</i> 738 <i>Geography Skills</i> 735</p> <p>Teacher Wraparound Edition: C 737; CLA 733; RS 736</p>
<ul style="list-style-type: none"> Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan. 	<p>Student Edition: 755, 758-764, 766-771, 809-813, 824-829 <i>Eyewitness to History</i> 765 <i>People In History</i> 761</p> <p>Teacher Wraparound Edition: CLA 811; CTA 769; EC 810</p>
<ul style="list-style-type: none"> Summarize the political, social, and economic impact of the 1930's worldwide depression. 	<p>Student Edition: 750, 754</p> <p>Teacher Wraparound Edition: CAT 754; CTA 759; DI 755; E 754; EC 754; HAY 750</p>
<ul style="list-style-type: none"> Describe the Nazi Holocaust and other examples of genocide. 	<p>Student Edition: 782, 824-829, 925 <i>Connections</i> 75 <i>Primary Sources Library</i> 999</p> <p>Teacher Wraparound Edition: CAT 219, 827; CLA 826; E 782; RS 827</p>
<ul style="list-style-type: none"> Explain how new technologies, e.g., atomic power, influenced patterns of conflict. 	<p>Student Edition: 772-773, 775, 844-845, 856, 970-972, 973 #7 <i>Science, Technology & Society</i> 834</p> <p>Teacher Wraparound Edition: FCO 846D; RS 846</p>
<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. 	<p>Student Edition: 849-854, 855-858, 860-868, 875-878, 879-882, 884-888, 941-946, 957-962, 964 #18</p> <p>Teacher Wraparound Edition: RS 961</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh. 	<p>Student Edition: 791, 853-854, 941-946, 948-951, 952-956, 961, 964 #12-13 <i>Eyewitness to History</i> 792 <i>Why It Matters</i> 940</p> <p>Teacher Wraparound Edition: SLP 369</p>
<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. 	<p>Student Edition: 780, 786-791, 921-927, 952-956</p> <p>Teacher Wraparound Edition: CAT 924; CC 787; CLA 789; ICA 787; SLP 369</p>
<ul style="list-style-type: none"> Describe regional and political conflicts, e.g., Korea and Vietnam. 	<p>Student Edition: 781-785, 786-791, 793-797, 799-803, 853-854, 941-946</p> <p>Teacher Wraparound Edition: FCO 778D</p>
<ul style="list-style-type: none"> Summarize the end of the Cold War and the collapse of the Soviet Union. 	<p>Student Edition: 875-878, 945-956 <i>Why It Matters</i> 874</p> <p>Teacher Wraparound Edition: C 878; DI 852; EC 856</p>
<p>12.2.11 By the end of twelfth grade, students will demonstrate historical research and geographical skills. <i>Example indicators:</i></p>	
<ul style="list-style-type: none"> Identify, analyze, and interpret primary and secondary sources and artifacts. 	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 351 <i>Primary Sources Library</i> 988-1001</p> <p>Teacher Wraparound Edition: T 235, 388, 554, 595, 883, 910, 963</p>
<ul style="list-style-type: none"> Validate sources as to their authenticity, authority, credibility, and possible bias. 	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 351, 635 <i>Eyewitness to History</i> 935 <i>Primary Sources Library</i> 988-989</p> <p>Teacher Wraparound Edition: CTA 214, 219, 825; ICA 930; T 388, 990-1001</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Construct various time lines of key events, periods, and personalities since the 11th century. 	<p>Teacher Wraparound Edition: CC 378; RA 603; RS 597, 971; TLA 313, 427, 681, 899; TP 123</p>
<ul style="list-style-type: none"> Identify and analyze major shifts in national political boundaries in Europe since 1815. 	<p>Student Edition: 591-594, 596-602, 629-634, 739-744 <i>Geography Skills</i> 590, 630, 735, 743, 811, 835</p>
<ul style="list-style-type: none"> Identify the distribution of major religious cultures in the contemporary world. 	<p>Student Edition: 214-215 <i>Reference Atlas</i> 30</p> <p>Teacher Wraparound Edition: CAT 216, 217; CLA 215; ICA 930</p>
<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. 	<p>Student Edition: <i>Geography Skills</i> 197, 459, 622-623, 743, 885 <i>Reference Atlas</i> 32-33</p> <p>Teacher Wraparound Edition: CT 504; ICA 930</p>