



# WORLD HISTORY

## Modern Times

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STANDARDS	PAGE REFERENCES
<p><b>6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.</b></p>	
<p>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 12 students will:</p>	
<p><b>A. Social Studies Skills</b></p>	
<p>1. Analyze how historical events shape the modern world.</p>	<p><b>Student Edition:</b> 591-595, 606-611, 612-618, 631-636, 637-640 <i>National Geographic</i> 617 <i>Science, Technology, &amp; Society</i> 616 <b>Teacher Wraparound Edition:</b> CLA 608; ETC 612; GS 419; ICA 616; W 617; WA 609</p>
<p>2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</p>	<p><b>Student Edition:</b> 772, 773, 774, 775, 776 <i>Opposing Viewpoints</i> 92, 192, 440, 522 <i>SkillBuilder</i> 23, 61, 96, 139, 205, 222, 417, 539 <b>Teacher Wraparound Edition:</b> CTA 607, 617; OV 92, 193, 441</p>

STANDARDS	PAGE REFERENCES
<p>3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.</p>	<p><b>Student Edition:</b>            770-771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781  <i>Opposing Viewpoints</i> 92, 192, 440, 522  <i>SkillBuilder</i> 139</p> <p><b>Teacher Wraparound Edition:</b>            CTA 607, 617; OV 92, 193, 441; T 139, 772, 773, 774, 775, 776, 777</p>
<p>4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.</p>	<p><b>Student Edition:</b>            770-771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781  <i>Opposing Viewpoints</i> 92, 192, 440, 522  <i>SkillBuilder</i> 96, 139, 205, 386, 417</p> <p><b>Teacher Wraparound Edition:</b>            CTA 607, 617; OV 92, 193, 441; T 139, 772, 773, 774, 775, 776, 777</p>
<p>5. Evaluate current issues, events, or themes and trace their evolution through historical periods.</p>	<p><b>Student Edition:</b>            734-738, 739-744, 751-755, 756-758</p> <p><b>Teacher Wraparound Edition:</b>            C 755; CAT 752; CLA 752; CT 736; CTA 754; DI 736; RA 738; RS 757; TTA 624</p>
<p>6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.</p>	<p><b>Teacher Wraparound Edition:</b>            C 755; CLA 571, 752; CTA 566, 572; ICA 616; SLP 625</p>
<p>7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.</p>	<p><b>Student Edition:</b>            683-687, 688-691, 703-709, 711-716  <i>National Geographic</i> 684-685</p> <p><b>Teacher Wraparound Edition:</b>            CT 684, 690; E 684; ETC 686; F 703; GS 685; ICA 685; SLP 625</p>
<p>8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.</p>	<p><b>Student Edition:</b>            306, 409, 503-504, 542, 549, 555, 626-627, 675-677, 753  <i>SkillBuilder</i> 417</p> <p><b>Teacher Wraparound Edition:</b>            CLA 543, 752; PH 549; RC 555; RS 690</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.</b></p>	
<p><b>E. International Education: Global Challenges, Cultures, and Connections</b></p>	
<p>1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.</p>	<p><b>Student Edition:</b> 507-509, 523, 597, 600-604, 616-618, 631-636 <b>Teacher Wraparound Edition:</b> CT 506, 507; DI 524; ETC 523, 632; ICA 616; W 600</p>
<p>2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.</p>	<p><b>Student Edition:</b> 455, 616-618, 631-636, 672-673, 715-716, 737-738 <b>Teacher Wraparound Edition:</b> C 636; CLA 633; ETC 632, 672, 673</p>
<p>3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).</p>	<p><b>Student Edition:</b> 495, 617, 633-635, 644-645, 660, 664, 667, 754, 756-757 <b>Teacher Wraparound Edition:</b> CAT 633; CLA 494; E 634; RA 670; RS 634, 757; T 494; W 617</p>
<p>4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.</p>	<p><b>Student Edition:</b> 751-755, 756-757 <b>Teacher Wraparound Edition:</b> C 755; CAT 752; CC 754; CLA 752; F 751; RA 755; RC 753</p>
<p>5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).</p>	<p><b>Student Edition:</b> 495, 617, 633-635, 644-645, 660, 664, 667, 670, 754, 756-757 <i>Connections</i> 400 <b>Teacher Wraparound Edition:</b> CAT 633; CLA 494; E 634; RA 670; RS 634, 757; T 494; W 617</p>
<p>6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.</p>	<p><b>Student Edition:</b> 751-755, 756-757 <b>Teacher Wraparound Edition:</b> C 755; CAT 752; CC 754; CLA 752; F 751; RA 755; RC 753</p>
<p>7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).</p>	<p><b>Student Edition:</b> 751-755, 756-757 <b>Teacher Wraparound Edition:</b> C 755; CAT 752; CC 754; CLA 494, 752; F 751; RA 755; RC 753</p>

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8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.	<p><b>Student Edition:</b> 751-755, 756-757</p> <p><b>Teacher Wraparound Edition:</b> C 755; CAT 752; CC 754; CLA 752; F 751; ICA 616; RA 755; RC 753</p>
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.	<p><b>Student Edition:</b> 358-359, 363-370, 397-401, 403-410 <i>Connections</i> 712 <i>National Geographic</i> 404, 405</p> <p><b>Teacher Wraparound Edition:</b> CC 366; CLA 358, 365, 366; DI 364; F 363, 403; G 359; GS 404, 405; T 358</p>
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).	<p><b>Student Edition:</b> 554-555, 675-676, 687, 716 <i>Connections</i> 686 <i>Eyewitness to History</i> 745</p> <p><b>Teacher Wraparound Edition:</b> DI 674; RS 674; T 745</p>
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).	<p><b>Student Edition:</b> 30 (defined), 774-775, 803 <i>History through Art</i> 803</p> <p>By using the references above to initiate discussion about different cultures, this standard can be met during teacher/class discussion, with the help of community speakers, and/or during after-school community activities/fieldtrips.</p>
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.	<p><b>Student Edition:</b> 554-555, 626-627, 675-676, 753</p> <p><b>Teacher Wraparound Edition:</b> CAT 752; CLA 626; DI 674; G 627; TP 753</p>
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.	<p><b>Student Edition:</b> 554-555, 626-627, 675-676, 753</p> <p><b>Teacher Wraparound Edition:</b> CAT 752; CD 626; CLA 626; DI 674; G 627; ICA 555; TP 753</p>
14. Connect the concept of universal human rights to world events and issues.	<p><b>Student Edition:</b> 550-553, 564-565, 567, 607-610, 661, 663-664, 695</p> <p><b>Teacher Wraparound Edition:</b> CLA 608; E 564, 608; ETC 564; WA 609</p>

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<p>15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.</p>	<p><b>Teacher Wraparound Edition:</b> CLA 608; CT 607; CTA 607; E 608; WA 609</p>
<p><b>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</b></p>	
<p><b>A. The Birth of Civilization to 1000 BCE</b> Reinforce indicators from previous grade levels.</p>	
<p><b>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:</b></p>	
<p>1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> <li>• Early hominid development, including the development of language and writing</li> <li>• Migration and adaptation to new environments</li> <li>• Differences between wild and domestic plants and animals</li> <li>• Locations of agricultural settlements</li> <li>• Differences between hunter/gatherer, fishing, and agrarian communities</li> </ul>	<p><b>Student Edition:</b> 19-22, 24-34 <i>National Geographic</i> 21 <b>Teacher Wraparound Edition:</b> C 22; CTA 21; F 19; GS 21; RC 20, 21, 22; TP 20, 21</p>
<p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p>	<p><b>Student Edition:</b> 20-22, 24-34 <i>National Geographic</i> 21 <i>Picturing History</i> 20 <b>Teacher Wraparound Edition:</b> C 22; E 31; GS 21; PH 20; RC 22, 25; TP 20, 21</p>
<p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p>	<p><b>Student Edition:</b> 22, 24-34 <i>Eyewitness to History</i> 35 <i>National Geographic</i> 26 <b>Teacher Wraparound Edition:</b> C 34; CTA 33; E 25, 34; F 24; GS 26; T 35; TP 26; WA 27</p>

STANDARDS	PAGE REFERENCES
<b>B. Early Human Societies to 500 CE</b>	
<p>1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:</p> <ul style="list-style-type: none"> <li>• The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition</li> <li>• The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization</li> <li>• Hinduism, the Aryan migrations, and the caste system in India</li> <li>• The influence of Buddhism in India</li> </ul>	<p><b>Student Edition:</b> 30-33, 38-40, 44-45, 73-74, 82-85 <i>Connections</i> 31</p> <p><b>Teacher Wraparound Edition:</b> C 39; CAT 33; CLA 44; CT 32; DI 38; E 32, 39; ICA 32; RC 40</p>
<p>2. Describe the political framework of Athenian society and its influence on modern society, including:</p> <ul style="list-style-type: none"> <li>• The influence of Athenian political ideals on public life</li> <li>• The importance of participatory government</li> <li>• The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males</li> <li>• Athenian ideas and practices related to political freedom, national security, and justice</li> </ul>	<p><b>Student Edition:</b> 53-60 <i>A Story that Matters</i> 50</p> <p><b>Teacher Wraparound Edition:</b> CAT 56; CLA 57; E 53; ICA 55; RC 53; TP 55; WA 54</p>
<p>3. Describe the social and political characteristics of the Greek city-states, including:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between Athenian democracy and Spartan military aristocracy</li> <li>• Location and political structure of the city-states</li> <li>• Hierarchical relationships in Greek societies</li> <li>• Civic, economic, and social tasks performed by men and women of different classes</li> </ul>	<p><b>Student Edition:</b> 51-52, 53-60 <i>A Story that Matters</i> 50 <i>The Way It Was</i> 56-57</p> <p><b>Teacher Wraparound Edition:</b> CAT 56; CLA 57; E 53; ETC 56; ICA 55; RC 53, 54; TP 55; WA 54</p>

STANDARDS	PAGE REFERENCES
<p>4. Describe the significant contributions of ancient Greece to Western Civilization, including:</p> <ul style="list-style-type: none"> <li>• Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture</li> <li>• Socrates' values and ideas</li> <li>• Philosophy, including Plato and Aristotle</li> <li>• Greek drama, including Sophocles and Euripides</li> <li>• History, including Herodotus, Xenophon, and Thucydides</li> <li>• Greek mythology</li> </ul>	<p><b>Student Edition:</b> 51-52, 53-60 <i>A Story that Matters</i> 50 <i>National Geographic</i> 62-65 <i>The Way It Was</i> 56-57</p> <p><b>Teacher Wraparound Edition:</b> CAT 56; CLA 57; CT 58; CTA 58; E 53, 57; ETC 56, 59; ICA 55; RC 53, 54; TP 55; WA 54</p>
<p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>	<p><b>Student Edition:</b> 26-34, 51-60 <i>Connections</i> 55 <i>Picturing History</i> 28</p> <p><b>Teacher Wraparound Edition:</b> CLA 29; CT 58; CTA 27, 52; E 28, 29; ETC 28, 30; PH 28; RC 30; RS 26</p>
<p>6. Discuss the origins and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>• The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society</li> <li>• The legends of the founding of Rome and how they reflect the beliefs and values of its citizens</li> <li>• Daily life in Rome and Pompeii</li> </ul>	<p><b>Student Edition:</b> 66-72 <i>National Geographic</i> 69 <i>Picturing History</i> 70</p> <p><b>Teacher Wraparound Edition:</b> CC 67; CLA 67; E 67; F 66; GS 69; ICA 71; PH 70</p>
<p>7. Describe the political and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>• Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire</li> <li>• The influence of key Roman leaders</li> </ul>	<p><b>Student Edition:</b> 66-71, 72-76 <i>Eyewitness to History</i> 77</p> <p><b>Teacher Wraparound Edition:</b> C 76; CC 77; CLA 67; E 76; F 66; ICA 68; RC 69; RS 69; T 77</p>
<p>8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.</p>	<p><b>Student Edition:</b> 66-71, 72-76 <i>Eyewitness to History</i> 77</p> <p><b>Teacher Wraparound Edition:</b> C 76; CC 77; CLA 67; E 76; F 66; ICA 68; RC 69; RS 69; T 77</p>

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<p>9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.</p>	<p><b>Student Edition:</b> 74-76 <i>National Geographic</i> 75 <i>Writing About History</i> 76</p> <p><b>Teacher Wraparound Edition:</b> C 76; E 75, 76; GS 75</p>
<p>10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.</p>	<p><b>Student Edition:</b> 140-142 <i>National Geographic</i> 141 <i>The Way It Was</i> 142-143</p> <p><b>Teacher Wraparound Edition:</b> E 142; F 140; GS 141; ICA 142; RA 144; W 142; WA 141, 144</p>
<p>11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.</p>	<p><b>Student Edition:</b> 140-142 <i>National Geographic</i> 141 <i>The Way It Was</i> 142-143</p> <p><b>Teacher Wraparound Edition:</b> E 142; F 140; GS 141; ICA 142; RA 144; W 142; WA 141, 144</p>
<p><b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b></p>	
<p>1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.</p>	<p><b>Student Edition:</b> 72-74, 116-123</p> <p><b>Teacher Wraparound Edition:</b> CC 73; CTA 74; E 117; F 116; ICA 118; RC 74, 117; TP 74; WA 117</p>
<p>2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:</p> <ul style="list-style-type: none"> <li>• The origin and development of Islamic law</li> <li>• The significance of the Quran and the Five Pillars of Islam</li> <li>• The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule</li> <li>• The split into Sunni and Shi'ite factions</li> <li>• The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa</li> </ul>	<p><b>Student Edition:</b> 83, 89-95 <i>National Geographic</i> 91 <i>Opposing Viewpoints</i> 92</p> <p><b>Teacher Wraparound Edition:</b> C 95; CLA 90; CT 81, 92, 94; F 89; GS 91; RA 95; RC 90, 91, 94; WA 90</p>

STANDARDS	PAGE REFERENCES
<p>3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.</p>	<p><b>Student Edition:</b> 103-111 <i>National Geographic</i> 104, 107, 110, 112-115 <b>Teacher Wraparound Edition:</b> C 111; CT 104; E 104, 106, 107; ETC 107, 110; F 103; GS 104, 107, 110; WA 109</p>
<p>4. Analyze the rise of the West African empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.</p>	<p><b>Student Edition:</b> 97-101 <i>National Geographic</i> 99 <b>Teacher Wraparound Edition:</b> C 101; E 99; ETC 99, 100; F 97; GS 99; RA 101; RC 100, 101</p>
<p>5. Analyze the relationships between Mesoamerican and Andean societies, including:</p> <ul style="list-style-type: none"> <li>• The growth of urban societies and urban planning</li> <li>• Religions and rituals</li> <li>• Governing structure and economy</li> <li>• The construction of the Mesoamerican calendar</li> <li>• Similarities in agriculture, societal structures, and artisan crafts</li> </ul>	<p><b>Student Edition:</b> 140-144 <i>National Geographic</i> 141 <i>The Way It Was</i> 142-143 <i>Writing About History</i> 144 <b>Teacher Wraparound Edition:</b> C 144; E 142; F 140; GS 141; ICA 142; RA 144; RC 144; W 142; WA 141, 144</p>
<p>6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).</p>	<p><b>Student Edition:</b> 119-121 <i>National Geographic</i> 120 <i>Writing About History</i> 123 <b>Teacher Wraparound Edition:</b> C 123; ETC 120; GS 120; RA 123; TP 119</p>
<p>7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.</p>	<p><b>Student Edition:</b> 116-123, 129-138 <i>National Geographic</i> 122 <i>The Way It Was</i> 118-119 <b>Teacher Wraparound Edition:</b> C 123; CLA 119, 122; CT 117; E 122, 123; F 116; GS 122; ICA 118; T 117; WA 117</p>

STANDARDS	PAGE REFERENCES
<p><b>D. The Age of Global Encounters (1400-1750)</b></p>	
<p><b>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 12 students will:</b></p>	
<p>1. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.</p>	<p><b>Student Edition:</b> 98-99, 238-245, 267-272, 273-276, 279-282 <i>National Geographic</i> 99</p> <p><b>Teacher Wraparound Edition:</b> CLA 269; CT 269; E 241, 268; ETC 99; F 238, 267; GS 99; RS 268</p>
<p>2. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p>	<p><b>Student Edition:</b> 197-199, 384-385 <i>National Geographic</i> 198</p> <p><b>Teacher Wraparound Edition:</b> CLA 199, 384; CT 199; E 198; F 197; GS 198; RC 199; RS 198</p>
<p>3. Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women.</p>	<p><b>Student Edition:</b> 157-163, 164-169 <i>A Story that Matters</i> 156 <i>National Geographic</i> 159, 167 <i>Science, Technology, &amp; Society</i> 162</p> <p><b>Teacher Wraparound Edition:</b> C 163, 169; CLA 158; CTA 161; F 157; GS 159, 167; ICA 165; RA 163; TP 167</p>
<p>4. Describe the early influences on the Scientific Revolution and the Enlightenment, including:</p> <ul style="list-style-type: none"> <li>• Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith</li> <li>• Medieval theology</li> <li>• New global knowledge</li> <li>• The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson</li> </ul>	<p><b>Student Edition:</b> 293-299, 300-307, 308-316 <i>A Story that Matters</i> 292</p> <p><b>Teacher Wraparound Edition:</b> CT 297, 302, 304; CTA 302; E 295; ETC 296; F 293, 300; RC 294; RS 290; W 294; WA 301</p>
<p>5. Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.</p>	<p><b>Student Edition:</b> 293-299 <i>Chart Skills</i> 294-295</p> <p><b>Teacher Wraparound Edition:</b> C 299; CC 296, 297; CLA 295; CT 297; ETC 294; F 293; RA 299; RC 299; W 294</p>

STANDARDS	PAGE REFERENCES
<p>6. Discuss the major developments in European society and culture, including:</p> <ul style="list-style-type: none"> <li>• The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church</li> <li>• Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice</li> <li>• European explorations and the establishment of colonial empires</li> <li>• Trans-Atlantic slave trade and its impact on Africa</li> <li>• Commercial Revolution</li> <li>• The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and the English Bill of Rights</li> <li>• Economic consequences of European expansion, including the role of the mercantilist economic theory, the commercial revolution, and the early growth of capitalism</li> <li>• The economic, social, religious, and political impact of the Plague</li> </ul>	<p><b>Student Edition:</b> 171-175, 177-183, 189-195, 197-199, 221 <i>National Geographic</i> 174</p> <p><b>Teacher Wraparound Edition:</b> C 175; CAT 172; E 198; ETC 173; F 171, 177, 189; GS 174; TP 173</p>

## STANDARDS

## PAGE REFERENCES

## E. The Age of Revolutionary Change (1750-1914)

1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:

- The impact of the American Revolution on global political thought
- The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)
- The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)
- The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism
- How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy
- The concept of laissez-faire and the ideas of Adam Smith in *Wealth of Nations*
- Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
- The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany

**Student Edition:**

321-322, 329-335, 337-343, 345-351, 358-359

*Graph Skills* 330

**Teacher Wraparound Edition:**

CAT 331; CLA 347; CT 332; CTA 342; DI 332; E 320; RA 322; TP 321

2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.

**Student Edition:**

358-359, 363-370, 397-401, 403-410

*The Way It Was* 368-369

**Teacher Wraparound Edition:**

C 401; CAT 369; CT 366, 368; DI 368; F 363; ICA 367; RC 365; TP 365

STANDARDS	PAGE REFERENCES
<p>3. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economies prior to the rise of Europe.</p>	<p><b>Student Edition:</b>  429-434, 436-442, 448-452, 453-459  <i>A Story that Matters</i> 428  <i>Chart Skills</i> 430  <i>National Geographic</i> 431, 437, 444-447  <b>Teacher Wraparound Edition:</b>  CS 430; E 431; F 429, 436; GS 437; HY 428;  ICA 431; T 430</p>
<p>4. Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Marti in Cuba.</p>	<p><b>Student Edition:</b>  451-452, 453-459  <b>Teacher Wraparound Edition:</b>  C 459; CAT 451; CT 456; DI 456; E 455; ETC 454;  F 453; RA 459</p>
<p>5. Evaluate the changes brought about by the Meiji Restoration period in Japan (e.g., modernization, changes in policies on Western influence).</p>	<p><b>Student Edition:</b>  479-486  <i>Chart Skills</i> 482  <b>Teacher Wraparound Edition:</b>  CS 482; CTA 482; ETC 480; F 479; WA 482</p>
<p>6. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.</p>	<p><b>Student Edition:</b>  200, 250-251, 269, 271, 279, 320, 430, 431  <i>A Story That Matters</i> 428  <i>National Geographic</i> 444-447  <b>Teacher Wraparound Edition:</b>  RS 430</p>
<p>7. Discuss events that shaped the social structure of Russia in the 19th and early 20th century, including:</p> <ul style="list-style-type: none"> <li>• Peasants, aristocracy, and serfdom</li> <li>• Czarist reforms and the abolition of serfdom</li> <li>• Relations with the Ottoman Empire</li> <li>• Development of the Trans-Siberian railroad and other forms of modernization</li> </ul>	<p><b>Student Edition:</b>  413-414, 416, 484-485, 514-519  <b>Teacher Wraparound Edition:</b>  CLA 515; CT 515, 517; DI 413; ETC 414, 484;  F 514; ICA 517; RA 519; RC 414; TP 414; WA 517</p>

STANDARDS	PAGE REFERENCES
<b>F. The Era of the Great Wars (1914-1945)</b>	
<p>1. Analyze the causes and aftermath of World War I, including:</p> <ul style="list-style-type: none"> <li>• The growth of European nationalism and increased competition for resources and markets</li> <li>• Technology and the changing face of war</li> <li>• The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin’s political ideology, Marxist economic policies, Stalin’s policies on industrialization)</li> <li>• The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East</li> <li>• Nationalism and propaganda</li> <li>• Disintegration of the Ottoman Empire</li> </ul>	<p><b>Student Edition:</b> 499-502, 503-509, 514-519, 521-526, 534 <i>The Way It Was</i> 504-505 <i>Then and Now</i> 506</p> <p><b>Teacher Wraparound Edition:</b> C 502; CTA 506; DI 524, 544; ETC 523; F 499; RA 502; RS 500; TN 506; TP 523</p>
<p>2. Analyze the background and global consequences of actions leading to World War II, including:</p> <ul style="list-style-type: none"> <li>• The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs</li> <li>• The rise of totalitarian governments in the Soviet Union, Germany, and Italy</li> <li>• The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society</li> <li>• Other twentieth century genocides (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan’s occupations in China and Korea)</li> <li>• Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war</li> </ul>	<p><b>Student Edition:</b> 533-538, 540-546, 548-553, 591-595, 596-604, 606-611, 612-618</p> <p><b>Teacher Wraparound Edition:</b> C 546; CAT 542, 550; CLA 543; CT 549; F 533, 540; TP 617</p>

STANDARDS	PAGE REFERENCES
<b>G. The Modern World (1945-1979)</b>	
<p>1. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:</p> <ul style="list-style-type: none"> <li>• The origin and major developments of the Cold War</li> <li>• Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO</li> <li>• The formation, structure, and purpose of the United Nations</li> <li>• The Truman Doctrine and the Marshall Plan</li> <li>• The growth and decline of Communism in Eastern Europe</li> <li>• The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia</li> <li>• The international arms race and nuclear proliferation</li> <li>• The non-aligned nations during the Cold War as the voice of the Third World</li> </ul>	<p><b>Student Edition:</b> 617-618, 631-636, 683-687, 688-691, 693-696, 703-709 <i>National Geographic</i> 617, 633, 634</p> <p><b>Teacher Wraparound Edition:</b> C 636; CAT 633; DI 636; E 634; F 631; GS 617, 633, 634; RA 635; TP 633</p>
<p>2. Apply historical analysis to explain global political, economic, and social changes in the 20th century, including:</p> <ul style="list-style-type: none"> <li>• Growth and adaptation of Communism in China</li> <li>• Japan’s economic and political transformation and growth of East Asian economies</li> <li>• Conflicts in Eastern Europe and the Middle East</li> <li>• The Israel/Palestine conflict</li> <li>• The impact of Gandhi and the nonviolence movement</li> <li>• Apartheid and South Africa</li> </ul>	<p><b>Student Edition:</b> 703-704, 711-716, 723-728 <i>National Geographic</i> 713, 724 <i>People in History</i> 705</p> <p><b>Teacher Wraparound Edition:</b> C 716, 728; CC 713; ETC 724; GS 713, 724; ICA 712; RS 713; WA 705</p>

STANDARDS	PAGE REFERENCES
<b>H. Looking to the Future (1980-present)</b>	
<p>1. Analyze global political, economic, and social changes in the 20th century, including:</p> <ul style="list-style-type: none"> <li>• The Gulf War</li> <li>• The war in Iraq</li> <li>• Growth of a world economy with the information, technological, and communications revolutions</li> <li>• The oil crisis and impact of oil producing countries on world economy</li> <li>• The development of Third World nations</li> </ul>	<p><b>Student Edition:</b> 626-627, 714, 715, 753-754</p> <p><b>Teacher Wraparound Edition:</b> C 716; CAT 752; CLA 626; CTA 715, 754; G 626; T 626; TP 753</p>
<p>2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.</p>	<p><b>Student Edition:</b> 495, 617, 633-635, 644-645, 660, 664, 667, 754, 756-757</p> <p><b>Teacher Wraparound Edition:</b> CAT 633; CLA 494; E 634; RA 670; RS 634, 757; T 494; W 617</p>
<p>3. Evaluate the paradoxes and promises of the 21st century, including:</p> <ul style="list-style-type: none"> <li>• Technological growth</li> <li>• Economic imbalance and social inequalities among the world's people</li> <li>• New patterns of world migration shaped by international labor demands</li> <li>• Global market, economy, trade, and communications</li> <li>• Rapid population growth and increasing urbanization</li> <li>• The growth of terrorism as a means of warfare</li> <li>• Democratic reform</li> </ul>	<p><b>Student Edition:</b> 626-627, 672-673, 754-755</p> <p><i>A Story that Matters</i> 750</p> <p><i>Connections</i> 673</p> <p><i>Picturing History</i> 672</p> <p><b>Teacher Wraparound Edition:</b> CLA 626; ETC 673; G 627; M 749; PH 672; SLP 626; T 626, 750; TTA 624</p>
<p>4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.</p>	<p><b>Student Edition:</b> 684, 751-753, 754</p> <p><i>National Geographic</i> 752</p> <p><b>Teacher Wraparound Edition:</b> CLA 752; E 684; GS 752</p>