



WORLD HISTORY

Modern Times

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STANDARDS	
Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	
There are no benchmarks for this standard for this Grade/Course.	
Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	
There are no benchmarks for this standard for this Grade/Course.	

STANDARDS			
Strand		History	
Standard 3: History: WORLD HISTORY-Understand important historical events from classical civilization through the present			
Topic	Pre-modern Times, Pre 1500 C.E.	Page References	
Benchmark SS.11.3.1	Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world	Student Edition: 38-40, 44-45, 72-74, 82-85, 90-93 <i>Voices from the Past</i> 36 <i>Reading Check</i> 40, 45, 74, 91 <i>Section Assessment</i> 45 #4-#7, 95 #5- #7 <i>Picturing History</i> 73 <i>Turning Point</i> 74 <i>Geography Skills</i> 91 <i>Opposing Viewpoints</i> 92-93 Teacher Wraparound Edition: CC 39, 73; CLA 44, 75, 90; CT 92; DI 38, 73; RS 39; TP 74; WA 90	
Sample Performance Assessment (SPA)	The student: Determines the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant and insightful conclusions about their relationships	Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant conclusions about their relationships	Describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world	Ineffectively describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world

STANDARDS			
Topic	Pre-modern Times, Pre 1500 C.E.		Page References
Benchmark SS.11.3.2 Sample Performance Assessment (SPA)	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges		Student Edition: 40, 93, 105-106, 123, 136-137 <i>Geography Skills</i> 41, 123 <i>Reading Check</i> 93, 123 Teacher Wraparound Edition: CLA 106, 137; CTA 93; E 123; EC 105; TP 136; WWW 41
	The student: Determines the consequence of conflicts, communications, and exchanges in pre-modern times, including the Crusades, Mongol conquests, and technological (e.g., the forging of iron), biological (e.g., smallpox), and commercial (e.g., precious metals) exchanges.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant and insightful conclusions	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant conclusions	Describe the effects of global interactions in pre-modern times	Ineffectively describe the effects of global interactions in pre-modern times
Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.		Page References
Benchmark SS.11.3.3 Sample Performance Assessment (SPA)	Explain the impact of the exploratory and commercial expeditions in the 15th and 16th century, including the voyages of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and European voyages to North America		Student Edition: 189-195, 268-269 <i>The Impact Today</i> 186 <i>A Story That Matters</i> 188 <i>Voices from the Past</i> 189 <i>Opposing Viewpoints</i> 192-193 <i>Eyewitness to History</i> 196 <i>Geography Skills</i> 268 Teacher Wraparound Edition: C 195; CAT 195; CC 190, 193; CT 192; E 268; GG 193; HY 188; I 188; ICA 190
	The student: Describes changing relationships between world regions in early modern times (e.g., Europe to Asia and the Americas).		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Explain, with detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Explain, with minimal detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Ineffectively describe the impact of the exploratory and commercial expeditions in the 15th and 16th century
Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.	Page References	
Benchmark SS.11.3.4	Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary)	Student Edition: 194-195, 197-199, 202-203 <i>Voices from the Past</i> 197 Teacher Wraparound Edition: C 195, 204; CC 193; CLA 191, 199; CT 192, 199; E 198; GG 193; RS 198; WA 203	
Sample Performance Assessment (SPA)	The student: Describes how two regions involved in a global exchange in early modern times were affected (e.g., impact of smallpox in Americas).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with minimal detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Ineffectively explain the effects of global exchanges in the Americas, Europe, Asia, and Africa

STANDARDS			
Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.	Page References	
Benchmark SS.11.3.5	Examine the political structure in major world regions, including Qing China at the time of the Kangxi emperor, Japan at the time of Tokugawa Ieyasu, the Ottoman Empire at the time of Suleyman the Magnificent, and the Hapsburg Empire at the time of Charles V	Student Edition: 174-175, 270-272, 279-281 <i>Special Report</i> 246-249 <i>Voices from the Past</i> 267 <i>Reading Check</i> 280 Teacher Wraparound Edition: C 272; CT 272, 280, 282; E 249; EC 271; FF 247; RS 280; SRS 246; T 246-247	
Sample Performance Assessment (SPA)	The student: Analyzes how ruling classes mobilized resources to maintain empires (e.g., how Tokugawa depended on agricultural production to support the political and military elite).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the political structure in major world regions, making significant connections, insights, and generalizations	Examine the political structure in major world regions, making connections, insights, and generalizations	Describe the political structure in major world regions	Ineffectively describe the political structure in major world regions

STANDARDS			
Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.	Page References	
Benchmark SS.11.3.6	Examine the major developments in European cultural and intellectual history, including the Renaissance, Reformation, Enlightenment, and Scientific Revolution	Student Edition: 157-161, 164-169, 171-175, 177-179, 180-181, 293-299, 300-307 <i>A Story That Matters</i> 156 <i>Geography Skills</i> 159 <i>History Through Art</i> 160 <i>Reading Check</i> 165, 166, 168, 169, 175 <i>Geography Skills</i> 167 <i>Eyewitness to History</i> 170 <i>Picturing History</i> 178 <i>A Story That Matters</i> 292 <i>Chart Skills</i> 295 #2	
Sample Performance Assessment (SPA)	The student: Evaluates the roles of prominent individuals (e.g. Leonardo daVinci, Galileo, Voltaire) in European cultural and intellectual development.	Teacher Wraparound Edition: AA 156; C 163, 169, 175, 299; CAT 160, 304; CC 159, 160, 170, 173, 302; CLA 158, 168, 178; CT 167, 297, 302, 304, 305; CTA 161; E 174, 295; EC 160, 167, 296; HY 156, 292; RA 169, 175; RS 159, 166, 174; TP 173; WA 302	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the major developments in European cultural and intellectual history, making significant connections, insights, and generalizations	Examine the major developments in European cultural and intellectual history, making connections, insights, and generalizations	Identify the major developments in European cultural and intellectual history	Ineffectively identify the major developments in European cultural and intellectual history

STANDARDS			
Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.		Page References
Benchmark SS.11.3.7	Compare the causes and effects of the early modern democratic revolutions, including the American Revolution, French Revolution, Haitian Revolution, and South American revolutions		Student Edition: 321-322, 329-335, 453-455 <i>Looking Back... to See Ahead</i> 152-153 <i>Picturing History</i> 301 <i>Turning Point</i> 321 <i>A Story That Matters</i> 328 <i>Reading Check</i> 455 Teacher Wraparound Edition: BN 152; C 322; CC 330, 332; CD 153; CLA 152; CT 332; DI 332; EC 333, 454; HY 328; I 152, 328; RA 322, 335; TP 321;
Sample Performance Assessment (SPA)	The student: Examines the influence of Enlightenment ideas on revolutionary leaders (e.g., Washington and Bolivar).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the causes and effects of the early modern democratic revolutions, drawing relevant and insightful conclusions	Compare the causes and effects of the early modern democratic revolutions, drawing relevant conclusions	Describe the causes and effects of the early modern democratic revolutions	Ineffectively describe the causes and/or effects of the early modern democratic revolutions
Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.		Page References
Benchmark SS.11.3.8	Describe the socio-economic impact of the industrial revolution		Student Edition: 363-370 <i>Looking Back ... to See Ahead</i> 358-359 <i>Turning Point</i> 363 <i>The Way It Was</i> 368 <i>Picturing History</i> 370 Teacher Wraparound Edition: BN 358; CAT 367; CLA 366; DI 364, 368; FTCD 360D; G 359; I 358; ICA 367; RS 369; TP 364, 365
Sample Performance Assessment (SPA)	The student: Explains the global effects of inventions (e.g., steam engine) and explains the role of women (e.g., in the factory system) during the industrial revolution.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the socio-economic impact of the industrial revolution, making significant connections, insights, and generalizations	Describe the socio-economic impact of the industrial revolution, making connections, insights, and generalizations	Describe the social or the economic impact of the industrial revolution	Ineffectively describe the social and economic impact of the industrial revolution
Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.	Page References	
Benchmark SS.11.3.9	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific	Student Edition: 429-434, 436-442, 448-452 <i>Key Events</i> 426 <i>The Impact Today</i> 426 <i>A Story That Matters</i> 428 <i>Voices from the Past</i> 429 <i>Chart Skills</i> 430 Teacher Wraparound Edition: AA 428; C 434; CA 438; CC 431, 450; CT 432; CTA 437; E 431, 440, 449; I 428; IT 426; WA 432	
Sample Performance Assessment (SPA)	The student: Explains the causes and effects of European, American, and Japanese imperialism in Africa, Asia, and the Pacific.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific, drawing relevant and insightful conclusions	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific	Describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific	Ineffectively describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific
Topic	The Twentieth Century, 1914-1989	Page References	
Benchmark SS.11.3.10	Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Student Edition: 499-501, 523-524, 534 <i>Preview Questions</i> 499 #2 <i>Reading Strategy</i> 499 <i>Reading Check</i> 500 <i>Geography Skills</i> 500 Teacher Wraparound Edition: C 502; CC 524; CLA 501; RS 500	
Sample Performance Assessment (SPA)	The student: Explains the causes and global effects of World War I.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Describe, using relevant examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Describe, using weakly connected examples, the role of secret alliances and nationalism in triggering the outbreak of World War I	Ineffectively describe the role of secret alliances and nationalism in triggering the outbreak of World War I
Topic	The Twentieth Century, 1914-1989	Page References	
Benchmark SS.11.3.11	Explain the rise of fascist governments, emergence of communism, and the global effects of the Great Depression	Student Edition: 517-519, 536, 540-546, 548-553 <i>A Story That Matters</i> 532 <i>Turning Point</i> 536 <i>Voices from the Past</i> 540 <i>People in History</i> 542, 543 <i>Chart Skills</i> 552 Teacher Wraparound Edition: C 538; CA 550; CAT 536, 542, 543, 544; CLA 534; CT 550; CTA 551; DI 544, 549; FTCO 530D; HY 532; I 532; RA 546; RS 535, 552; TP 536; WA 517, 518	
Sample Performance Assessment (SPA)	The student: Describes tensions and conflicts of the interwar years.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression, drawing relevant and insightful conclusions	Explain the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression	Trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression	Ineffectively trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression

STANDARDS			
Topic	The Twentieth Century, 1914-1989		Page References
Benchmark SS.11.3.12	Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust		Student Edition: 596-604, 606-611 <i>Geography Skills</i> 599, 602 <i>Turning Point</i> 599 <i>Section Assessment</i> 604 #1-#8 <i>Voices from the Past</i> 606 <i>People in History</i> 607 <i>Reading Check</i> 611 Teacher Wraparound Edition: C 611; CAT 598, 607; CC 602; CT 598, 600, 604, 608; DI 599; EC 598, 610; RS 600; TP 599, 601; WWWWW 600, 609
Sample Performance Assessment (SPA)	The student: Analyzes the causes, events, and atrocities of World War II.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the significant events, technological developments, and turning points of World War II, making significant connections, insights, and generalizations	Examine the significant events, technological developments, and turning points of World War II, making connections, insights, and generalization	Describe the significant events, technological developments, and turning points of World War II	Identify the significant events, technological developments, and turning points of World War II
Topic	The Twentieth Century, 1914-1989		Page References
Benchmark SS.11.3.13	Describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya		Student Edition: 568-571, 703-705, 735-736 <i>Voices from the Past</i> 568 <i>Turning Point</i> 570 <i>Geography Skills</i> 704 <i>Reading Check</i> 735, 736 Teacher Wraparound Edition: CC 569; CT 736; E 571; ICA 569; RS 570; TP 704; WWWWW 736
Sample Performance Assessment (SPA)	The student: Explains the aims of nationalist movements and attempts by colonial countries to achieve independence after WW II in Asia and Africa.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with minimal detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Ineffectively describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya
Topic	The Twentieth Century, 1914-1989	Page References	
Benchmark SS.11.3.14	Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Student Edition: 617, 631-636, 711-712, 713-714, 756-757 <i>Voices from the Past</i> 631, 711 <i>Turning Point</i> 633, 711 <i>Reading Check</i> 712, 714, 757 <i>Section Assessment</i> 758 #5, #6	
Sample Performance Assessment (SPA)	The student: Describes the impact of the U.N., the significance of the creation of Israel, and the consequences of the Cold War.	Teacher Wraparound Edition: C 636, 758; CAT 634; CC 713; CLA 633; CT 714; EC 632; ICA 712; RA 635; RS 713; TP 633	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Name major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Recognize major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War
Topic	The Twentieth Century, 1914-1989	Page References	
Benchmark SS.11.3.15	Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Student Edition: 635, 689-690, 704, 723-726 <i>Picturing History</i> 689 <i>Turning Point</i> 689 <i>Reading Check</i> 690, 704 <i>Geography Skills</i> 724	
Sample Performance Assessment (SPA)	The student: Explains the causes and global effects of the revolutionary movements in China, Algeria and Cuba.	Teacher Wraparound Edition: C 691; CLA 689, 724; 725; TP 689, 725	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution, drawing relevant and insightful conclusions	Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Name revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Recognize revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution
Topic	The Contemporary World 1989-present	Page References	
Benchmark SS.11.3.16	Examine the significant effects of technological developments and biological exchanges in the contemporary world	Student Edition: 751-755 <i>Voices from the Past</i> 751 <i>Reading Check</i> 753, 754 <i>Turning Point</i> 753 <i>Section Assessment</i> 755 #4, #7, #8 Teacher Wraparound Edition: C 755; CAT 752; CLA 752; TP 753	
Sample Performance Assessment (SPA)	The student: Assesses the impact of technological developments (e.g., the Internet) and biological exchanges (e.g., the spread of AIDS) in the contemporary world.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine, using relevant and insightful examples, the significant effects of technological developments and biological exchanges in the contemporary world	Examine, using relevant examples, the significant effects of technological developments and biological exchanges in the contemporary world	Explain the significant effects of technological developments or the effects of biological exchanges in the contemporary world	Ineffectively explain the significant effects of technological developments and biological exchanges in the contemporary world
Topic	The Contemporary World 1989-present	Page References	
Benchmark SS.11.3.17	Examine critical human rights issues in the contemporary world	Student Edition: 756-758 <i>Voices from the Past</i> 756 <i>Reading Check</i> 758 Teacher Wraparound Edition: C 758; CLA 752; RS 757	
Sample Performance Assessment (SPA)	The student: Analyzes recent human rights violations such as ethnic cleansing, child labor, and political oppression.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine critical human rights issues in the contemporary world, drawing relevant and insightful conclusions	Examine critical human rights issues in the contemporary world, drawing relevant conclusions	Examine critical human rights issues in the contemporary world, drawing weakly supported or irrelevant conclusions	Ineffectively examine critical human rights issues in the contemporary world
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			
Topic	Comparative Government	Page References	
Benchmark SS.11.4.1 Sample Performance Assessment (SPA)	Compare the features of republican and absolutist governments that emerged in 17th century Europe	Student Edition: 219-221, 223-229 <i>Turning Point</i> 219 <i>Reading Check</i> 221, 226 <i>Voices from the Past</i> 223 <i>Picturing History</i> 226 Teacher Wraparound Edition: C 229; CAT 227; CC 220; CT 225, 227; E 225; EC 219; RA 221; RS 225; TP 219	
	The student: Analyzes the differences between a republic (e.g., England after the Glorious Revolution) and an absolute monarchy (e.g., France during the reign of Louis XIV).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the features of republican and absolutist governments that emerged in 17th century Europe, making significant connections, insights, and generalizations	Compare the features of republican and absolutist governments that emerged in 17th century Europe, making connections, insights, and generalizations	Explain the features of republican and absolutist governments that emerged in 17th century Europe	Identify the features of republican and absolutist governments that emerged in 17th century Europe

STANDARDS			
Strand	Political Science/Civics		
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
There are no benchmarks for this standard for this Grade/Course.			
Strand	Cultural Anthropology		
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			
There are no benchmarks for this standard for this Grade/Course.			
Strand	Geography		
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
Topic	Places and Regions		
Benchmark SS.11.7.1	Trace changing political boundaries under the influence of European imperialism		
Sample Performance Assessment (SPA)	The student: Examines the new political boundaries created by imperial and colonial authorities in Asia, Africa, and the Pacific.		
Page References			
Student Edition: 429-432, 436-442 <i>Age of Imperialism</i> RA32 <i>Geography Skills</i> 203, 431, 437 Teacher Wraparound Edition: ICA 431			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace, with accuracy, changing political boundaries under the influence of European imperialism	Trace, with no significant errors, changing political boundaries under the influence of European imperialism	Trace, with a few significant errors, changing political boundaries under the influence of European imperialism	Trace, with many significant errors, changing political boundaries under the influence of European imperialism
Topic	World in Spatial Terms	Page References	
Benchmark SS.11.7.2	Use tools and methods of geographers to understand changing views of world regions	Student Edition: RH 10 – RH 11, 2-3 Teacher Wraparound Edition: CAT 3; CT 2; WA 2	
Sample Performance Assessment (SPA)	The student: Uses geographic representations to understand changing conceptions of the western hemisphere after Christopher Columbus.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use tools and methods of geographers to understand changing views of world regions	Usually use tools and methods of geographers to understand changing views of world regions	Sometimes use tools and methods of geographers to understand changing views of world regions	Rarely use tools and methods of geographers to understand changing views of world regions
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			
Topic	Economic Interdependence	Page References	
Benchmark SS.11.8.1	Explain how the exchange rate affects trade, imports, exports, and the economy of a nation	Student Edition: Economic issues related to exchange rates, imports, exports, and the economy of a nation are discussed on pages 195, 433, and 754. <i>Voices from the Past</i> 429 <i>Reading Check</i> 755 Teacher Wraparound Edition: C 434; CAT 195; CTA 754	
Sample Performance Assessment (SPA)	The student: Describes the connection between exchange rates and balance of trade.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with minimal detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Ineffectively explain how the exchange rate affects trade, imports, exports, and the economy of a nation
Topic	Economic Interdependence	Page References	
Benchmark SS.11.8.2	Describe the distribution of the world's resources as it affects international economic relationships	Student Edition: 399, 683-685, 714, 754 Teacher Wraparound Edition: C 755; CT 684; CTA 754; E 684; ICA 714; RS 399	
Sample Performance Assessment (SPA)	The student: Explains the effect of the oil crisis of the 1970s on American society.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the distribution of the world's resources as it affects international economic relationships	Describe, with detail, the distribution of the world's resources as it affects international economic relationships	Describe, with minimal detail, the distribution of the world's resources as it affects international economic relationships	Ineffectively describe the distribution of the world's resources as it affects international economic relationships
Topic	Role and Function of Markets	Page References	
Benchmark SS.11.8.3	Describe how the determinants of demand (i.e., income, substitutes, complements, number of buyers, tastes, expectations) affect the price and availability of goods and services	Student Edition: 190, 400, 536, 538 Teacher Wraparound Edition: CC 400; CT 537; E 190	
Sample Performance Assessment (SPA)	The student: Explains how multinational corporations facilitate meeting the consumer demands for the global marketplace.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using relevant and insightful examples, how the determinants of demand affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of demand affect the price and availability of goods and services	Describe the determinants of demand	Ineffectively describe the determinants of demand
Topic	Role and Function of Markets	Page References	
Benchmark SS.11.8.4	Describe how the determinants of supply (i.e., price and availability of inputs, technology, government regulation, number of sellers) affect the price and availability of goods and services	Student Edition: 544-545, 714, 724 <i>Section Assessment 546 #6</i> <i>Reading Check 724</i> Teacher Wraparound Edition: EC 724; ICA 714	
Sample Performance Assessment (SPA)	The student: Explains the economic impact of a ban on a particular imported good.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using relevant and insightful examples, how the determinants of supply affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of supply affect the price and availability of goods and services	Describe the determinants of supply	Ineffectively describe the determinants of supply