

GLENCOE CORRELATION
AMERICAN ODYSSEY: THE 20TH CENTURY AND BEYOND
KANSAS

Curricular Standards for Civics-Government,
Economics, Geography, and History

STANDARDS	PAGE REFERENCES
CIVICS-GOVERNMENT	
Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.	
Benchmark 1: The student understands the rule of law as it applies to family, school, local, state, and national governments.	
1. evaluates the purpose and function of law.	SE: 84-85, 91, 94, 670-671, 713-714 <i>Checking Facts</i> 191
2. analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good (i.e., eminent domain, martial law during disasters, health and safety issues).	SE: 185, 528, 537, 546-548, 842-843 <i>Checking Facts</i> 191 <i>Critical Thinking #2</i> 120 TWE: CC 340, 537 IP 671 VI 185
3. explains the meaning of the terms civic life, politics, and governments.	SE: 90, 112-116, 146-147, 251-252, 898-899 TWE: C 90 CL 113, 898 PP 115 T 251
4. explains when individual political and economic freedoms can be sacrificed for the public well-being (e.g., eminent domain, martial law during disasters, health and safety issues).	SE: 185, 528, 537, 546-548, 842-843 <i>Checking Facts</i> 191 <i>Critical Thinking #2</i> 120 TWE: CC 340, 537 IP 671 VI 185
Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture.	
1. recognizes that a nation's values are embodied in its constitution, statutes, and important court cases (i.e., <i>Dred Scott v. Sanford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Topeka Board of Education</i>).	SE: 116-117, 164, 282, 669-671, 713-714, 716-717 <i>Critical Thinking</i> 118 TWE: C 717 CL 669 MSN 715
2. describes how citizens' responsibilities require subordination of their personal rights and interests for the public good (e.g., justice, fairness, equity).	SE: 185, 528, 537, 546-548, 842-843 <i>Checking Facts</i> 191 <i>Critical Thinking #2</i> 120 TWE: CC 340, 454, 537 IP 671 VI 185

STANDARDS	PAGE REFERENCES
3. knows core civic values inherent in the founding documents that have been the focus for unity in American society (i.e., free speech, religion, press, assembly, and other basic civil rights).	SE: 90, 102-103, 105-106, 109 <i>Cooperative Learning</i> 121 <i>Recalling Facts #7</i> 120 <i>Section Assessment</i> 90 TWE: C 90
4. explains the importance of shared political and civic values and beliefs to the maintenance of a government by constitution in a diverse American society (i.e., freedoms and responsibilities within the Bill of Rights, civil rights amendments and other documents related to our government by constitution).	SE: 90, 102-103, 186-187, 682, 687, 709 <i>Cooperative Learning</i> 121 TWE: C 90, 689
5. identifies and explains the fundamental values and principles of the American constitutional republic as expressed in historical documents, speeches, and events, and ways in which these values and principles can be in conflict.	SE: 81-82, 91-111, 686 <i>Turning Point</i> 258-261, 404-407 TWE: C 261 CL 81, 406
6. explains the meaning of citizenship in the United States.	SE: 90, 102-103, 105-106 TWE: C 90 CC 454 CL 406 CT 458
Benchmark 3: The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.	
1. describes the purposes, organization, and function of the three branches of government and independent regulatory agencies in relation to the U.S. Constitution	SE: 84-85, 91-96, 96-99, 99-100, 116-117 <i>Chart</i> 85 <i>Critical Thinking</i> 118 TWE: CL 267 EC 84
2. compares and contrasts the relationship between federalism and states' rights.	SE: 84, 88-90, 187, 190, 252-253 TWE: C 85 CL 89
3. explains the central idea that the written Constitution sets forth the organization creating a republican form of government.	SE: 84-85, 91-111 <i>Critical Thinking #3</i> 120 <i>Recalling Facts</i> 120 TWE: C 85 EC 84
4. explains the role the U.S. government plays in formulating economic and foreign policy.	SE: 113-114, 115, 117-118, 455-460, 816-819, 858-861 TWE: C 460 CL 113 MSN 818 PP 455
Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.	SE: 115-116, 267-268, 275-278, 893-897, 898-899 <i>Checking Facts</i> 118 TWE: CL 275 PP 899

STANDARDS	PAGE REFERENCES
2. explains how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.	SE: 703, 707-708, 810-811, 842-843, 901 <i>Turning Point</i> 136-139 TWE: C 139, 901 CT 707 MSN 702
3. analyzes policies, actions, and issues regarding the rights of individuals (e.g., <i>Brown vs. Topeka Board of Education, American Disabilities Act, Title 9, PL94142</i>).	SE: 186, 544-546, 670-671, 682, 687, 713-714, 716-717, 724-731 TWE: C 717 PP 671
4. examines issues regarding political rights (e.g., to be an informed voter, participant in the political process).	SE: 186, 187, 253-254, 257, 282, 682, 683-684, 689 TWE: C 191, 689 FYI 684
5. analyzes issues regarding economic rights within the United States (i.e., free enterprise, rights of choice, government regulation).	SE: 269-271, 354-359, 362-368, 456-457, 545-546 TWE: C 359 CL 354 PP 269
6. takes and defends a position on issues regarding the proper scope and limits of rights, and the criteria used to set those rights, including compelling national interests, public safety and the rights of others (e.g., eminent domain, clear and present danger, national security risk).	SE: 185, 528, 537, 546-548, 842-843 <i>Checking Facts</i> 191 <i>Critical Thinking #2</i> 120 TWE: CC 340, 537 IP 671 VI 185
7. defines issues regarding civic responsibilities of citizens in the American constitutional government (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process).	SE: 90, 102-103, 105-106 TWE: C 90 CC 454 CL 406 CT 458
8. evaluates, takes, and defends positions about the roles of interest groups, voluntary associations, and other groups in American politics and the consequences of conflict among these groups in the promotion and implementation of public policy.	SE: 730-731, 857, 898, 899 <i>Turning Point</i> 738-741, 922-925 TWE: CL 740, 924 CT 730
Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.	
1. compares various political systems/economic systems with that of the republican government of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles and political culture (i.e., constitutional monarchy, parliamentary democracy, dictatorships, capitalism, fascism, socialism, communism, tribal government).	SE: 26, 84, 91-111, 216-217, 492-497 TWE: CC 458 CL 493 EC 26 PP 495
2. evaluates, takes, and defends differing positions on issues regarding the proper relationships among national, state, and local governments.	SE: 84, 88-90, 187, 190, 252-253 TWE: C 85 CL 89

STANDARDS	PAGE REFERENCES
3. examines the major forms and responsibilities of the state and local governments (i.e., city, county, state).	SE: 84, 88-90, 187, 190, 252-253 TWE: C 85 CL 89
4. compares the structure, function, and relationship of American Indian tribal governments to the federal government.	SE: 26, 84, 91-111 <i>Critical Thinking</i> 52 TWE: C 27 EC 26
5. discusses the purpose of international relations, both regional and worldwide (trade, defense, economic and defense alliances, regional security).	SE: 350, 352, 571, 818, 840-841, 881-882, 896, 897 TWE: C 822 FYI 881 PP 572
6. describes the purpose and functions of multi-national organizations (e.g., NATO, International Court of Justice, International Red Cross, Amnesty International, United Nations).	SE: 564, 565, 571 <i>Technology Activity</i> 595 TWE: FYI 571 PP 572
7. takes and defends a position concerning the use of various tools in carrying out U.S. foreign policy (e.g., trade sanctions, extension of “most favored nation” status, military interventions).	SE: 117, 497, 881-882, 896-897, 933 <i>Critical Thinking #2</i> 888 TWE: FYI 881
ECONOMICS	
Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making Skills as a consumer, producer, saver, investor, and citizen in an interdependent world.	
Benchmark 1: The student understands how scarcity of resources requires choices.	
1. describes ways people respond to incentives in order to allocate scarce resources to provide the highest possible return.	SE: 435-436, 528, 899 <i>Portfolio Project</i> 449 TWE: C 436, 843 CP 435 PP 527
2. explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (illustration: choosing a location for a new airport creates noise pollution and influences community growth).	SE: 842, 901 <i>Geography: Impact on History</i> 148-149, 604-605, 902-903 TWE: C 149 T 604
Benchmark 2: The student understands how the market economy works in the United States.	
1. defines Gross Domestic Product (GDP) and Gross National Product (GNP).	SE: 527, 599, 859 <i>Vocabulary</i> 531
2. explains the importance of economic growth to an economy and how GDP is used to measure it.	SE: 527, 599, 859 <i>Vocabulary</i> 531
3. explains the factors that could change the supply or demand for a product.	SE: 117, 141, 216, 737, 858 TWE: CC 141, 601 EC 528 VI 420
4. analyzes how prices change when either a shortage or surplus of goods or services develops.	SE: 398-399, 528, 632 <i>Critical Thinking</i> 413 TWE: IP 398 VI 632

STANDARDS	PAGE REFERENCES
5. describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., pure competition versus pure monopoly).	SE: 264, 269, 270-271 <i>Critical Thinking</i> 885 <i>Reinforcing Skills</i> 291 TWE: ECP 264
6. describes the advantages and disadvantages of forming a partnership, proprietorship, and corporation.	SE: 356-358, 601-602, 884 TWE: PP 356
7. analyzes the role of money, banking, and the Federal Reserve System in the economy (e.g., interest rates, monetary policy).	SE: 152-153, 278-279, 422, 839, 859, 883-884, 910-911
Benchmark 3: The student analyzes how different economic systems, institutions, and incentives affect people.	
1. provides examples of absolute and comparative advantage between nations.	SE: 881-885, 896 <i>Critical Thinking</i> 885, #2 888 TWE: FYI 881
2. explains that trade based on comparative advantage is mutually advantageous (i.e., individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations).	SE: 881-885, 896 <i>Critical Thinking</i> 885, #2 888 TWE: FYI 881
3. compares the benefits and costs of different allocation methods (e.g., first come, first serve; prices, contests, lottery, majority rule).	SE: 528, 632 <i>Critical Thinking</i> 531 <i>Distributing Rational Goods</i> 529 TWE: EC 528 GS 529
4. explains how a change in exchange rates affects the flow of trade between nations and a nation's domestic economy.	SE: 881-882, 896 TWE: FYI 881
5. compares characteristics of traditional, command, market, and mixed economies.	SE: 276 <i>Vocabulary</i> 279 TWE: EC 278
Benchmark 4: The student analyzes the role of the government in the economy.	
1. explains why certain goods and services are provided by the government (e.g., infrastructure, schools, waste management, national defense).	SE: 155, 603, 920-921 <i>Critical Thinking</i> 921 <i>Geography: Impact on History</i> 384-385 TWE: GT 384
2. explains the advantages and disadvantages when fiscal policy is used by the federal government to influence the U.S. economy (e.g., change in taxes, spending).	SE: 632, 839, 859, 883, 894, 906, 911 TWE: PP 859 VI 632, 882
3. evaluates issues and the relationship between the federal budget and the national debt (e.g., deficits, surpluses).	SE: 858-859, 904, 906 <i>Graph</i> 839, 859 TWE: PP 859
4. analyzes how trade agreements affect international trade and economic and social conditions (i.e., GATT, NAFTA, Most Favored Nation Status).	SE: 881-882, 896 <i>Critical Thinking</i> 885, #2 888 TWE: FYI 881

STANDARDS	PAGE REFERENCES
5. gives examples of how government policies influence the economy (i.e., minimum wage laws, anti-trust laws, EPA, WPA, farm subsidies).	SE: 270-271, 277-278, 457, 469-470, 635, 637, 655, 703 TWE: FYI 469 PP 655
Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
1. describes the impact of changes in the economy on personal income.	SE: 381, 528, 599-600, 632 TWE: CC 601 CT 530
2. illustrates how the demand and supply of labor is influenced by productivity, education, Skills, and retraining.	SE: 530-531, 632 <i>Geography: Impact on History</i> 540-541 TWE: C 541 VI 531
3. explains how an individual's income will differ in the labor market depending on supply and demand for his/her Skills, abilities, and/or education level.	SE: 530-531, 632 <i>Geography: Impact on History</i> 540-541 TWE: C 541 VI 531
4. develops a personal budget that identifies sources of income and expenditures (e.g., wages, rent, payments, savings, taxes, insurance).	SE: 435-436, 904, 906 TWE: CL 419 ECP 416
5. determines the costs and benefits of using a credit card.	SE: 380, 381 <i>Vocabulary</i> 383 TWE: MSN 884
6. analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, certificates of deposit).	SE: 38, 418-421, 458, 884 <i>Main Idea</i> 427 TWE: C 427
GEOGRAPHY	
Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.	
Benchmark 1 - Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
1. locates major political and physical features of Earth from memory and compares the relative locations of those features (see Appendix 2 for assessment items).	SE: 7, 13-16, 936-949 <i>Social Studies Skills</i> 10, 181 TWE: CL 7, 12 IP 340 T 7, 10, 181
2. interprets maps and other graphic representations to analyze world events to suggest solutions to world problems (e.g., suburban areas vs. inner cities, development vs. conservation, land use in the world or local community, nuclear waste disposal, relocation of refugees).	SE: <i>Geography: Impact on History</i> 148-149, 340-341, 604-605, 746-747, 814-815, 902-903 TWE: C 149 GT 148, 540, 814 MA 746, 902

STANDARDS	PAGE REFERENCES
3. analyzes ways in which mental maps influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, pioneer settlement sites).	SE: 22-23, 133 <i>Geography: Impact on History</i> 148-149, 604-605 <i>Map</i> 131 TWE: C 605 MS 131 T 148
4. produces maps and other geographic representations, using data from a variety of sources (e.g., census data, interviews, GIS and other databases, questionnaires) to answer geographic questions and solve geographic problems.	SE: <i>Social Studies Skills</i> 10, 181, 461 TWE: T 10, 181, 461
5. uses geographic tools and technology to interpret and justify spatial organization.	SE: <i>Chart</i> 235, 341 <i>Social Studies Skills</i> 211 <i>Study and Writing Skills</i> 673 TWE: MS 235 T 211, 673
Benchmark 2: Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.	
1. demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems).	SE: 6-9, 11-17 <i>Cooperative Learning</i> 18 <i>Critical Thinking</i> 9, 17 TWE: CL 7 ECP 4 T 13
2. explains the factors that contribute to human and physical changes in regions (i.e., environmental changes expand or contract regions, technology alters perception and use of the place, migration changes cultural characteristics).	SE: 22-23, 30-35, 341-343, 430-431, 432, 534-536, 919 <i>Critical Thinking</i> 345 <i>Geography: Impact in History</i> 438-439 TWE: C 35, 439 CL 23 PP 433
3. uses regions to analyze past and present geographic issues to answer geographic questions (illustrations: conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).	SE: 9, 13-14 <i>Cooperative Learning</i> 18 <i>Critical Thinking</i> 9, 17 TWE: MS 10
4. explains why regions are important to individual and group identities as symbols for unifying or fragmenting society (e.g., Arab World, Bible Belt, Japanese during W.W. II, Chinatown).	SE: 9, 13-14, 537-538, 546-548 <i>Cooperative Learning</i> 18 <i>Geography: Impact on History</i> 814-815 TWE: C 815 CP 547
5. analyzes the ways in which people's perception and use of places and regions reflect individual perspective and cultural change (e.g., land use, property value, settlement patterns, job opportunities).	SE: 235, 341-343, 402 <i>Geography: Impact on History</i> 148-149, 814-815 TWE: C 149 CL 235 GT 148, 814

STANDARDS	PAGE REFERENCES
Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.	
1. describes which physical processes affect different regions of the world (i.e., desertification in the Sahel, earthquakes in the Pacific Rim, drought and dust storms in the Plains, soil degradation in the tropics, floods, hurricanes).	SE: 213, 430-431 <i>Geography: Impact on History</i> 438-439 TWE: C 439 GT 438 MA 439
2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g., folding, faulting, volcanism, atmospheric and ocean circulation).	SE: 8, 13-14
3. analyzes the distribution of ecosystems by interpreting relationships between soil, climate, plant, and animal life.	SE: 14, 430-431 <i>Geography: Impact on History</i> 438-439 TWE: C 439 CP 16 EC 15 MA 439 PP 14
4. describes the ways in which Earth's physical processes are dynamic and interactive (i.e., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).	SE: 14, 16, 22-23, 430-431 <i>Geography: Impact on History</i> 438-439 TWE: C 439 EC 15 MA 439
5. analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., carrying capacity, biological magnification, reduction of species diversity, acid rain, ozone depletion, contamination).	SE: 842-843, 901 <i>Geography: Impact on History</i> 902-903 TWE: C 843, 903
Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
1. predicts trends and evaluates the local-to-global impact of population growth and migration on physical and human systems in response to environmental, social, economic, political, and technological changes (i.e., stress on infrastructure, impact on environment, cultural diffusion, socioeconomic changes and pressures).	SE: 234-237, 842-843, 901 <i>Geography: Impact on History</i> 902-903 TWE: C 843, 903 EC 238
2. analyzes how communication and transportation contribute to both cultural divergence and cultural convergence (e.g., nationalism, ethnic elitism, cross-cultural adaptation, popularization of ethnic foods).	SE: 236-237, 283-285, 537-538, 621-623 <i>Critical Thinking #1</i> 284 TWE: CP 623 MSN 283 PP 537 VI 285

STANDARDS	PAGE REFERENCES
3. evaluates the spatial aspects of economic activities and systems (e.g., market areas and demand, locational advantages, trade partnerships, land value, labor supply and cost, resource availability, transportation access, interdependence; primary, secondary, tertiary, quarternary economic activities (illustrations: electronics assembly in northern Mexico, relationships between zoning laws and land values, trade routes before and after building a major canal, impact of foreign investment or international debt crisis).	SE: 24-25, 298-299, 350, 881-882, 896 <i>Geography: Impact on History</i> 148-149 TWE: C 149 CP 299 GT 148
4. analyzes the functions, structures, and characteristics of local-to-global settlement patterns (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of megalopoli, edge cities and metropolitan corridors, impact of transportation technology, increasing number of ethnic enclaves).	SE: 235-237, 318-320, 355-356, 603 <i>Geography: Impact on History</i> 148-149, 604-604 TWE: C 149, 605 MSN 236
5. explains how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (i.e., regional planning districts, free-trade zones, trade partnerships, disputes resulting from national, ethnic, religious, economic differences, conflicts between internal interests and external forces).	SE: 117, 881-882, 896 <i>Critical Thinking</i> 885 TWE: FYI 881
Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.	
1. evaluates the local-to-global impacts that technology has on human modification of the physical environment (e.g., capacity to support human activity, Green Revolution, clear cut logging, construction on flood plains, strip-mining, desert settlements, over-fishing, internal combustion engines, toxic waste, modern farming practices).	SE: 268-269, 455-456, 842-843, 901 <i>Critical Thinking</i> 273 TWE: CP 271
2. evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, aquaculture, alternative uses for marginal land, seawalls, earthquake-resistant construction).	SE: 268-269, 455-456, 842-843, 901 <i>Critical Thinking</i> 273 TWE: CP 271
3. evaluates policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, international agreements on using the seas, differing views on rain forest use).	SE: 810, 842-843, 860, 901 <i>Geography: Impact on History</i> 902-903 TWE: C 903 MA 902

STANDARDS	PAGE REFERENCES
4. explains the relationship between resources and the exploration, colonization, and settlement patterns of different regions of the world (i.e., mercantilism, imperialism, colonialism, Gold Rush, Alaskan pipeline).	SE: 30-31, 198, 295-301 TWE: CL 31, 295 PP 199
KANSAS HISTORY	
History Standard: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research Skills.	
Benchmark 1: The student understands individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541-1820).	
1. describes the social and economic impact of the Spanish and French on the American Indians in Kansas before the Louisiana Purchase.	SE: 131 * <i>American Odyssey: The 20th Century and Beyond</i> includes all aspects of U.S. history.
Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of migration.	
1. analyzes the influence of Manifest Destiny on the settlement of Kansas.	SE: 130-135, 197, 219 TWE: VI 197, 219
2. compares and contrasts the perspectives of European Americans and American Indians with regard to land usage on the Kansas frontier.	SE: 200-201 TWE: EC 200 PP 199
Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.	
1. describes the development of towns on the Missouri River in relationship to the slavery issue in the Kansas Territory.	SE: 162, 170-171 <i>Recalling Facts #2</i> 193
2. evaluates the role of women in advancing the anti-slavery cause in the Kansas Territory.	This objective can be met during teacher/class discussion.
Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s-1890s).	
1. explains how the 14th and 15th Amendments to the U.S. Constitution applied to the <i>Brown v. Topeka Board of Education</i> decision.	SE: 186, 670-671, 708-709 <i>Recalling Facts #2</i> 696
2. evaluates the social and economic factors that led to the Exoduster movement of African Americans from the South to Kansas.	SE: 184 TWE: C 191 CP 189
3. describes challenges faced by immigrants to Kansas during the 19th century.	SE: 184, 191, 236-237 TWE: EC 238
4. analyzes the ways the People's Party Platform of 1892 proposed to address the social and economic issues facing Kansas and the nation.	SE: 212-215 <i>Checking Facts</i> 217 TWE: T 213
Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of industrialization and modernization in Kansas (1890s-1920s).	
1. explains how the course of progressivism can be traced through the editorials of William Allen White in the <i>Emporia Gazette</i> .	SE: 251, 276, 340-341

STANDARDS	PAGE REFERENCES
2. explains the significance of the Girard newspaper <i>Appeal to Reason</i> to the Socialist movement in the U.S.	This objective can be met during teacher/class discussion.
3. describes the role of Kansas agriculture to the U.S. involvement in World War I (e.g., “Win the War with Wheat”)	SE: 317
Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s-1940s).	
1. describes the impact the Kansas Dust Bowl made on social and economic conditions in the western United States.	SE: 430-431 <i>Geography: Impact on History</i> 438-439 TWE: C 439 T 438
2. describes the impact of New Deal programs on the local area by using WPA or other records.	SE: 454-459, 469-471 TWE: C 471 EC 456
3. describes the opposition to New Deal programs by Alf Landon and the Republican Party.	SE: 465-466, 467-469, 471 TWE: CL 465 EC 468
4. explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins, Gordon Parks).	SE: 391-392 <i>Critical Thinking</i> 392 TWE: VI 392
Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).	
1. researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition (e.g., education, health care, environment).	SE: <i>Critical Thinking Skills</i> 119, 280, 657 <i>Social Studies Skills</i> 320 <i>Study and Writing Skills</i> 673 <i>Technology Skills</i> 369 TWE: T 119, 280, 320, 657, 673
2. explains how Kansans have responded to the effects of increasing urbanization and industrialization (e.g., shift in populations, school unification, municipal services).	SE: 235, 402, 618-620, 622
3. examines the history of racial/ethnic relations in Kansas and applies this knowledge to current events.	SE: 162, 170-171, 184, 191 TWE: CT 170
Benchmark 8: The student engages in historical thinking Skills.	
1. analyzes historical materials to trace development of an idea or trend in Kansas history over a prolonged period of time to explain patterns of historical continuity and change.	SE: <i>Critical Thinking Skills</i> 393 <i>Portfolio Project</i> 123 <i>Social Studies Skills</i> 320, 823, 913 <i>Then...Now</i> 122-123, 410-411, 554-555 TWE: 320, 393, 823, 913
2. develops and implements effective research strategies to investigate a given historical topic in Kansas history.	SE: <i>Critical Thinking Skills</i> 119, 393 <i>Social Studies Skills</i> 320, 732, 795, 823, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 119, 320, 393, 586, 732, 795, 823, 913

STANDARDS	PAGE REFERENCES
3. examines and analyzes primary and secondary sources to differentiate between historical facts and historical interpretations in Kansas history.	SE: <i>Social Studies Skills</i> 320, 732, 823, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 320, 586, 732, 823, 913
4. compares competing historical narratives of Kansas history, by contrasting choice of questions, use and choice of sources, perspectives, beliefs, and points of view of different historians in order to demonstrate how these factors contribute to varied interpretations.	SE: <i>Critical Thinking Skills</i> 499, 657 <i>Social Studies Skills</i> 732, 795 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 499, 586, 657, 732, 795
UNITED STATES HISTORY	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research Skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States to 1763.	
1. explains how religious freedom emerged in the North American colonies.	SE: 40, 49-50 <i>Critical Thinking</i> 41 <i>Turning Point</i> 42-45 TWE: C 45 TP 42
2. analyzes political factors that contributed to the development of representative government.	SE: 39, 50, 56-60 TWE: C 60 T 57
3. uses cause and effect to show how slavery reshaped European and African life in the Americas.	SE: 34-35, 41 <i>Critical Thinking</i> 35, 50 TWE: C 35 EC 34 PP 49 VI 41
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1850).	
1. describes how the principles of the Declaration of Independence justified American independence.	SE: 56-60, 61-63, 67 <i>Recalling Facts</i> #5 76
2. analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.	SE: 66-70 <i>Critical Thinking</i> #4 77 <i>Technology Activity</i> 77 TWE: C 70 CL 67
3. explains the military and diplomatic factors that helped produce the Treaty of Paris.	SE: 68 <i>Geography and History</i> 161

STANDARDS	PAGE REFERENCES
4. analyzes the ideas established by the Constitution, and events that led to its adoption including the arguments advanced in the <i>Federalist Papers</i> .	SE: 80-85, 88-90, 91-111 <i>Critical Thinking</i> 90 TWE: C 85, 90 CL 89 PP 83
5. explains the Bill of Rights and the reasons for the challenges registered against it.	SE: 90, 102-103 <i>Cooperative Learning</i> 120 <i>Technology Activity</i> 121 TWE: C 90
6. analyzes political interests and views regarding the War of 1812.	SE: 117-118, 141 TWE: CC 141
7. describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.	SE: 132, 133-135 <i>Turning Point</i> 136-139 TWE: C 139 CL 138
8. evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny.	SE: 219 TWE: CL 219 T 219
9. explains the impact of the Industrial Revolution during the early and later 19th century.	SE: 140-143 <i>Critical Thinking</i> 147 <i>Social Studies Skills</i> 181 TWE: C 149 CL 141 PP 143
10. analyzes how slavery influenced economic and social elements of Southern society.	SE: 155-156, 164-171 TWE: CL 165 IP 166
11. evaluates the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period.	SE: 164-171 <i>Critical Thinking</i> 171 TWE: C 171 CT 170
Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial Era of United States history (1850 to 1900).	
1. constructs a well-supported historical argument explaining the Union victory in the Civil War.	SE: 172, 174-179 <i>Reinforcing Skills</i> 192 TWE: CL 173 PP 175
2. analyzes why various Reconstruction plans succeeded or failed (e.g., the 13th, 14th, and 15th amendments, different perspectives on Reconstruction).	SE: 178-180, 184-191 <i>Critical Thinking</i> 180, 191 TWE: C 191 CL 185
3. explains how the rise of big business, heavy industry, and mechanized farming transformed American society to analyze issues associated with urban growth in the late 19th century.	SE: 204-210, 213-217, 235-236 <i>Critical Thinking</i> 217 SE: C 210 IP 214 MSN 206 T 205

STANDARDS	PAGE REFERENCES
4. evaluates massive migration and immigration after 1870.	SE: 236-237, 283-284 <i>Graph</i> 236 TWE: MSN 236
5. evaluates new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.	SE: 282-285 <i>Critical Thinking #1</i> 290
6. analyzes changes in social and class development in the late 19th century (e.g., ghettos, slums, private vs. public welfare).	SE: 237-238, 244-245 <i>Checking Facts #2</i> 239
7. explains the rise of the American labor movement to analyze influences on the workforce during the late 19th century (i.e., hours, conditions, child labor wages).	SE: 215-217, 246-247 <i>Critical Thinking</i> 217, 239 TWE: C 217 VI 246
8. analyzes elements that contributed to late 19th century expansionist foreign policy.	SE: 218-223 <i>Critical Thinking</i> 225 <i>Portfolio Project</i> 225 TWE: IP 220
9. evaluates the objectivity of newspaper accounts of political and military actions during this period.	SE: 222 TWE: C 223
Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1900 to 1930).	
1. describes the spread of Progressive ideas and the successes of the Progressive movement (i.e., political influence on elections, desire to have government regulation of private businesses and industries).	SE: 234-239, 242-248, 250-257, 266-273, 274-279, 281-287 <i>Technology Activity</i> 263 TWE: C 248 CL 251, 275 EC 246
2. evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.	SE: 294-301 TWE: C 301 CL 295 EC 298 PP 297
3. uses immediate, long range, and multiple causation to explain the causes of World War I. [See World History Eleventh Grade Benchmark 6]	SE: 304-311 <i>Critical Thinking</i> 311 TWE: C 311 CL 305 CT 310 EC 308 PP 307
4. analyzes how the home front influenced and was influenced by U.S. involvement in World War I.	SE: 315, 317-319 <i>Critical Thinking</i> 319 TWE: C 319 CL 315 ECP 292
5. analyzes factors that contributed to changes in work, production, and the rise of a consumer culture during the 1920s (e.g., leisure time, technology, communication, travel).	SE: 353-359, 362-368, 376-383, 386-392 TWE: C 359, 368, 383, 392 CL 354, 363, 377, 387

STANDARDS	PAGE REFERENCES
6. describes the various social conflicts that took place in the early 1920s (i.e., rural vs. urban, fundamentalism vs. modernism, Prohibition, nativism).	SE: 386-392, 396-403 <i>Critical Thinking</i> 403 TWE: C 403 CL 397 CT 402
7. explains the influences on women’s roles in American society during the 1920s.	SE: 367-368, 383 <i>Critical Thinking</i> #3 372, 383 TWE: VI 367
8. frames historical questions that address changes in the social and cultural life of American society in the 1920s.	SE: 386-392, 396-403 <i>Critical Thinking</i> 403 TWE: C 403 CL 397 CT 402
9. interprets how the arts, music, and literature reflected social change during the Jazz Age.	SE: 386-392 <i>Critical Thinking</i> 392 TWE: PP 389
Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930 to 1945).	
1. analyzes the causes and impact of the Great Depression to determine how it affected American society.	SE: 418-427, 430-436, 440-445 <i>Critical Thinking</i> 427, 445 TWE: C 436 CL 441 CT 425 PP 433
2. analyzes the costs and benefits of New Deal programs (i.e., farmers, workers, welfare state, role of federal government, the disenfranchised).	SE: 455-459, 469-471, 476-480 <i>Checking Facts</i> 471 <i>Critical Thinking</i> 460 TWE: T 460, 471, 481
3. analyzes the impact of Franklin D. Roosevelt on the presidency.	SE: 471, 480-481
4. explains the results of the Japanese attack on Pearl Harbor (i.e., U.S. entrance into W.W. II, Japanese relocation in internment camps, social and economic change).	SE: 505, 508-510
5. evaluates how World War II influenced the home front (i.e., role of women, government, minorities, popular media, internment camps, conscientious objectors). [See World History Eleventh Grade Benchmark 6]	SE: 524-531, 534-539, 542-548 <i>Critical Thinking</i> 539 TWE: C 548 CL 525, 535 CT 530
6. evaluates how Hitler’s “Final Solution” evolved and the Allies’ response to the Holocaust (i.e., demoralized Germany, economic reasons, religious reasons, Hitler’s youth movement, <i>Mein Kampf</i> , state controlled education and police propaganda, groups targeted, belief in the Aryan race, response of containment by the Allies).	SE: 511-512 <i>Technology Activity</i> 521 TWE: EC 512 GT 511 VI 512

STANDARDS	PAGE REFERENCES
7. explains the impact of the Manhattan Project from a variety of perspectives (e.g., science, technology, medicine, military, business, humanity).	SE: 514-515 <i>Turning Point</i> 516-519 TWE: C 515
8. constructs a well-supported argument that analyzes the Truman administration's decision to drop the first atomic bomb.	SE: <i>Turning Point</i> 516-519 TWE: C 515 CL 518
9. evaluates how the United States emerged as a superpower as a result of World War II.	SE: 515, 563-566 TWE: CL 563 PP 565
Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United States history (since 1945).	
1. describes the legacy of the New Frontier and the Great Society domestic programs.	SE: 708-709, 810-811 <i>Cooperative Learning</i> 720 TWE: MSN 702
2. analyzes the shift from industrial to service to information economies.	SE: 598-603, 919 TWE: EC 602
3. analyzes population shifts after World War II (e.g., suburbanization, movement to sunbelt).	SE: 607-608, 915-916 <i>Geography: Impact on History</i> 604-605, 814-815 TWE: EC 610 GT 604 PP 609
4. analyzes the origins of the Cold War and the advent of nuclear politics (i.e., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, and the Berlin Wall). [See World History Eleventh Grade Benchmark 7]	SE: 563-568, 569-573 TWE: CL 563 EC 566, 573 FYI 565
5. traces how the events and policies of the Cold War developed and changed over time (e.g., Cuban missile crisis, struggles in Yugoslavia and Afghanistan, Berlin Wall removed, the fall of the U.S.S.R.).	SE: 563-568, 569-575, 576-583, 587-593 TWE: C 593 CL 563, 588 EC 566 IP 578
6. analyzes the containment policy as it relates to the Korean conflict.	SE: 574-575 <i>Critical Thinking</i> 575 TWE: CL 570
7. analyzes the significance of McCarthyism.	SE: 641-647 TWE: C 647 CL 641 CT 646
8. explains the U.S. involvement in the Vietnam War from a variety of perspectives (e.g., social, political, economic, military, media subculture).	SE: 768-775, 776-783, 786-794, 796-801 <i>Technology Activity</i> 805 TWE: C 794 CL787 CT 774 PP 799

STANDARDS	PAGE REFERENCES
9. evaluates significant influences in the struggle for racial and gender equity and for the extension of civil rights (e.g., legislation, court decisions, individuals, subculture, employment, education).	SE: 668-672, 674-679, 680-689, 690-695, 724-731, 733-737 TWE: C 672, 679, 737 CL 669, 675, 725 PP 683, 693
10. describes developments in foreign and domestic policies between the Nixon and current presidencies.	SE: 816-822, 836-843, 856-861, 876-885, 892-901 TWE: C 822, 861 CT 842, 882 T 817
11. describes the impact of developments in technology, global communication, and transportation in the postmodern era (e.g., computers, satellites, interstate highway system, space exploration, media, air travel).	SE: 603, 919-920 <i>Science, Technology and Society</i> 844-845, 962-963 TWE: C 845, 863
12. explains how expanding educational opportunities have affected our society.	SE: 893, 920-921 <i>Critical Thinking</i> 921 TWE: EC 918
13. analyzes major contemporary social issues and the groups involved.	SE: 914-921 TWE: C 921 CL 916 CT 920 EC 918
14. describes how changes in the national and global economy have influenced the workplace.	SE: 883, 905-906, 910-911 TWE: EC 911 PP 883
Benchmark 7: The student engages in historical thinking Skills.	
1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time in United States history to explain patterns of historical continuity and change.	SE: <i>Critical Thinking Skills</i> 249 <i>Portfolio Project</i> 485 <i>Social Studies Skills</i> 320 <i>Then and Now</i> 226-227, 484-485, 848-849 TWE: PP 227 T 249, 320
2. develops and implements effective research strategies for investigating a specific historical topic in United States history.	SE: <i>Critical Thinking Skills</i> 119, 393 <i>Social Studies Skills</i> 320, 732, 823, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 119, 320, 393, 586, 732, 823, 913
3. examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations.	SE: <i>Critical Thinking Skills</i> 657 <i>Social Studies Skills</i> 320, 732, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 320, 586, 657, 832, 913
4. compares competing historical narratives in United States history by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.	SE: <i>Critical Thinking Skills</i> 280, 499, 657 <i>Social Studies Skills</i> 732, 795, 823 TWE: T 280, 499, 657, 732, 795, 823

STANDARDS	PAGE REFERENCES
WORLD HISTORY	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research Skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.	
1. defines the term civilization and applies it to the civilizations of the ancient Middle East.	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
2. describes major accomplishments of early Middle Eastern civilizations in establishing strong economic and political systems, laying the foundation for learning and the arts, and the establishment of Judaism as the first monotheistic religion.	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
3. evaluates the accomplishments and characteristics of early civilizations in India and China (e.g., Dynastic Cycle, Mandate of Heaven, caste system, the Silk Road).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the time of the great classical civilizations of Greece, Rome, India, and China.	
1. describes the enduring contributions of important individuals from Greek civilizations (e.g., Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, Sophocles, Archimedes, Hippocrates, Euclid).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
2. evaluates the impact of Greek theory on the practice of government (i.e., lack of minority protection in Athenian direct democracy, Plato's <i>Republic</i> , Aristotle's six forms of government, role of demagogues).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
3. evaluates the Roman legacy (e.g., architecture, technology and science, literature, language, law).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
4. describes the history of early Christianity, including the teachings of Jesus, the role of St. Paul, transformation of Christianity from persecuted religion to the official faith of the Roman Empire and the organization of the early church.	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
5. describes the beliefs of the major religions and philosophical systems of the world and their influence on the development of societies (i.e., Christianity, Hinduism, Buddhism, Confucianism, Taoism).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .

STANDARDS	PAGE REFERENCES
Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilizations (500-1450).	
1. explains the importance of the Byzantine Empire in continuing the legacy of Rome and establishing the Orthodox branch of Christianity.	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
2. describes the development and beliefs of Islam (e.g., Koran, Five Pillars, role of Mohammed, Sunni and Shiite Islam, place of women in Islamic society).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
3. compares and contrasts Islamic achievements with those of medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
4. analyzes the impact of interaction with the Islamic world on the culture of medieval Europe (i.e., Crusades, trade, rediscovery of Greek and Roman learning).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
5. describes feudalism, manorialism, and Roman Catholicism as the dominant political, economic, religious, and social systems of medieval Europe.	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
6. explains how and why Russia developed a different culture than Western Europe (e.g., not part of Roman Empire, Byzantine influence, Mongol domination).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
7. describes the origins of representative government in England (i.e., Magna Carta, the Model Parliament of 1295).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
8. contrasts the unbroken continuity of civilization in China with the disruption in the West after the fall of Rome.	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
9. describes the influence of China on Japan (e.g., Buddhism, Confucianism, the arts, writing).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the emerging global age (1400-1750).	
1. explains the significance of the Renaissance through the accomplishments of Petrarch, Raphael, Leonardo Da Vinci, Michelangelo, Machiavelli, Shakespeare, Gutenberg.	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
2. explains the significance of the Reformation (i.e., the ideas of Luther and Calvin, the English Reformation, conflict related to the Reformation, the Catholic Reformation, religious warfare).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .
3. describes absolute monarchy in Europe (e.g., Phillip II, France from Henry IV to Louis XIV, Frederick the Great, Peter the Great).	This objective is covered in <i>Glencoe World History: The Human Experience</i> .

STANDARDS	PAGE REFERENCES
4. explains the significance of the Scientific Revolution (e.g., Copernicus, Bacon, Harvey, Galileo, Newton; invention of telescope, microscope).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
5. describes and explains the significance of the English Civil War and Glorious Revolution (i.e., limiting the power of the absolute monarch, power shifting to Parliament).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
6. analyzes the impact of European expansion into the Americas, Africa, and Asia (i.e., the establishment of colonial empires, the Columbian Exchange, growth of slavery, advances in navigation, influence of Christianity, rise of mercantilism and capitalism).	SE: 30-35, 36-41, 46-50 <i>Turning Point</i> 42-45 TWE: C 45 CL 31
7. describes the accomplishments and significance of the Ottoman, Safavid, and Mogul Empires.	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
8. describes major developments in Japan (e.g., Japan moving from feudal disorder to stability under the Tokugawa Shogunate, isolationism, cultural accomplishments).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
9. describes major developments in China (e.g., Ming naval expeditions; isolationism, restrictions on expeditions, trade, expeditions, and merchants; flourishing of Chinese arts).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Age of Revolutions (1650-1914).	
1. summarizes the ideas of major figures of the Enlightenment (e.g., Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Wollstonecraft).	This objective is covered in Glencoe <i>World History: The Human Experience</i> .
2. examines the development of political revolutions in the Americas (e.g., American Revolution, Toussaint L'Ouverture, Simon Bolivar, Hidalgo).	SE: 56-60, 61-63, 66-70 TWE: C 60, 70 CL 67 PP 59
3. analyzes the major events, causes, and outcomes of the French Revolution (i.e., economic crisis, social unrest, influence of Enlightenment ideas, Declaration of the Rights of Man, Bastille, Robespierre, the Terror, Thermidore, the rise and fall of Napoleon, the Vienna Settlement of 1815).	SE: 115 TWE: GC 115
4. analyzes the impact of the Industrial Revolution (i.e., improvements in production and transportation; ideas of Smith, Malthus, Ricardo, Marx, Mill, the Utopian Socialists; the rise of an urban working class and labor unions; reform movements, the extension of suffrage).	SE: 140-147, 204-210 TWE: C 147, 210 CL 141 PP 143

STANDARDS	PAGE REFERENCES
5. describes the impact of Western nationalism and imperialism (e.g., unification of Germany and Italy, competition for colonies in Africa and Asia, ideology of Social Darwinism and Rebellion, Boxer Rebellion, Sun-Yat-Sen).	SE: 210, 218-223, 294-301 <i>Critical Thinking</i> 210 TWE: CL 295 CP 299
6. examines key developments in the search for political democracy and social justice (e.g., revolutions of 1848; emancipation of serfs in Russia and ending of slavery in the United States; extension of suffrage for both men and women, Elizabeth Cady Stanton and the Pankhursts; rise of Bolshevism).	SE: 176-178, 184-191, 344-345 <i>Making Comparisons</i> 263 <i>Turning Point</i> 258-261 TWE: C 191 CL 261 CT 178
7. explains the rise of Meiji Japan as a world power (i.e., industrialization, militarization, the Sino-Japanese War, the Russo-Japanese War).	SE: 300-301
8. describes the discoveries and ideas of major figures in science and medicine (i.e., Nightingale, Pasteur, Lister, Darwin, Einstein, the Curies, Freud).	SE: 210
Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Era of Global Wars (1914-1945).	
1. explains the origin, course, and consequences of World War I (e.g., impact of technology, trench warfare, impact on civilization, nationalism, entangling alliances, imperialism, militarism, industrialism, attempt at international cooperation, Russian Revolution, rise of fascism, Hitler, cultural disillusionment, growth of nationalism). [See U.S. History Eleventh Grade Benchmark 4]	SE: 294-301, 304-311, 315-317, 321-327, 492-498 TWE: C 311, 327 CL 305, 322 CT 300, 310 EC 325 PP 297, 495
2. describes the establishment and development of the Soviet Union (e.g., Russian Revolutions of 1905, March 1917, November 1917, Lenin, Stalin, Trotsky, Russian Civil War, New Economic Policy, secret police, purges).	SE: 316, 322-323, 338, 340
3. describes the origins, course, and consequences of World War II (e.g., failure of the League of Nations, reaction against Versailles Treaty, failure of appeasement, Japanese imperialism, military technology, belligerents' strategy, nuclear age, Cold War, emergence of superpowers, regional security alliances, United Nations). [See U.S. History Eleventh Grade Benchmark 4]	SE: 492-498, 500-505, 508-515 <i>Turning Point</i> 516-519 TWE: C 498, 515 CL 509, 518 CT 514 EC 504 PP 495, 503
4. describes the rise of anti-colonial and national movements directed against European imperialism (e.g., Gandhi, Ho Chi Minh, Kuomintang).	SE: 677, 736, 768, 771, 779 TWE: PP 677 T 769

STANDARDS	PAGE REFERENCES
5. describes the changes in economic conditions and social structures (i.e., global depression, urbanization, labor, modernism in art and literature, class conflict).	SE: 376-383, 386-392, 396-403 TWE: C 392, 403 CL 377 CT 382 PP 389, 399
6. analyzes the impact of science and technology (e.g., communications, medicine, transportation, energy sources).	SE: 368, 389, 444 <i>Science, Technology and Society</i> 462-463 TWE: T 462 VI 444
Benchmark 7: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world since World War II.	
1. describes major events in the history of the Cold War (e.g., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the "Iron Curtain", the Berlin Wall, the Cuban missile crisis, attempts at freedom in Hungary and Czechoslovakia). [See U. S. History Eleventh Grade Benchmark 6]	SE: 562-568, 569-575, 576-583, 587-593 TWE: C 568, 583, 593 CL 563, 570 CT 582 PP 565
2. analyzes the impact of the collapse of the Soviet Union on world peace and stability (e.g., economic crisis in Russia, conflict in the Balkans).	SE: 865-870, 896-897 <i>Critical Thinking</i> 873 TWE: C 873 CP 870 EC 869
3. analyzes the role of ideology, nationalism, religion, and the struggle for human rights in regional conflicts (e.g., Northern Ireland, Latin America, the Balkans, India and Pakistan, U.S. Civil Rights, the Middle East, Rwanda).	SE: 668-672, 674-679, 680-689, 690-695, 870-873 TWE: C 672, 679 CP 870 PP 683, 693
4. analyzes the potential and problems presented by advances in science, technology, economics, and culture (e.g., genetic engineering, space exploration, communications, television, growth of education).	SE: 603, 919-920 <i>Science, Technology and Society</i> 844-845, 862-863 TWE: C 845, 863
5. describes the changes in economic conditions and social structures (e.g., mass education, population explosion, global economy, human rights, corporatism).	SE: 883, 893, 905-906, 910-911, 920-921 <i>Critical Thinking</i> 921 TWE: EC 911, 918 PP 883
6. analyzes the impact of science and technology (i.e., biotechnology, space exploration, global communications, immunization, environmentalism).	SE: 603, 919-920 <i>Science, Technology and Society</i> 844-845, 862-863 TWE: C 845, 863

STANDARDS	PAGE REFERENCES
Benchmark 8: The student engages in historical thinking Skills.	
1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change.	SE: <i>Critical Thinking Skills</i> 249 <i>Portfolio Project</i> 485 <i>Social Studies Skills</i> 320 <i>Then and Now</i> 226-227, 484-485, 848-849 TWE: PP 227 T 249, 320
2. develops and implements effective research strategies for investigating a given historical topic.	SE: <i>Critical Thinking Skills</i> 119, 393 <i>Social Studies Skills</i> 320, 732, 823, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 119, 320, 393, 586, 732, 823, 913
3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations.	SE: <i>Critical Thinking Skills</i> 657 <i>Social Studies Skills</i> 320, 732, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 320, 586, 657, 832, 913
4. compares competing historical narratives, by contrasting different historians' choices of questions, uses and choices of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.	SE: <i>Critical Thinking Skills</i> 280, 499, 657 <i>Social Studies Skills</i> 732, 795, 823 TWE: T 280, 499, 657, 732, 795, 823

Codes Used for TWE Pages

C	Close
CC	Curriculum Connection
CL	Cooperative Learning
CP	Cultural Perspectives
CT	Critical Thinking
EC	Extending the Content
ECP	Extra Credit Project
FYI	FYI
GC	Global Connection
GS	Graph Study
GT	Geographic Themes
IP	Independent Practice
MA	Mapping Activity
MS	Map Study
MSN	Meeting Special Needs
PP	Portfolio Project
T	Teach
TP	Turning Point
VI	Visual Instruction