



# WORLD HISTORY

## MODERN TIMES

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STANDARDS	PAGE REFERENCES
<p><b>12.2.1 WD HIST:1000 C.E.TO THE PRESENT, state of world</b></p> <p>Demonstrate an understanding of the state of the world about 1000 C.E.</p> <p>By the end of twelfth grade, students will demonstrate an understanding of the state of the world about 1000 C.E.</p>	
<p>° Summarize the institution of feudalism in Europe, Asia, and Africa.</p>	<p><b>Student Edition:</b> 120 <i>History &amp; Arts</i> 286 <b>Teacher Wraparound Edition:</b> CT 134</p>
<p>° Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.</p>	<p><b>Student Edition:</b> 52, 93, 100, 134 <i>National Geographic</i> 100, 134 <i>Reading Check</i> 200, 201 <i>Social History</i> 260-261 <i>Turning Point</i> 200 <b>Teacher Wraparound Edition:</b> AEC 261; EC 100; F 260; SP 261</p>

STANDARDS	PAGE REFERENCES
<p>° Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America</p>	<p><b>Student Edition:</b>  106-115, 118-125, 132-141, 147-149  <i>History &amp; Arts</i> 138  <i>Infographics</i> 107, 133  <i>National Geographic</i> 109, 114, 119  <i>Turning Point</i> 111  <b>Teacher Wraparound Edition:</b>  C 115; CT 111; SP 119</p>
<p>° Describe the location and culture of the Byzantine and Muslim empires.</p>	<p><b>Student Edition:</b>  123, 248-253  <i>Geography &amp; History</i> 254-255  <i>History &amp; Arts</i> 251  <i>People in History</i> 252  <i>Reading Check</i> 252  <b>Teacher Wraparound Edition:</b>  C 253; CT 252; DI 249; RS 251</p>
<p>° Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.</p>	<p><b>Student Edition:</b>  24-25, 70-71, 72-73, 78-79, 84, 118-119, 135-137, 140, 176-181, 182-183, 210-211  <i>National Geographic</i> 183  <i>Turning Point</i> 180  <b>Teacher Wraparound Edition:</b>  C 181; CT 137, 181; RS 84; WS 24</p>
<p>° Describe the conflict between religions, e.g., Crusades and the Great Schism.</p>	<p><b>Student Edition:</b>  123-125, 140  <i>Document Based Questions</i> 124  <i>National Geographic</i> 124  <b>Teacher Wraparound Edition:</b>  C 125; EC 124; SP 124, 125</p>
<p>° Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.</p>	<p><b>Student Edition:</b>  17, 146  <i>Infographics</i> 146  <b>Teacher Wraparound Edition:</b>  AIC 146; SP 146</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 12.2.2 WD HIST.:1000 C.E.TO THE PRESENT, Medieval period</b>	
Analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.	
By the end of twelfth grade, students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.	
<p>° Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.</p>	<p><b>Student Edition:</b> 432-437 <i>National Geographic</i> 433 <b>Teacher Wraparound Edition:</b> SP 433</p>
<p>° Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.</p>	<p><b>Student Edition:</b> 248-253, 262-267 <i>Geography &amp; History</i> 254-255 <i>History &amp; Arts</i> 264 <i>National Geographic</i> 249, 263 <i>People in History</i> 252 <i>Reading Check</i> 253 <b>Teacher Wraparound Edition:</b> C 253; CT 254; SP 249</p>
<p>° Explain the patterns of crisis and recovery, e.g., the Black Death.</p>	<p><b>Student Edition:</b> 139-141 <i>Analyzing Visuals</i> 143 <i>Social History</i> 142-143 <b>Teacher Wraparound Edition:</b> F 142</p>
<p>° Explain the preservation of Greek and Roman philosophy, medicine, and science.</p>	<p><b>Student Edition:</b> 44-45 <i>Critical Thinking Skills</i> 54 <i>Document Based Questions</i> 42 <i>History &amp; Arts</i> 40 <i>Infographics</i> 54 <i>Turning Point</i> 42 <b>Teacher Wraparound Edition:</b> CT 40; HCP 40</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 12.2.3 WD HIST.: 1000 C.E. TO THE PRESENT, Renaissance</b>	
Analyze the historical developments of the Renaissance.	
By the end of twelfth grade, students will analyze the historical developments of the Renaissance.	
<p>° Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.</p>	<p><b>Student Edition:</b> 162-167 <i>Critical Thinking Skills</i> 165 <i>History &amp; Arts</i> 165 <i>National Geographic</i> 163 <i>Social History</i> 168-169 <b>Teacher Wraparound Edition:</b> AEC 169; C 167; CT 164, 166; DI 167; WS 163</p>
<p>° Discuss the rise of Italian city-states.</p>	<p><b>Student Edition:</b> 163-164 <i>Geography Skills</i> 163 <b>Teacher Wraparound Edition:</b> CT 164; SP 163; WS 163</p>
<p>° Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.</p>	<p><b>Student Edition:</b> 174, 238 <i>Infographics</i> 239 <i>People in History</i> 174 <i>Reading Check</i> 174 <b>Teacher Wraparound Edition:</b> EC 174; RS 238</p>
<p>° Explain the Machiavell's theory of government as described in <i>The Prince</i>.</p>	<p><b>Student Edition:</b> 165 <i>Reading Check</i> 165 <b>Teacher Wraparound Edition:</b> DK 165; RS 165</p>
<p>° Describe the differences between the Italian and the Northern Renaissance.</p>	<p><b>Student Edition:</b> 173-175 <i>Document Based Questions</i> 172 <i>History &amp; Arts</i> 172 <b>Teacher Wraparound Edition:</b> CT 175</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 12.2.4 WD HIST.: 1000 C.E. TO THE PRESENT, Reformation</b>	
Analyze the historical developments of the Reformation.	
By the end of twelfth grade, students will analyze the historical developments of the Reformation.	
<p>° Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.</p>	<p><b>Student Edition:</b> 221 <i>Reading Check</i> 221 <b>Teacher Wraparound Edition:</b> C 221; DI 221</p>
<p>° Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.</p>	<p><b>Student Edition:</b> 40-41, 55, 227, 340-347, 363, 390 <i>Connecting to the United States</i> 240, 346 <i>Infographics</i> 54 <i>Reading Check</i> 227 <b>Teacher Wraparound Edition:</b> AIC 354; CT 55; RS 345, 363; WS 54</p>
<b>SS/H 12.2.5 WD HIST.:1000 C.E.TO THE PRESENT, European expansion</b>	
Analyze the impact of European expansion into the Americas, Africa, and Asia.	
By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia.	
<p>° Discuss the roles and motivations of explorers/conquistadors.</p>	<p><b>Student Edition:</b> 194-197 <i>History &amp; You</i> 194 <i>Reading Check</i> 195 <b>Teacher Wraparound Edition:</b> AI 199; DI 196; RS 196</p>
<p>° Explain the migration, settlement patterns, and cultural diffusion.</p>	<p><b>Student Edition:</b> 101, 443 <i>Connecting to the United States</i> 198 <i>Reading Check</i> 443 <i>Turning Point</i> 102 <b>Teacher Wraparound Edition:</b></p>
<p>° Explain the exchange of technology, ideas, and agricultural practices.</p>	<p><b>Student Edition:</b> 199-200, 204-205, 209-211 <i>Turning Point</i> 200 <b>Teacher Wraparound Edition:</b> C 207; CT 200; WS 211</p>

STANDARDS	PAGE REFERENCES
<p>° Discuss the trade in slaves, tobacco, rum, furs, and gold.</p>	<p><b>Student Edition:</b> 204-207 <i>National Geographic</i> 205 <i>Reading Check</i> 206 <i>Social History</i> 202-203 <b>Teacher Wraparound Edition:</b> C 207; DI 205; RS 207; SP 205</p>
<p>° Relate the introduction of new diseases.</p>	<p><b>Student Edition:</b> 139 <i>Social History</i> 142-143, 202-203 <b>Teacher Wraparound Edition:</b> A 143, 203; AIC 139, 143; B 142, 202; CT 203</p>
<p>° Discuss the influence of Christianity.</p>	<p><b>Student Edition:</b> 55-57, 72-73, 135-137, 176-181, 182-187 <i>Chart Skills</i> 186 <i>National Geographic</i> 177 <i>Turning Point</i> 57, 180 <b>Teacher Wraparound Edition:</b> CT 55; DI 56; WS 57</p>
<p>° Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.</p>	<p><b>Student Edition:</b> 200-201 <i>Reading Check</i> 200 <i>Social History</i> 202-203 <i>Turning Point</i> 200 <b>Teacher Wraparound Edition:</b> A 203; AEC 203; WS 202</p>
<p>° Describe the competition for resources and the rise of the Commercial Revolution and mercantilism.</p>	<p><b>Student Edition:</b> 204-205, 314 <i>Infographics</i> 314</p>
<p>° Explain the cultural changes in indigenous societies.</p>	<p><b>Student Edition:</b> 86, 460 <b>Teacher Wraparound Edition:</b> CT 460; RS 86</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 12.2.6 WD HIST:1000 C.E. TO THE PRESENT, religions</b>	
Compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.	
By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.	
<p>° Compare and contrast major leaders and events.</p>	<p><b>Student Edition:</b> 55, 70, 72-73, 82, 90-92, 179-180 <i>People in History</i> 178 <i>Time Notebook</i> 66 Turning Point 180 <b>Teacher Wraparound Edition:</b> CT 55, 179</p>
<p>° Compare and contrast sacred writings.</p>	<p><b>Student Edition:</b> 18-19, 24-25, 70, 72, 74, 76, 78, 80, 82 <i>The Five Pillars of Islam</i> 92 <b>Teacher Wraparound Edition:</b> RS 18</p>
<p>° Compare and contrast traditions, customs, and beliefs.</p>	<p><b>Student Edition:</b> 18-19, 24-25, 31, 55, 68-86 <b>Teacher Wraparound Edition:</b> ACL 73; AIC 82; ATC 78; C 31; CT 19, 75; RS 72, 74, 80; WS 19, 57</p>
<p>° Explain monotheistic versus polytheistic views.</p>	<p><b>Student Edition:</b> 19, 68-69, 72, 78, 80 <b>Teacher Wraparound Edition:</b> CT 19; DI 68; RS 80; WS 19</p>
<p>° Discuss geographic distribution at different times.</p>	<p><b>Student Edition:</b> 18-19, 24-25, 31, 56-57, 68 <i>Connecting to the Unites States</i> 18 <i>History &amp; Arts</i> 25 <i>Turning Point</i> 57 <b>Teacher Wraparound Edition:</b> ACL 68; AIC 70; EC 18; RS 78; SP 69</p>
<p>° Compare and contrast political, social, and economic influences of each.</p>	<p><b>Student Edition:</b> 24-25, 31, 55, 68-86 <i>History &amp; Arts</i> 25 <i>Reading Check</i> 31 <b>Teacher Wraparound Edition:</b> ACL 73; RS 74, 80</p>

STANDARDS	PAGE REFERENCES
<p>° Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.</p>	<p><b>Student Edition:</b> 703, 707, 715, 760-765 <i>National Geographic</i> 761</p> <p><b>Teacher Wraparound Edition:</b> CT 715; RS 765; SP 761; WS 764</p>
<p><b>SS/H 12.2.7 WD HIST:1000 C.E. TO THE PRESENT, changes</b></p>	
<p>Analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.</p>	
<p>By the end of twelfth grade, students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.</p>	
<p>° Explain the impact of scientific ideas on political institutions, social movements, and religion.</p>	<p><b>Student Edition:</b> 86-97, 304-305, 405-406, 440-442, 710 <i>Opposing Viewpoints</i> 305 <i>People in History</i> 442 <i>Reading Check</i> 406</p> <p><b>Teacher Wraparound Edition:</b> CT 442; RS 304; WS 305</p>
<p>° Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.</p>	<p><b>Student Edition:</b> 228-233 <i>History &amp; Arts</i> 229 <i>National Geographic</i> 231, 232 <i>Reading Check</i> 230, 232 <i>Social History</i> 234-235</p> <p><b>Teacher Wraparound Edition:</b> AIC 235; C 233; RS 231; SP 229</p>
<p>° Compare and contrast the Glorious Revolution in England and the French Revolution.</p>	<p><b>Student Edition:</b> 227, 340-347, 350-357 <i>Analyzing Primary Sources</i> 358-359 <i>Connecting to the United States</i> 346 <i>History &amp; Arts</i> 343 <i>People in History</i> 352 <i>Political Cartoons</i> 341 <i>Reading Check</i> 227 <i>The Reign of Terror</i> 354-355</p> <p><b>Teacher Wraparound Edition:</b> AIC 345; C 357; CT 346; SP 343</p>

STANDARDS	PAGE REFERENCES
<p>° Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.</p>	<p><b>Student Edition:</b> 240-241, 312-315, 332-333 <i>Connecting to the United States</i> 240 <i>Reading Check</i> 241, 313 <b>Teacher Wraparound Edition:</b> C 241; RS 240, 315; WS 241</p>
<p>° Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.</p>	<p><b>Student Edition:</b> 302-309, 311 <i>National Geographic</i> 303 <i>Opposing Viewpoints</i> 305 <i>Reading Check</i> 309 <b>Teacher Wraparound Edition:</b> C 309; CT 304, 305, 308; DI 304; EC 306; WS 305</p>
<p>° Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.</p>	<p><b>Student Edition:</b> 302-309, 379-385, 416-419 <i>National Geographic</i> 303 <i>Science, Technology &amp; Society</i> 197, 382, 418, 528 <i>Social History</i> 534-535 <i>Turning Point</i> 306 <b>Teacher Wraparound Edition:</b> ACL 307, 382; C 309; CT 418; RS 382, 419</p>
<p>° Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.</p>	<p><b>Student Edition:</b> 312-315, 325-327, 402-405 <i>Infographics</i> 314 <i>People in History</i> 313 <i>Reading Check</i> 314 <b>Teacher Wraparound Edition:</b> C 327; CT 313; EC 313; RS 313; WS 403</p>
<p>° Discuss the influence of religious beliefs on art, politics, science, and commerce.</p>	<p><b>Student Edition:</b> 236-238, 291-292, 304, 313 <i>History &amp; Arts</i> 237 <i>National Geographic</i> 291 <i>Opposing Viewpoints</i> 305 <b>Teacher Wraparound Edition:</b> CT 313; RS 304; SP 237</p>

STANDARDS	PAGE REFERENCES
<b>SS/H 12.2.8 WD HIST:1000 C.E. TO THE PRESENT, political develop</b>	
Describe 19th century political developments in Europe, and their impact on the world.	
By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world.	
<p>° Summarize the Congress of Vienna and its influence on the political geography of Europe.</p>	<p><b>Student Edition:</b> 388-389 <i>Geography Skills</i> 389 <i>National Geographic</i> 389 <i>Reading Check</i> 389 <b>Teacher Wraparound Edition:</b> SP 389</p>
<p>° Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.</p>	<p><b>Student Edition:</b> 432 <i>National Geographic</i> 433</p>
<p>° Relate the growth of nationalism, e.g., unification of Germany and Italy.</p>	<p><b>Student Edition:</b> 442-443, 560-563, 586-591, 592-599, 600-605, 608-612 <i>Infographics</i> 610 <i>National Geographic</i> 593, 601, 609 <b>Teacher Wraparound Edition:</b> C 605; CT 442; DI 562</p>
<p>° Describe the scramble for empire in Europe, Africa, and Asia Latin America.</p>	<p><b>Student Edition:</b> 450-455, 466-471, 472-479 <i>Geography &amp; History</i> 464-465 <i>Infographics</i> 467 <i>National Geographic</i> 451, 473 <i>Political Cartoons</i> 453, 477 <i>Reading Check</i> 451, 455 <i>Social History</i> 480-481 <b>Teacher Wraparound Edition:</b> AEC 464; B 480; CT 470, 479; DI 476; EC 465; F 464; RS 465, 477; SP 467</p>
<p>° Address the feminist issues, e.g., divorce, property, and suffrage.</p>	<p><b>Student Edition:</b> 425-427, 684-685 <i>Connecting to the United States</i> 425, 684 <i>Infographics</i> 427 <i>Reading Check</i> 427, 685 <b>Teacher Wraparound Edition:</b> ACL 427; C 685; CT 426, 427; EC 425, 684; RS 425, 426</p>

STANDARDS	PAGE REFERENCES
° Outline the abolition of slavery and slave trade.	<b>Student Edition:</b> 401, 456
<b>SS/H 12.2.9 WD HIST:1000 C.E. TO THE PRESENT, Ind. Revolution.</b>	
Analyze and explain the effects of the Industrial Revolution.	
By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution.	
° Describe the rise of industrial economics and their link to imperialism and colonialism.	<b>Student Edition:</b> 378, 435, 454-455 <i>National Geographic</i> 379 <i>Reading Check</i> 419 <b>Teacher Wraparound Edition:</b> C 455; DI 435; EC 435; SP 379
° Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.	<b>Student Edition:</b> 378-383 <i>Science, Technology &amp; Society</i> 382 <b>Teacher Wraparound Edition:</b> ACL 382; RS 382
° Outline the responses to capitalism, e.g., utopianism, socialism, and communism.	<b>Student Edition:</b> 280, 384-385, 419-421 <i>History &amp; Arts</i> 420 <b>Teacher Wraparound Edition:</b> RS 420
° Relate how the status of women and children reflected societal changes.	<b>Student Edition:</b> 426-427 <i>Connecting to the United States</i> 425 <b>Teacher Wraparound Edition:</b> EC 425; RS 425, 426
° Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.	<b>Student Edition:</b> 204-207, 380-385, 421 <i>Analyzing Primary Sources</i> 386-387 <i>Reading Check</i> 385 <i>Science, Technology &amp; Society</i> 382 <i>Turning Point</i> 381 <b>Teacher Wraparound Edition:</b> AEC 384; AIC 383; C 207, 385; CT 386; RS 383; WS 384

STANDARDS	PAGE REFERENCES
<p>° Explain how Asia and Africa were transformed by European commercial power.</p>	<p><b>Student Edition:</b> 292-293, 450-453, 456-463, 488-495 <i>History &amp; Arts</i> 292, 491 <i>National Geographic</i> 451, 456, 489 <i>Political Cartoons</i> 494 <i>Social History</i> 480-481 <b>Teacher Wraparound Edition:</b> C 293, 495; CT 292, 481; RS 480; SP 489</p>
<p>° Summarize the dominance of global economic systems by European powers.</p>	<p><b>Student Edition:</b> 807, 815-817 <i>Reading Check</i> 817 <b>Teacher Wraparound Edition:</b> CT 816; RS 816</p>
<p><b>SS/H 12.2.10 WD HIST:1000 C.E. TO THE PRESENT, 20th century</b></p>	
<p>Analyze major 20th century historical events.</p>	
<p>By the end of twelfth grade, students will analyze major 20th century historical events.</p>	
<p>° Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.</p>	<p><b>Student Edition:</b> 715, 754, 760-763, 784 <i>History &amp; You</i> 760 <i>National Geographic</i> 761 <i>Reading Check</i> 715 <b>Teacher Wraparound Edition:</b> WS 784</p>
<p>° Compare trends in global populations, growth and distribution over time.</p>	<p><b>Student Edition:</b> 807, 814 <i>History &amp; You</i> 814 <i>Reading Check</i> 814 <b>Teacher Wraparound Edition:</b> CT 814; DI 814</p>
<p>° Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact.</p>	<p><b>Student Edition:</b> 545, 651, 664, 668, 805, 812-817 <i>Infographics</i> 813, 816 <i>National Geographic</i> 665 <b>Teacher Wraparound Edition:</b> SP 665</p>

STANDARDS	PAGE REFERENCES
<p>° Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.</p>	<p><b>Student Edition:</b> 815-817</p> <p><b>Teacher Wraparound Edition:</b> AEC 816; CT 816; RS 816; WS 815</p>
<p>° Discuss the extension of human rights, e.g., women and all nationalities.</p>	<p><b>Student Edition:</b> 425-427, 558, 684-684, 712, 809 <i>Connecting to the United States</i> 425, 684 <i>Infographics</i> 427, 712, 808 <i>Reading Check</i> 427, 809</p> <p><b>Teacher Wraparound Edition:</b> ACL 427; AIC 809; C 685; CT 809; EC 425, 684; RS 426, 712, 809; WS 684, 712</p>
<p>° Compare the causes and effects of World War I and World War II.</p>	<p><b>Student Edition:</b> 522-525, 526-533, 542-547, 560-567, 568-573, 586, 620-625, 628-635, 644-651 <i>Analyzing Primary Sources</i> 626-627 <i>Geography &amp; History</i> 636-637 <i>History &amp; Arts</i> 524, 546 <i>Infographics</i> 530, 562, 569, 645, 646 <i>National Geographic</i> 523, 527, 543, 561, 565, 621, 628, 630 <i>Science, Technology &amp; Society</i> 528 <i>Social History</i> 534-535 <i>Time Notebook</i> 658-659 <i>Turning Point</i> 649</p> <p><b>Teacher Wraparound Edition:</b> AEC 531; C 533, 559, 567, 625; EC 630; F 543; RS 531,567; SP 543,621; WS 529</p>
<p>° Summarize the Russian Revolution.</p>	<p><b>Student Edition:</b> 536-541 <i>Infographics</i> 540 <i>National Geographic</i> 537 <i>Reading Check</i> 538 <i>Turning Point</i> 539</p> <p><b>Teacher Wraparound Edition:</b> AIC 539; C 541; CT 537, 538, 540; RS 538; SP 537</p>

STANDARDS	PAGE REFERENCES
<p>° Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.</p>	<p><b>Student Edition:</b>            560-567, 573  <i>Infographics</i> 563  <i>National Geographic</i> 561, 565  <i>Reading Check</i> 563  <b>Teacher Wraparound Edition:</b>            C 567, 573; CT 563, EC 562; RS 561, 563</p>
<p>° Summarize the political, social, and economic impact of the 1930's worldwide depression.</p>	<p><b>Student Edition:</b>            554-559  <i>National Geographic</i> 555  <i>Reading Check</i> 557  <i>Turning Point</i> 557  <b>Teacher Wraparound Edition:</b>            RS 556; SP 556</p>
<p>° Describe the Nazi Holocaust and other examples of genocide.</p>	<p><b>Student Edition:</b>            587-588, 638-643  <i>Connecting to the United States</i> 642  <i>Connecting to Today</i> 642  <i>History &amp; Arts</i> 588, 641  <i>National Geographic</i> 639  <b>Teacher Wraparound Edition:</b>            CT 588</p>
<p>° Explain how new technologies, e.g., atomic power, influenced patterns of conflict.</p>	<p><b>Student Edition:</b>            667-671, 802-804  <i>Political Cartoons</i> 670  <i>Turning Point</i> 668  <b>Teacher Wraparound Edition:</b>            AIC 667; CT 668; RS 669</p>
<p>° Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.</p>	<p><b>Student Edition:</b>            664-671, 788-791  <i>Geography &amp; History</i> 672-673  <i>Infographics</i> 667  <i>National Geographic</i> 665, 789  <i>Social History</i> 794-795  <i>Turning Point</i> 668  <b>Teacher Wraparound Edition:</b>            CT 789; F 794; RS 790, 792; WS 790</p>

STANDARDS	PAGE REFERENCES
<p>° Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.</p>	<p><b>Student Edition:</b> 595-597, 600-605, 776-778 <i>Infographics</i> 595, 602, 604 <i>National Geographic</i> 601, 777 <i>Turning Point</i> 597 <b>Teacher Wraparound Edition:</b> AEC 777; C 599; CT 596; EC 595; IC 597</p>
<p>° Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule. °</p>	<p><b>Student Edition:</b> 592-597, 782-784 <i>Infographics</i> 610 <i>National Geographic</i> 593 <i>People in History</i> 752 <i>Turning Point</i> 597 <b>Teacher Wraparound Edition:</b> WS 593</p>
<p>° Describe regional and political conflicts, e.g., Korea and Vietnam.</p>	<p><b>Student Edition:</b> 785, 781 <i>Reading Check</i> 785 <i>Turning Point</i> 786 <b>Teacher Wraparound Edition:</b> RS 785, 786; SP 786</p>
<p>° Summarize the end of the end of the Cold War and the collapse of the Soviet Union.</p>	<p><b>Student Edition:</b> 694-699 <i>National Geographic</i> 695 <i>Reading Check</i> 696 <i>Turning Point</i> 697 <b>Teacher Wraparound Edition:</b> DI 696</p>
<p><b>SS/H 12.2.11 WD HIST:1000 C.E. TO THE PRESENT, skills</b></p>	
<p>Demonstrate historical research and geographical skills.</p>	
<p>By the end of twelfth grade, students will demonstrate historical research and geographical skills.</p>	
<p>° Identify, analyze, and interpret primary and secondary sources and artifacts.</p>	<p><b>Student Edition:</b> <i>Skills Handbook</i> R18, R31 <b>Teacher Wraparound Edition:</b> ATC 9; B 8; CT R33; DI R31</p>
<p>° Validate sources as to their authenticity, authority, credibility, and possible bias.</p>	<p><b>Student Edition:</b> <i>Skills Handbook</i> R16, R22 <b>Teacher Wraparound Edition:</b> CT R22; DI R16; WS R22</p>

STANDARDS	PAGE REFERENCES
<p>° Construct various time lines of key events, periods, and personalities since the 11th century.</p>	<p><b>Student Edition:</b> <i>Skills Handbook</i> R29</p> <p><b>Teacher Wraparound Edition:</b> DI R29; WS R29</p>
<p>° Identify and analyze major shifts in national political boundaries in Europe since 1815.</p>	<p><b>Student Edition:</b> <i>National Geographic</i> 389, 433, 527, 537, 543, 555, 650</p> <p><b>Teacher Wraparound Edition:</b> SP 389, 433, 538, 543</p>
<p>° Identify the distribution of major religious cultures in the contemporary world.</p>	<p><b>Student Edition:</b> <i>Reference Atlas</i> A22</p>
<p>° Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.</p>	<p><b>Student Edition:</b> <i>Skills Handbook</i> R27 <i>Time Notebook</i> 66-67, 156-157, 516-517 <i>The Reign of Terror</i> 354-355</p>