



**CORRELATION
SUNSHINE STATE STANDARDS**

SUBJECT: Advanced Placement World History 2109420

SUBMISSION TITLE: TRADITIONS & ENCOUNTERS, 2nd edition © 2003 by Bentley

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

Major concepts/content. Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. The content should include, but not be limited to, the following:

- the content specified by the Advanced Placement Program
- an exposure to the foundations of World History prior to 1000 A.D.
- an emphasis on the time period between 1000 and present
- Asia, Europe, Saharan, and sub-Saharan Africa
- China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe

Special note. It is imperative that students receive exposure in the foundations portion of the AP course in order to meet the World History graduation requirement. See the Advanced Placement syllabus for specific content requirements.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
<p>1. Analyze the impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).</p>	<p>Trade: 42,51,53,74,220,255,282,497,502,622-628,793 Exchange: 42,296-308,369,420-422,525-527,593-595,608-618,629-632,688-692,708-718, 736,955,1010-1015,1137-1140,1142-1145,1154-1156; War: 142,478,509,541,668-673,754,772,972-988,1038-1064,1070-1087; Diplomacy: 52, 1387-88,484-85, 578-8, 744, 925,1064,1074-75,1087-1090,1075,1106,1042-43.</p>	I
<p>2. Understand the relationship of change and continuity across the world history periods covered in this course.</p>	<p>7&29;33&58;61&85;89&107;111&132;135&157;165&184;187&209;213&235;239&265;269&293;295&319;327&351;355&379;383&408;413&437;441&462;471&490;493&513;517&543;547&569;573&599;607&633;637&664;667&693;697&720;723&750;753&774;777&798;807&836;841&868;871&899;903&929;933&962;971&1000;1003&1034;1037&1065;1069&1096;1099&1132; 1135&1167.</p>	I

<p>3. Evaluate the impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).</p>	<p>20,55,63,82,129,131,154,308-9,315,368,392-398,419,472,479,524,538-541,652-3,675,680-684,733,763,842-865,885,956,1146-1152,1163-1166</p>	<p>I</p>
<p>4. Formulate generalizations about systems of social structure and gender structure (comparing major features within and among societies and assessing change).</p>	<p>23,28,43,72,90,98,120-12,176,222,257,285,336,373,426,452-456,506-511,656,678,707,714-717,731-732,737,891-897,958,1159</p>	<p>M</p>
<p>5. Apply processes of critical and creative thinking to evaluate cultural and intellectual developments and interactions among and within societies.</p>	<p>45,47,52,105,128,145,179-182,188-194,224-234,246-250,258-264,287-291,341-350,356-361,374-377,399-408,427-436,458-460,637-641,658-661,705,739-740,744-749,765-767,1004-1007</p>	<p>I</p>
<p>6. Synthesize changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).</p>	<p>35,37,39,65,67,84,112,142,166-173,196-208,214-218,240-243,270-275,310-315,328-355,362-367,384-390,414-417,442-451,476-489,518-522,643-650,697-03,724-729,742,754-762,770-771,778-788,808-834,872-883,904-926,934-953,960,1016-1033,1090-1095,1101-1129</p>	<p>I</p>
<p>7. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.</p>	<p>None</p>	

*In depth/Mentioned