Lynne Gibson
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Welcome to World History and *Glencoe World History: Modern Times*. The content of this course focuses on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. To help you, we have provided the Kentucky Core Content for Social Studies Assessment, which tells you what you are expected to learn throughout the school year. We have also provided a test practice section that is organized by week and includes practice questions that cover Core Content for Social Studies Assessment standards. This section allows you to test your knowledge of the Core Content for Social Studies Assessment while growing more comfortable with standardized test formats. There is also a data bank of Kentucky facts to help you familiarize yourself with your state. As you study world history, pay attention to the Core Content for Social Studies Assessment and be prepared to become a successful student.
A Guide for Students and Parents

How do I succeed in World History?

Welcome to World History studies and to *Glencoe World History: Modern Times*. The content of this course focuses on the major turning points in the shaping of the modern world, from the late eighteenth century to the present. You will be viewing and interpreting periods in world history from various perspectives, including historical, geographic, political, economic, and cultural. Together, these perspectives can help you to understand how the past has led to our present and to appreciate your role in shaping our future.

Your textbook includes a variety of tools designed to help you be successful in the study of modern world history. One of the most valuable of these is a list of standards that you will be expected to master by the end of the school year. This list is called the Core Content for Social Studies Assessment, and you can find it on pages KY6–KY15 of this book.

Knowing what you are expected to learn from the very beginning of the year is an advantage. It will help you and your parents or caregivers see when you might need extra help in mastering the concepts of a particular unit of study. This should ensure that your study of world history will be both enjoyable and successful.

Bardstown, Kentucky ▼
What is the Core Content for Social Studies Assessment?

The Kentucky State Board of Education has made the Core Content for Social Studies Assessment available to help ensure that you develop the knowledge and skills you will need to effectively participate as a citizen in global society. The purpose of the Core Content for Social Studies Assessment is to provide you, the student, with guidelines for achievement in Kentucky. These standards represent the knowledge and skills you need to achieve in order to succeed in the world of work or college.

Why does the Core Content for Social Studies Assessment matter to me?

The Core Content for Social Studies Assessment is a list of things you should learn and be able to do as you take this course. Your teachers base their lessons and tests on the Core Content for Social Studies Assessment. So, to be successful in this course, you may want to read over the Core Content for Social Studies Assessment with your parents or caregivers (see the list on page KY6–KY15). For additional details, visit the Kentucky State Board of Education Web site at www.education.ky.gov. Although some of the material may not be familiar to you at first, you and your family can outline some steps to take to achieve proficiency. As you take this course, review the Core Content for Social Studies Assessment from time to time to help the things you are learning fall into place.

What is included on the following pages?

Kentucky Core Content for Social Studies Assessment

- Pages KY6–KY15 include a listing of the Kentucky Core Content for Social Studies Assessment.
- Turn to pages KY16–KY25 to see how Glencoe World History: Modern Times correlates to the Core Content for Social Studies Assessment.

Standardized Test Practice

- Pages KY28–KY46 provide standardized test questions on world history that are correlated to the Kentucky Core Content for Social Studies Assessment and this textbook’s content.
- Page KY47 provides information that helps you grow more knowledgeable about your state.
- Page 48 explains the Depth of Knowledge levels used to reflect the appropriate complexity of assessment questions.
On the following pages, you will find a listing of the Kentucky Core Content for Social Studies Assessment. The Core Content for Social Studies Assessment represents what you should learn and be able to do as you complete this world history course. Depth of Knowledge (DOK) levels that accompany the Core Content for Social Studies Assessment standards indicate the ceiling at which questions can properly assess each standard’s content. For more information on DOK levels, see the DOK descriptors on page KY48 of this textbook. Read through the following Core Content with your parents or caregivers to help you become successful in this course. Also, review these skills from time to time to help the things you learn fall into place.

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures or power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Formation of Governments

**SS-HS-1.1.1** Students will compare and contrast purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security, and accomplishing common goals. DOK 3

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution). DOK 2
**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**Constitutional Principles**

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**Rights and Responsibilities**

**SS-HS-1.3.1** Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

*Supporting standard proposed for local instruction*
Cultures and Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Elements of Culture

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

Social Institutions

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

Interactions Among Individuals and Groups

**SS-HS-2.3.1** Students will explain why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
Economics

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation, and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

Scarcity

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

Economic Systems and Institutions

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

Markets

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers’ preferences). DOK 2

▼ Second Street Bridge in Louisville, Kentucky
**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**Production, Distribution, and Consumption**

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor, and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national, and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
The Use of Geographic Tools

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth’s surface. DOK 3

**SS-HS-4.1.2** Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth’s human features is based.

Regions

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

△ Bluegrass field in eastern Kentucky
Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**Patterns**

* **SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

* **SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications). DOK 2

**Human-Environment Interaction**

* **SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

* **SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

* **SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).
Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and make plans for their future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

The Factual and Interpretive Nature of History

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3

The History of the United States

**SS-HS-5.2.1** Students will compare and contrast the ways in which Reconstruction plans were approached and evaluate the outcomes of Reconstruction. DOK 2

**SS-HS-5.2.2** Students will explain how the rise of big business, factories, mechanized farming, and the labor movement impacted the lives of Americans. DOK 2

**SS-HS-5.2.3** Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2

**SS-HS-5.2.4** Students will explain and evaluate the impact of significant social, political, and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). DOK 3
**SS-HS-5.2.5** Students will evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).  
**DOK 3**

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Act) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).  
**DOK 3**

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts.  
**DOK 3**

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**The History of the World**

**SS-HS-5.3.1** Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) and to question their place in the universe during the Renaissance and Reformation.  
**DOK 2**

**SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.  
**DOK 2**

**SS-HS-5.3.3** Students will analyze how an Age of Revolution brought about changes in science, thought, government, and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.  
**DOK 3**
SS-HS-5.3.4 Students will analyze how nationalism, militarism, and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). DOK 3

SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East, and evaluate the impact of these events on the global community. DOK 3

SS-HS-5.3.6 Students will explain how the second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges. DOK 2
Government and Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Formation of Governments

<table>
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<tr>
<th>Standard</th>
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<th>Student Edition (SE)</th>
<th>Teacher Edition (TWE)</th>
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<tbody>
<tr>
<td>SS-HS-1.1.1</td>
<td>Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</td>
<td>SE: 14, 15, 120-121, 302, 322, 374, 375, 412, 413, 414, 416, 425, 541, 583</td>
<td>TWE: 14, 55, 413, 542, 543, 743</td>
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<tr>
<td>SS-HS-1.1.2</td>
<td>Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</td>
<td>SE: 120, 233, 322, 415, 495, 756</td>
<td>TWE: 56, 120, 303, 321, 542</td>
</tr>
<tr>
<td>SS-HS-1.1.3</td>
<td>Students will evaluate how the U.S. government’s response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</td>
<td>SE: 646-647, 650, 668-670, 671-674, 676, 678, 679, 696, 750, 751-755, 756-758</td>
<td>TWE: 646, 647, 669, 676, 752, 754, 755, 761</td>
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Constitutional Principles

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<tbody>
<tr>
<td>SS-HS-1.2.1</td>
<td>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the “common good” (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</td>
<td>SE: 15, 302, 322, 324</td>
<td>TWE: 321</td>
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<tr>
<td>SS-HS-1.2.2</td>
<td>Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the “common good.”</td>
<td>SE: 15, 302, 322, 324</td>
<td>TWE: 321</td>
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Rights and Responsibilities

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<tr>
<td>SS-HS-1.3.1</td>
<td>Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.</td>
<td>SE: 646, 647, 757-758</td>
<td>TWE: 647</td>
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### Core Content Student and Teacher Edition Pages

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<tr>
<td><strong>SS-HS-1.3.2</strong> Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the &quot;common good&quot; (e.g., homeland security issues, environmental regulations, censorship, search and seizure). <strong>DOK 2</strong></td>
<td>SE: 562, 570, 613, 614, 646, 647, 650, 651, 673, 751-752 TWE: 402, 562, 571, 614, 647, 649, 651</td>
<td>SE: 613, 650 TWE: 614, 647</td>
<td>SE: 570, 650 TWE: 562, 571, 651</td>
<td>TWE: 649</td>
<td></td>
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<tr>
<td><strong>SS-HS-1.3.3</strong> Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). <strong>DOK 3</strong></td>
<td>SE: 56, 78, 411-412, 425 TWE: 56</td>
<td>SE: 78</td>
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### Cultures and Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### Elements of Culture

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<th>Depth of Knowledge Level 4</th>
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</table>
### Social Institutions

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

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### Interactions Among Individuals and Groups

**SS-HS-2.3.1** Students will explain why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

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**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

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### Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

### Scarcity

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.

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<td>SS-HS-3.1.1</td>
<td>SE: 274, 754</td>
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<td><strong>SS-HS-3.1.2</strong> Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</td>
<td>SE: 71, 72, 226</td>
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<tr>
<td>Economic Systems and Institutions</td>
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<tr>
<td><strong>SS-HS-3.2.1</strong> Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world. DOK 2</td>
<td>SE: 131, 226, 274, 368, 508, 741 TWE: 131, 684, 754</td>
<td></td>
<td>SE: 741 TWE: 131, 754</td>
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<tr>
<td><strong>SS-HS-3.2.2</strong> Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.</td>
<td>SE: 108, 131, 132, 195, 259, 280, 368-369, 401, 415, 536, 571, 667, 694, 740, 741 TWE: 132</td>
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<td>SE: 195, 369</td>
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<td>SE: 401</td>
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<tr>
<td><strong>SS-HS-3.2.3</strong> Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2</td>
<td>SE: 368-369, 400 TWE: 368, 369</td>
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<td>TWE: 369</td>
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<td>SE: 369 TWE: 368</td>
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<tr>
<td>Markets</td>
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<tr>
<td><strong>SS-HS-3.3.1</strong> Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers’ preferences). DOK 2</td>
<td>SE: 70, 94, 130, 131, 137, 146, 217, 226, 273, 274, 536, 613, 683, 689 TWE: 130, 536</td>
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<td>SE: 536 TWE: 130</td>
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<td>SE: 131</td>
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<tr>
<td><strong>SS-HS-3.3.3</strong> Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</td>
<td>SE: 131, 137</td>
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<td>SE: 131</td>
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<tr>
<td><strong>SS-HS-3.3.4</strong> Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</td>
<td>SE: 195, 433, 694, 740, 741</td>
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<td>SE: 195, 433, 694, 740, 741</td>
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<tr>
<td>Production, Distribution, and Consumption</td>
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<tr>
<td><strong>SS-HS-3.4.1</strong> Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3</td>
<td>SE: 70, 71, 72, 195, 226, 274, 432, 433, 508, 536, 547, 684, 685, 694, 740, 741 TWE: 100, 547</td>
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<td>SE: 432, 685</td>
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<td>SE: 70, 195, 274, 433 TWE: 547</td>
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KY19
### Core Content

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<tr>
<td><strong>SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2</strong></td>
<td>SE: 102, 105, 130, 132, 191, 195, 226, 370, 392, 397-400, 567, 613, 683 TWE: 130, 398, 399, 742</td>
<td>SE: 105, 132 TWE: 130, 398, 399</td>
<td>SE: 130, 191, 392, 567 TWE: 399</td>
<td>SE: 370, 399</td>
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<tr>
<td><strong>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</strong></td>
<td>SE: 432, 508, 536, 667, 685, 754, 755 TWE: 536, 667, 686</td>
<td>SE: 432, 685, 755</td>
<td>SE: 536, 685, 755 TWE: 536</td>
<td>SE: 667 TWE: 667</td>
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### Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### The Use of Geographic Tools

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<tr>
<td><strong>SS-HS-4.1.2</strong> Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</td>
<td>SE: 2, 4, 9, 188, 191, 193, 206, 207, 292, 294-296, 439, 444-447 TWE: 2, 3, 4, 5, 6, 9, 11, 98, 186d, 188, 194, 203, 207, 292, 444, 446, 447, 655</td>
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<tr>
<td><strong>SS-HS-4.1.3</strong> Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</td>
<td>SE: 33, 38, 41, 43, 52, 59, 63, 69, 75, 122, 141, 159, 228, 251, 258, 286, 313, 349, 367, 376, 379, 380, 412, 466, 484, 500, 572, 593, 602, 634, 645, 704, 737, 740 TWE: 3, 99, 111, 286, 602, 684</td>
<td>SE: 38, 258, 349 TWE: 3, 99</td>
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<td><strong>Regions</strong></td>
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<td><strong>SS-HS-4.2.1</strong> Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</td>
<td>SE: 28, 42, 54, 71, 72, 90, 111, 156, 209, 224-225, 259-260, 421, 608-609, 648, 656, 663, 672, 711-712, 713, 750 TWE: 28, 72, 90, 111, 209, 224, 225, 228, 259, 589, 611, 656, 663, 712, 713, 750</td>
<td>SE: 648 TWE: 72, 259, 611, 713</td>
<td>SE: 260, 421 TWE: 90, 111, 750</td>
<td>SE: 656 TWE: 224</td>
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<tr>
<td><strong>SS-HS-4.2.2</strong> Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. <strong>DOK 2</strong></td>
<td>SE: 33, 38, 41, 43, 52, 59, 63, 69, 75, 122, 141, 159, 228, 251, 258, 286, 313, 349, 367, 376, 379, 380, 412, 466, 484, 500, 572, 593, 602, 634, 645, 704, 737, 740 TWE: 3, 99, 111, 286, 602, 684</td>
<td>SE: 38, 141, 251 TWE: 3</td>
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<tr>
<td><strong>SS-HS-4.2.3</strong> Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</td>
<td>SE: 59, 79, 196, 217, 420, 421, 550, 551 TWE: 70, 128, 133, 196, 420, 551, 598, 705</td>
<td>SE: 421 TWE: 133, 196, 598, 705</td>
<td>SE: 420 TWE: 70, 128, 551</td>
<td>SE: 79 TWE: 420</td>
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<td><strong>Patterns</strong></td>
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<tr>
<td><strong>SS-HS-4.3.1</strong> Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). <strong>DOK 3</strong></td>
<td>SE: 181, 228, 404, 438, 439, 440, 612, 613, 689, 712 TWE: 181, 432, 440, 614</td>
<td>SE: 428 TWE: 614</td>
<td>SE: 181, 404, 613, 712 TWE: 440</td>
<td>SE: 181 TWE: 181</td>
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<tr>
<td><strong>SS-HS-4.3.2</strong> Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. <strong>DOK 2</strong></td>
<td>SE: 30, 43, 44, 130, 162, 191, 363-370, 398, 626-627, 635, 638, 655, 674, 753, 754, 755, 760 TWE: 30, 43, 130, 191, 360D, 364, 365, 366, 367, 370, 398, 626, 627, 655, 673, 674, 749, 752, 753</td>
<td>SE: 363 TWE: 130, 367, 370, 398</td>
<td>SE: 366, 627 TWE: 30, 43, 364</td>
<td>SE: 162 TWE: 43, 191, 365, 366</td>
<td>TWE: 360D, 626, 674</td>
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</tbody>
</table>

**Human-Environment Interaction**

| **SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. | SE: 5, 30, 43, 130, 191, 363-370, 398, 626-627, 635, 638, 655, 674, 753, 755, 760 TWE: 5, 9, 30, 43, 130, 191, 360D, 364, 365, 366, 367, 370, 398, 626, 627, 655, 673, 674, 749, 752, 753 | SE: 755 TWE: 130, 367, 370, 398 | SE: 130, 627 TWE: 9, 30, 43 | SE: 191, 365, 366, 627 TWE: 360D, 626, 674 |
| **SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). **DOK 2** | SE: 220, 534, 604, 616, 751, 752, 753, 754, 755, 759, 760, 761 TWE: 583, 604, 616, 752, 753, 755, 760 | SE: 604, 752, 760 TWE: 628 | SE: 220, 753, 755, 760 TWE: 752 | SE: 616 TWE: 583, 616 TWE: 752 |
| **SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation). | SE: 24, 130, 147, 194, 196, 217, 567, 582, 583, 714, 715 TWE: 130, 195, 602 | TWE: 130, 195, 602 | SE: 130, 147, 583 TWE: 196 | SE: 196 TWE: 602 |

**Historical Perspective**

History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

*The Factual and Interpretive Nature of History*

## Core Content

### SS-HS-5.1.2
Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. **DOK 3**

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### The History of the United States

#### SS-HS-5.2.2
Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans. **DOK 2**

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#### SS-HS-5.2.3
Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. **DOK 2**

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#### SS-HS-5.2.4
Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). **DOK 3**

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#### SS-HS-5.2.5
Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower). **DOK 3**

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#### SS-HS-5.2.6
Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). **DOK 3**

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</table>
| **SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. **DOK 3** | SE: 616, 617, 618, 620, 632, 633, 636, 654, 656, 658, 715, 716, 756, 757  
TWE: 535, 537, 617, 618, 633, 656 | SE: 633, 658  
TWE: 537 | SE: 658  
TWE: 535 | SE: 616, 618, 636  
TWE: 537, 633 | SE: 618, 630, 633 |
| **The History of the World**                                               |                                    |                           |                           |                           |                           |
| **SS-HS-5.3.1** Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. **DOK 2** | SE: 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 177, 178, 179, 180, 181, 182, 183, 191, 230, 232, 287  
TWE: 154, 157, 174, 181 | SE: 163  
TWE: 154, 158, 159, 168 | SE: 162  
TWE: 160, 161, 166, 167 | SE: 175  
TWE: 154D, 170, 178, 181 |
| **SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. **DOK 2** | SE: 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 226, 269, 279, 319, 320, 323  
TWE: 186, 192, 194, 202 | SE: 190  
TWE: 186, 195, 198, 200 | SE: 200  
TWE: 191, 193, 196, 203 | SE: 193, 195, 200  
TWE: 199, 269 |
| **SS-HS-5.3.3** Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world. **DOK 3** | SE: 209, 221, 230, 233, 234, 290, 292, 293, 294, 295, 296, 297, 299, 300, 301, 302, 303, 304, 305, 307, 310, 311, 317, 318, 321, 322, 324, 325, 358, 359, 360, 363, 364, 365, 366, 367, 368, 369, 370, 387-391, 392, 393, 397, 398, 399, 400, 403-410, 415, 416, 476  
TWE: 208, 290, 298, 299 | SE: 230  
TWE: 297, 301, 302, 304 | SE: 221  
TWE: 210, 295, 304, 358 | SE: 292  
TWE: 294, 296, 365, 367 |
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<tr>
<td><strong>SS-HS-5.3.5</strong> Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community. <strong>DOK 3</strong></td>
<td>SE: 628, 629, 630, 631-636, 637-640, 642-650, 652, 653, 657-659, 662, 672-728, 757</td>
<td>TWE: 633, 634, 635, 636, 638, 639, 643, 646</td>
<td>SE: 630, 636, 640, 650</td>
<td>SE: 631, 635, 637, 640</td>
<td>SE: 636, 637, 638, 640</td>
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17. Because of the growing importance of the Nile River Valley, as well as the development of steam ships, the Suez Canal was built to connect

- Egypt and Turkey.
- the Mediterranean and Red Seas.
- the Arabian and Red Seas.
- Egypt and Saudi Arabia.

**Geography SS-HS-4.2.2**
DOK 1
(See textbook page 438.)
Your textbook contains many opportunities for you to get ready for tests every day. Take advantage of these so you don’t need to cram before you take a test.

- The sections in each chapter contain many maps, charts, Skillbuilders, and other features with corresponding questions that allow you to practice your ability to correctly interpret text and graphics.

- The section assessments at the end of each section allow for further practice in evaluating, analyzing, and interpreting written and visual information.

- The chapter assessments provide additional opportunities for you to practice your skills in understanding texts and images.

- The Standardized Test Practice questions at the end of each chapter assessment help you prepare for the multiple-choice test format of the KCCT.

Test-Taking Tips

A. Go to bed early the night before the test.
B. Read each question carefully and think about ways to solve it before you try to answer the question.
D. Answer questions you are sure about first. If you do not know the answer, skip it and go back to that question later.
E. Make sure to look at any visuals that are part of the question before you select your answer.

Standardized Test Practice

Directions: Use the passage and your knowledge of world history to answer the following question.

“[It seems to be quite remarkable . . . that in a kingdom of almost limitless expanse and innumerable population . . .] that has a well-equipped army and navy . . . neither the King nor his people ever think of waging a war of aggression.”

—Journals of Matteo Ricci

It suggests that people in the Ming dynasty lived in a pacifistic society.
Directions: Answer the following questions on a separate piece of paper.

WEEK 1

1. The difference between a dictatorship and democracy is that

A. a dictatorship has no public involvement in political decision making and a democracy is a government in which one person or group has absolute power.

B. a dictatorship is a government ruled by a single person or group and a democracy is a government that is ruled by the people.

C. a dictatorship has direct public involvement in political decision-making and a democracy is a government ruled by the people.

D. a dictatorship is a government that is ruled by the people and a democracy is a government ruled by a single person or group.

Government & Civics SS-HS-1.1.1
DOK 2
(See textbook page 425.)

2. Discrimination affects many aspects of life, including how we live, think, act, and relate to other people. Use a separate sheet of paper to answer the following questions.

a. What is the basic meaning of discrimination, and what are some of the forms it can take?

b. Describe a historical example of the continuing fight against discrimination.

Cultures & Societies SS-HS-2.3.1
DOK 2
(See textbook page 738.)

2. Discrimination is a type of prejudicial treatment that usually takes the form of racial, religious, class, sex, and age discrimination. Historical examples may vary.
3. The Strait of Magellan, seen on the map, provided
   A a shorter route from Europe to the Spice Islands of the East.
   B better weather than the open sea.
   C a smooth channel, free of a rocky coastline.
   D fame for Christopher Columbus, its discoverer.

   Geography SS-HS-4.4.1
   DOK 1
   (See textbook page 188.)

4. Which of the following was a reason for the breakup of the Soviet Union?
   A People were unhappy that so many consumer goods were being produced.
   B Different ethnic groups wanted to form their own countries.
   C Gorbachev’s policies strengthened people’s support for the communist system.
   D The United States helped stage an overthrow of the communist government.

   Historical Perspective SS-HS-5.1.1
   DOK 2
   (See textbook page 661–662.)

5. Industrial capitalism is best defined as an economic system
   A based on advanced technology.
   B based on industry and manufacturing.
   C in which production and sale of goods takes place on a worldwide scale.
   D characterized by small businesses.

   Historical Perspective SS-HS-5.2.4
   DOK 1
   (See textbook page 368.)

6. With the Lend-Lease Act, the United States would be able to lend or lease arms to any country considered
   A in danger of falling to the Central Powers.
   B crucial to the American economy.
   C vital to the defense of the United States.
   D incapable of repulsing a German attack.

   Economics SS-HS-3.3.2
   DOK 1
   (See textbook page 597.)
10. **Fascism glorifies the state above the individual by emphasizing the need for a strong central government led by a dictatorial rule. Some other political philosophies that are similarly totalitarian are socialism, communism, or Marxism.**

**Open Response**

**Describing an Ideology**

10. The first fascist movement took place in Italy in the 1920s under the leadership of Benito Mussolini. Use a separate sheet of paper to:

   a. **Describe** fascism and the beliefs of its followers.
   
   b. Identify two other political **philosophies** with similarities to fascism, and explain their similarities.

   **Economics SS-HS-3.4.3**
   
   **Government & Civics SS-HS-1.1.1**

   (See textbook page 541.)
11. Based on the map above and your own knowledge, during what time period were most of the railroad tracks in the map laid?
   A. the Industrial Revolution
   B. the Federalist Period
   C. World War I
   D. the Progressive Era
   **Geography SS-HS-4.1.1**  
   DOK 1  
   (See textbook page 366.)

12. ____ developed the universal law of gravitation, and his works led to the rise of modern physics.
   A. Isaac Newton
   B. Galileo
   C. Galen
   D. Robert Boyle
   **Historical Perspective SS-HS-5.3.3**  
   DOK 1  
   (See textbook page 296.)

13. In the 1960s, repressive military regimes encouraged ____ (companies with divisions in more than two countries) to come to Latin America, making them even more dependent on industrialized nations.
   A. monopolies
   B. government-owned companies
   C. cooperatives
   D. multinational corporations
   **Economics SS-HS-3.2.2**  
   DOK 1  
   (See textbook page 684.)

14. According to the Declaration of the Rights of Man, which of the following statements is true?
   A. All men have the right to bear arms.
   B. All men can freely communicate their thoughts, unless they speak ill of another person.
   C. A person may be arrested or otherwise “disturbed” because of his religious beliefs.
   D. All men are born free and equal.
   **Government & Civics SS-HS-1.1.2**  
   DOK 1  
   (See textbook pages 332–333.)

15. To ensure equal access to the Chinese market for all nations and to preserve the unity of the Chinese Empire, U.S. secretary of state John Hay proposed
   A. extraterritoriality.
   B. spheres of influence.
   C. an Open Door policy.
   D. indemnity.
   **Economics SS-HS-3.3.4**  
   DOK 1  
   (See textbook pages 470–471.)
17. Because of the growing importance of the Nile River Valley, as well as the development of steam ships, the Suez Canal was built to connect:
   - Egypt and Turkey.
   - the Mediterranean and Red Seas.
   - the Arabian and Red Seas.
   - Egypt and Saudi Arabia.

   Geography SS-HS-4.2.2
   DOK 1
   (See textbook page 438.)

16. Where is oil from the Caspian Sea area shipped?
   - Africa
   - North America
   - western Russia and northern Europe
   - Australia

   Geography SS-HS-4.1.3
   DOK 1
   (See textbook page 567.)

18. Khrushchev built the wall to surround West Berlin in 1961. Khrushchev wanted to prevent East German citizens from escaping communism into West Berlin. The wall symbolized communist repression and the division between the two superpowers: the Soviet Union and the United States.

   Open Response
   Understanding History

18. On November 9, 1989, a new East German government opened the Berlin Wall, allowing citizens to travel freely between East and West Berlin for the first time in 28 years. The next day, thousands joined together with sledge hammers and crow bars to destroy the wall. On a separate sheet of paper, explain:
   a. What was the purpose behind the construction of the Berlin Wall?
   b. What did the Berlin Wall come to symbolize?
19. Resources can be classified as either renewable or non-renewable. Which of the following is an example of a renewable resource?

- solar energy
- nuclear energy
- energy from coal
- minerals used in industry

*Geography SS-HS-4.4.3*

DOK 1

*(See textbook page 752.)*

20. Theodore Roosevelt was not opposed to big business; rather, he believed that the most effective way to keep big business from abusing its power was through

- heavy taxes.
- breaking up powerful trusts.
- imposing large fines for violations.
- knowledge and publicity of the facts.

*Historical Perspective SS-HS-5.2.2*

DOK 1

*(See textbook page 538.)*

21. Agreements between the United States and the Soviet Union during the Reagan presidency, especially the Intermediate-Range Nuclear Forces (INF) Treaty, helped lead to

- the Strategic Defense Initiative (SDI), or “Star Wars.”
- the end of the Cold War.
- the Iran-Contra scandal.
- the buildup of the U.S. military.

*Historical Perspective SS-HS-5.2.7*

DOK 2

*(See textbook page 658.)*

22. The best title to complete the graphic organizer is

- U.S. and Soviet Tensions Ease
- The Yalta Conference
- Causes of the Cold War
- The Korean War

*Historical Perspective SS-HS-5.3.5*

DOK 2

*(See textbook pages 633–635.)*

- Creation of the United Nations
- Division of Germany into four militarized zones
- Beginning of tension between Soviets and Americans

23. Study the list above. The issues presented are most closely associated with which event?

- the Grand Alliance
- the Treaty of Versailles
- the Yalta Conference
- the Tehran Conference

*Historical Perspective SS-HS-5.3.5*

DOK 2

*(See textbook page 617.)*
24. The United States Constitution proposed a federal system in which power is
  A shared between national and state governments.
  B primarily given to the executive branch.
  C primarily given to the state governments.
  D primarily given to the national government.

Government & Civics SS-HS-1.2.1
DOK 2
(See textbook page 322.)

25. By the 1840s and 1850s, the movement for women’s rights expanded as women called for equal political rights. Many feminists believed that the right to vote was
  A the key to improving the overall position of women.
  B a distraction from the true goals of the women’s rights movement.
  C a means of getting women elected into public offices.
  D unimportant in the fight for equality.

Government & Civics SS-HS-1.3.3
DOK 2
(See textbook page 407.)

26. The beliefs of which Eastern religion support the caste system?
  A Buddhism
  B Hinduism
  C Judaism
  D Confucianism

Cultures & Societies SS-HS-2.1.1
DOK 2
(See textbook page 37.)

27. Although the 1979 Camp David Accords ended war between Egypt and Israel,
  A a war erupted between Egypt and the United States.
  B many Arab countries continued to refuse to recognize Israel.
  C the United States did not officially recognize Israel.
  D a war erupted between Israel and Jordan.

Cultures & Societies SS-HS-2.3.2
DOK 2
(See textbook page 714.)

28. This chart shows the causes of acid rain and its effects on the environment. Which of the following factors belongs on the blank line of this diagram?
  A Traffic congestion
  B Glaciation
  C Desalination
  D Crop damage

Geography SS-HS-4.4.2
DOK 2
(See textbook page 752.)
29. What was the nature of President Roosevelt’s New Deal?
   - active government
   - inflation
   - deficit
   - collective bargaining

   **Historical Perspective SS-HS-5.2.5**
   DOK 2
   (See textbook page 538.)

Open Response
Connecting Knowledge and History

30. The brief period of prosperity that began in Europe in 1924 ended in an economic collapse that came to be known as the Great Depression. Use a separate sheet of paper to explain:
   a. What happens in an economy during a depression?
   b. What were two major causes of the Great Depression?

   **Historical Perspective SS-HS-5.1.2**
   DOK 3
   (See textbook page 536–538.)

30. A depression is a time of low economic activity and rising unemployment. Possible causes of the Great Depression: overproduction of goods in individual nations and an international financial crisis. Investors withdrew their money from banks, weakening banks all over the United States and Europe.

   “Compulsory . . . exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger.”

   —**Korematsu v. United States (1944)**

31. This quote from a Supreme Court decision from December 1944
   - confirmed the right of the federal government to relocate Japanese Americans.
   - ruled that the migration of Americans to the South and West during the war was constitutional.
   - dealt with Jewish immigrants during the Holocaust.
   - limited the right of African Americans to demand jobs in defense plants.

   **Government & Civics SS-HS-1.3.2**
   DOK 2
   (See textbook page 614.)

**Test-Taking Tip:** When answering questions about excerpts or passages, summarizing text in your own words can help you understand the meaning. In question 31, rewording the excerpt in a way that is easier to understand will help you to answer the question.
32. Which of the following answer choices completes the diagram?

- People followed dictatorial leaders
- World War I
- Economic sanctions against Germany
- Collapse of the U.S. stock market

[32. Which of the following answer choices completes the diagram?](Economics SS-HS-3.1.1)

DOK 2
(See textbook page 536.)

33. ______ is a political philosophy based on tradition and social stability.

- Socialism
- Nationalism
- Liberalism
- Conservatism

[33. ______ is a political philosophy based on tradition and social stability.](Government & Civics SS-HS-1.1.1)

DOK 1
(See textbook page 372.)

34. Which of the following improvements helped Europeans navigate during the Age of Exploration?

- compasses and astrolabes
- maps with latitude lines
- caravels with improved sails
- all of the above

[34. Which of the following improvements helped Europeans navigate during the Age of Exploration?](Historical Perspective SS-HS-5.3.2)

DOK 1
(See textbook page 191.)

Open Response
Describing Concepts

35. In the 15th century, Spain and Portugal were the main European nations exploring the globe. The Line of Demarcation set guidelines on their explorations. On a separate sheet of paper, explain:

a. What was the significance of this line?
b. Why was it established by both countries?

[35. In the 15th century, Spain and Portugal were the main European nations exploring the globe. The Line of Demarcation set guidelines on their explorations. On a separate sheet of paper, explain:](Cultures & Societies SS-HS-2.3.2)

DOK 1
(See textbook page 193.)

Both countries feared that their newly discovered territories might be claimed by rival nations. The imaginary line stated that Portugal controlled land east of the line—including its route around Africa—and Spain controlled land on the west of the line. This gave Spain control of almost all of the Americas.
36. In Ecuador in 2003, the combined populations of Quito and Guayaquil were not as large as _____.
  A. Valencia, Venezuela
  B. Asunción, Paraguay
  C. Santiago, Chile
  D. Belém, Brazil

Historical Perspective SS-HS-5.3.6
DOK 2
(See textbook page 685.)

37. Study the list. The list shows events that were considered causes of
   A. the Triple Alliance.
   B. World War II.
   C. the Russian Revolution.
   D. World War I.

Historical Perspective SS-HS-5.3.4
DOK 1
(See textbook pages 499–501.)

38. Japan's economic system of ____ is often thought to be one of the main reasons why Japan emerged as an industrial giant.
   A. Western capitalism
   B. state socialism
   C. state capitalism
   D. Western socialism

Economics SS-HS-3.2.1
DOK 1
(See textbook page 740.)

Test-Taking Tip: As you read the stem of each multiple-choice question, try to anticipate the answer before you look at the choices. If your answer is one of the choices, it is probably correct.
39. The sweeping changes brought by the industrial revolution led to _____, an economic system in which business leaders used profits to expand their companies.

- feudalism
- industrial capitalism
- communism
- Solidarity

**Economics SS-HS-3.2.3**  
DOK 1  
*(See textbook page 368.)*

40. Some economists believe that the information revolution will help developing countries because it will

- connect them with the rest of the world.
- help them narrow the gap with other nations by letting them skip some stages of development.
- help them obtain capital and labor from developed countries.
- allow them to become fully independent from other nations.

**Economics SS-HS-3.4.2**  
DOK 1  
*(See textbook pages 753–754.)*

41. The table lists main environmental concerns along with their cause and effect. Which of the following completes the table?

<table>
<thead>
<tr>
<th>Concern</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deforestation</td>
<td>Population Growth</td>
<td>Destruction of natural habitat</td>
</tr>
<tr>
<td>Loss of ozone layer</td>
<td>Chlorofluorocarbons</td>
<td>Earth loses ultraviolet protection</td>
</tr>
<tr>
<td>Greenhouse effect</td>
<td>Carbon dioxide</td>
<td>?</td>
</tr>
<tr>
<td>Acid rain</td>
<td>Sulfur</td>
<td>Destroys forests</td>
</tr>
</tbody>
</table>

**Historical Perspective SS-HS-5.1.2**  
DOK 1  
*(See textbook page 752.)*

42. During World War I, governments set up planned economies that did which of the following?

- dramatically increased taxes
- rationed food, supplies, and materials
- outsourced wartime manufacturing to reduce costs
- delegated the responsibilities of transportation systems to local governments to reduce the federal government’s budget

**Economics SS-HS-3.3.1**  
DOK 1  
*(See textbook page 508.)*
43. Between 1945 and 1970, Roosevelt’s New Deal brought which of the following basic changes to American society?

- the beginning of a welfare state
- a dramatic decrease in the unemployment rate
- a decrease in the role and power of the federal government
- the disbanding of organized labor

**Government & Civics SS-HS-1.1.3**
DOK 1
(See textbook page 538.)

44. Which of the following answer choices completes the list?

- Universal suffrage
- Establishment of MacArthur as head of Parliament
- Emphasis on industry and manufacturing
- Less attention to workers’ rights

**Government & Civics SS-HS-1.1.1**
DOK 2
(See textbook pages 740–741.)

45. A state in which the government takes responsibility for providing citizens with services and a minimal standard of living is called

- a bloc.
- an indemnity state.
- a welfare state.
- common law.

**Government & Civics SS-HS-1.1.3**
DOK 1
(See textbook page 644.)

46. _____ was the first to argue that the sun, not the earth, was the center of the universe.

- Ptolemy
- Nicholas Copernicus
- Johannes Kepler
- Martin Luther

**Geography SS-HS-4.1.2**
DOK 1
(See textbook page 295.)

Test-Taking Tip: Thinking of real life situations can help you logically reason your way to an answer. In question 45, ask yourself: what government program helps citizens maintain a minimal standard of living if they cannot find work?
47. After the Civil War, millions of immigrants from Europe and Asia settled in the United States. Which of the following effects accurately relates to immigration and belongs on the first line under "Effects" in this diagram?

- Languages other than English banned
- Urban neighborhoods divided into distinct ethnic groups
- Rural areas attracted the most immigrants.
- Southern European immigrants barred from the United States

**Historical Perspective SS-HS-5.2.3**
DOK 2
(See textbook page 415.)

48. The greenhouse effect and acid rain are products of

- human rights violations.
- chemical waste.
- poorly funded science.
- deforestation.

**Geography SS-HS-4.4.2**
DOK 1
(See textbook page 752.)

49. The principles of England’s government identified by Montesquieu in 1748 were worked into the United States Constitution. He revealed that the government functioned through a _____, where the different branches limit and control each other in a system of checks and balances.

- separation of powers
- laissez-faire
- social contract
- republic

**Government & Civics SS-HS-1.2.2**
DOK 1
(See textbook page 302.)

Open Response
Explaining Innovations

50. Many new forms of transportation were created during the Industrial Revolution, but none affected more people on a daily basis than the automobile. It was an American, Henry Ford, who revolutionized the car industry in 1908. Use a separate sheet of paper to explain:

a. What innovation did Henry Ford introduce to the automobile industry, and how did it work?

b. What was the effect of Ford’s innovation?

**Economics SS-HS-3.4.2**
DOK 2
(See textbook page 398.)

50. Assembly line mass production reduced the costs involved in building a car. The lowered production cost, as well as the increased number of cars being produced, translated into a lower selling price, which made the automobile more affordable for more people.
WEEK 14

51. What is the main reason that most independent African nations had economic difficulties?

- lack of credit
- lack of exports
- lack of organization
- lack of knowledge

**Economics SS-HS-3.4.3**
DOK 1
(See textbook pages 705–706.)

52. Which geographic feature isolated Britain and Ireland from the rest of Europe?

- the Alps
- the English Channel
- the Danube River
- the Rhine River

**Geography SS-HS-4.2.2**
DOK 1
(See textbook pages RA10, 603.)

53. In 1995 _____ was established as an international organization to deal with the rules of trade between countries.

- Organization of Petroleum Exporting Countries (OPEC)
- International Children’s Emergency Fund (UNICEF)
- World Trade Organization (WTO)
- Educational, Scientific, and Cultural Organization (UNESCO)

**Economics SS-HS-3.4.3**
DOK 1
(See page 754.)

54. During the Great Depression the French leftist government, called the Popular Front, started a program for workers’ rights often referred to as the “French New Deal.” The chart above lists some of those rights. Which of the following rights also belongs on the list?

- right to free speech
- right to vote
- collective bargaining
- freedom of assembly

**Economics SS-HS-3.4.1**
DOK 2
(See textbook page 537.)

55. A(n) _____ exists when a government spends more than it collects in revenues.

- laissez-faire
- sanction
- budget deficit
- embargo

**Economics SS-HS-3.1.2**
DOK 1
(See textbook page 669.)

**Test-Taking Tip:** If you are unsure of an answer, try to narrow down your choices by eliminating the answers that are not logical or do not completely answer the question. The fewer answers you have to pick from, the better chance you have of picking the correct answer. In question 52, start by eliminating geographic features you know are not located near Britain or Ireland.
56. The increased production of books and pamphlets during the Renaissance aided a religious movement called the _____, which lessened the power of the Roman Catholic Church and led to the beginnings of Protestantism.

- Reformation
- Crusades
- Enlightenment
- Cold War

**Historical Perspective SS-HS-5.3.1**

DOK 1

(See textbook pages 171–175.)

57. Universal male suffrage is defined as the right of all

- adult males to vote.
- women over 18 to vote.
- adult men to hold factory jobs.
- adult women to hold factory jobs.

**Historical Perspective SS-HS-5.3.3**

DOK 1

(See textbook page 374.)

58. _____ is the development of a world culture and interdependent economies.

- Internet
- Interdependence
- Civic participation
- Globalization

**Historical Perspective SS-HS-5.3.6**

DOK 1

(See textbook page 754.)

59. Which of the following answer choices completes the diagram above showing the methods used by Mussolini to create a fascist dictatorship?

- Exercised control over mass media
- Began to conquer neighboring lands
- Provided limited access to technology
- Policy of ethnic cleansing

**Government & Civics SS-HS-1.1.1**

DOK 2

(See textbook pages 541–543.)
60. Which of the following was a reason Western nations supported public education in the late nineteenth and early twentieth centuries?

- Public education created better-educated voters.
- Public education created ties to local regions.
- Public education decreased nationalism.
- Public education increased social mobility.

Cultures & Societies SS-HS-2.2.1
DOK 1
(See textbook pages 408–409.)

61. This passage reflects Spencer’s attempt to adapt the theory of evolution to society. His ideas are known as

- the Gospel of Wealth.
- Pragmatism.
- the Social Gospel.
- Social Darwinism.

Cultures & Societies SS-HS-2.1.1
DOK 2
(See textbook page 420.)

62. How might the trend of an increasing suburban population, as shown on this graph, have affected life in suburbs and cities?

- It increased the quality of life in the city and the suburbs.
- It caused urban life to decline and suburban life to become the ideal.
- It had little impact on life in cities and suburbs.
- It made rural life more attractive.

Historical Perspective SS-HS-5.2.6
DOK 2
(See textbook pages 415, 645.)
WEEK 17

63. Copernicus, Galileo, Newton, and Vesalius were part of what intellectual movement?
   - the Scientific Revolution
   - the Enlightenment
   - the Renaissance
   - the Reformation

   [Historical Perspective SS-HS-5.3.2]
   DOK 1
   (See textbook pages 293–299.)

Open Response
Understanding Cause and Effect

64. As new technologies are developed that enhance and improve our quality of living, these same technologies might also have detrimental effects on the environment. One of the issues being brought to the forefront is the issue of global warming. Use a separate sheet of paper to:
   a. Describe one of the factors that experts believe is a cause of global warming.
   b. What are three environmental problems that can be caused by global warming?

   [Geography SS-HS-4.4.2]
   DOK 2
   (See textbook pages 752–753.)

64. Possible theories: the release of chlorofluorocarbons into the atmosphere which destroys the earth’s protective ozone layer; the buildup of carbon dioxide in the atmosphere; acid rain. Global warming could create various problems, including the rising of the sea level and major climate shifts around the globe.

65. Which of the following is a common reason people migrate to a new place?
   - They are happy where they are.
   - They want to take a vacation.
   - They want to be farmers.
   - They are looking for better jobs.

   [Geography SS-HS-4.3.1]
   DOK 1
   (See textbook page 712.)

66. The region’s urban areas are growing so rapidly that Africa has the world’s fastest rate of _____, or movement of people from rural areas to cities.
   - desalination
   - urbanization
   - industrialization
   - sanitation

   [Geography SS-HS-4.2.3]
   DOK 1
   (See textbook page 706.)

67. Aggressive Dutch traders forced the English out of the spice market, limiting their presence in Southeast Asia to a single port on the southern coast of
   - Borneo.
   - Sumatra.
   - Java.
   - Malay Peninsula.

   [Economics SS-HS-3.3.3]
   DOK 1
   (See textbook page 203.)

Test-Taking Tip: Think about a question’s wording and identify key terms and phrases in it. In question 66, think about the meaning of the word urban.
68. Humanism during the Italian Renaissance was based on
   - the study of the literary classics of ancient Greece and Rome.
   - a strong belief in community as the basis for political action.
   - discoveries in the anatomical structure of the human body.
   - a distinction between animal and human forms in biology.

69. The United States Constitution includes the Bill of Rights, which is ten amendments that guarantee certain freedoms to Americans. Many of the rights included in the Constitution were derived from the natural rights proposed by the eighteenth century philosophes. Use a separate sheet of paper to:
   a. Identify and explain three of the rights guaranteed Americans in the Bill of Rights.
   b. Explain and give one example of how the rights of one individual may at times be in conflict with the rights of another.

70. With the collapse of Reconstruction, many African Americans returned to plantations owned by whites where they worked for wages or became _____ paying rent for the land they farmed.
   - tenant farmers
   - sharecroppers
   - carpetbaggers
   - indentured servants

71. The list shows inventions that changed Europe by
   - shifting from a farming and handicraft economy to a manufacturing economy.
   - improving economic growth through agriculture.
   - increasing international travel.
   - shifting from an industrial economy to an agricultural economy.
72. Why did the Soviets create a blockade of West Berlin?

- They wanted to secure West Berlin’s industrial technology.
- They did this because the West was running air lifts into western Berlin.
- They did this because Great Britain, France, and the United States were making plans to unify the three western sections of Germany.
- They wanted to keep voters from participating in Berlin’s first democratic election.

**Historical Perspective SS-HS-5.3.5**
DOK 2
(See textbook pages 633, 635.)

73. Militarism is

- the belief that the military should govern the nation.
- the phobia of a strong military base.
- the desire to join the military.
- the aggressive preparation for war.

**Historical Perspective SS-HS-5.3.4**
DOK 1
(See textbook pages 500–501.)

74. Which of the following is an impact of the Internet on society?

- Fuel consumption has significantly decreased as the need to travel has decreased.
- The economy has benefited from the use of e-mail.
- The entertainment industry has suffered.
- Many people have easy access to an enormous amount of information.

**Geography SS-HS-4.4.1**
DOK 2
(See textbook page 753.)

75. The term ____ refers to the brutal expulsion of an ethnic group from a geographic area.

- perjury
- discrimination
- détente
- ethnic cleansing

**Geography SS-HS-4.2.4**
DOK 1
(See textbook page 663.)
Kentucky Facts, Figures, and Symbols

**Nickname**

The “Bluegrass State” is named for the plentiful green grasses that grow wild throughout the state. Every spring this green grass produces beautiful bluish-purple buds and turns meadows and fields into seas of blue grass.

**Kentucky’s State Flag**

The state flag of Kentucky consists of the state seal surrounded by a wreath of goldenrod, the state flower, and set on a navy blue background. While the flag was authorized in 1918, it wasn’t until 1928 that the design of the flag was approved. The current colors on the flag did not become official until they were passed into law in 1962.

**State Seal & Motto**

Kentucky’s state seal was greatly inspired by the state’s first governor, Isaac Shelby. Shelby was fond of a song written in 1768 by John Dickinson called “The Liberty Song.” The state’s motto, “United we stand, divided we fall,” comes from this song and appears on the seal. Also included on the seal is an image of two men shaking hands to symbolize unity. The seal is surrounded by a wreath of goldenrod.

**State Tree**

It wasn’t until 1994 that Kentucky chose the Tulip Poplar as its state tree. Before that the Kentucky Coffee Tree had been the official state tree. There was much debate over which of the two trees to use as the official one, but in the end the Tulip Poplar was chosen. The Tulip Poplar is a very fast-growing tree with bright yellow flowers that bloom every spring. It is also known as the Yellow Poplar and can grow to over 100 feet tall!

**State Wild Animal**

In 1968, Kentucky adopted the grey squirrel as its official state animal. Grey squirrels can be found throughout Kentucky, eating the seeds and nuts from hardwood trees in the winter and corn and fruits in the summer. They have very powerful legs and can jump from tree to tree with ease.

**State Flower**

Goldenrod grows throughout Kentucky, sometimes reaching as high as 8 feet tall! In 1926, goldenrod was named the official state flower. It gets its name from the small yellow-gold flowers that grow from the plant’s stem. When the goldenrod blooms every summer, bees use pollen from the colorful flowers to make their honey.

**State Bird**

During a legislative session in 1926, the cardinal was named Kentucky’s official state bird. Kentucky is one of seven states that have the cardinal as its state bird. It is one of the most beautiful birds in North America and the male cardinal is easily recognizable because of its bright red coloring.
The table below provides descriptions of the four Depth of Knowledge levels that are used to evaluate the difficulty levels of the standardized test questions. The DOK levels indicated in the Core Content for Social Studies Assessment identify the highest DOK level at which a question for that standard will be developed for the Kentucky Core Content Test. The DOK levels indicated in the test questions identify the level of each particular question.

<table>
<thead>
<tr>
<th>Webb’s DOK Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recall &amp; Reproduction</strong></td>
<td>- Identify who, when, what, where, and why</td>
</tr>
<tr>
<td>(DOK 1)</td>
<td>- Recall facts, terms, concepts, trends, generalizations and theories</td>
</tr>
<tr>
<td></td>
<td>- Use a variety of tools</td>
</tr>
<tr>
<td></td>
<td>- Recognize or identify specific information contained in graphics</td>
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<td></td>
<td>- Identify specific information in maps, charts, tables, graphs or drawings</td>
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<tr>
<td></td>
<td>- Define</td>
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<td></td>
<td>- Identify cause and effect</td>
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<tr>
<td></td>
<td>- Describe (recall, recite or reproduce information)</td>
</tr>
<tr>
<td></td>
<td>- Identify purposes</td>
</tr>
<tr>
<td><strong>Skills &amp; Concepts/Basic</strong></td>
<td>- Describe or explain how or why</td>
</tr>
<tr>
<td>Reasoning</td>
<td>- Give an example</td>
</tr>
<tr>
<td>(DOK 2)</td>
<td>- Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes</td>
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<tr>
<td></td>
<td>- Compare/contrast people, places, events, purposes, and concepts</td>
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<td></td>
<td>- Classify, sort items into meaningful categories</td>
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<tr>
<td></td>
<td>- Convert information from one form to another</td>
</tr>
<tr>
<td>**Strategic Thinking/</td>
<td>- Use concepts to solve problems</td>
</tr>
<tr>
<td>Complex Reasoning**</td>
<td>- Use evidence to justify</td>
</tr>
<tr>
<td>(DOK 3)</td>
<td>- Propose and evaluate solutions to problems</td>
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<tr>
<td></td>
<td>- Recognize and explain misconceptions</td>
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<td></td>
<td>- Cite evidence and develop a logical argument for concepts</td>
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<td></td>
<td>- Reason and draw conclusions</td>
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<td></td>
<td>- Disseminate among plausible answers</td>
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<td></td>
<td>- Analyze similarities and differences in issues and problems</td>
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<td></td>
<td>- Apply concepts to new situations</td>
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<td></td>
<td>- Make connections across time and place to explain a concept or big idea</td>
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<tr>
<td></td>
<td>- Recognize and explain patterns</td>
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<td></td>
<td>- Make and support decisions</td>
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<tr>
<td></td>
<td>- Evaluate effectiveness and impact</td>
</tr>
<tr>
<td>**Extended Thinking/</td>
<td>- Connect and relate ideas and concepts within the content area or among content areas</td>
</tr>
<tr>
<td>Reasoning**</td>
<td>- Examine and explain alternative perspectives across a variety of sources</td>
</tr>
<tr>
<td>(DOK 4)</td>
<td>- Describe and illustrate how common themes and concepts are found across time and place</td>
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<td></td>
<td>- Make predictions with evidence as support</td>
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<td>- Develop a logical argument</td>
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<tr>
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<td>- Plan and develop solutions to problems</td>
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<tr>
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<td>- Analyze and synthesize information from multiple sources</td>
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<td>- Complex reasoning with planning, investigating or developing that will most likely require an extended period of time—must require applying significant conceptual understanding and higher-order thinking</td>
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<td>- Apply and adapt information to real-world situations</td>
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<tr>
<td></td>
<td>- Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)</td>
</tr>
</tbody>
</table>