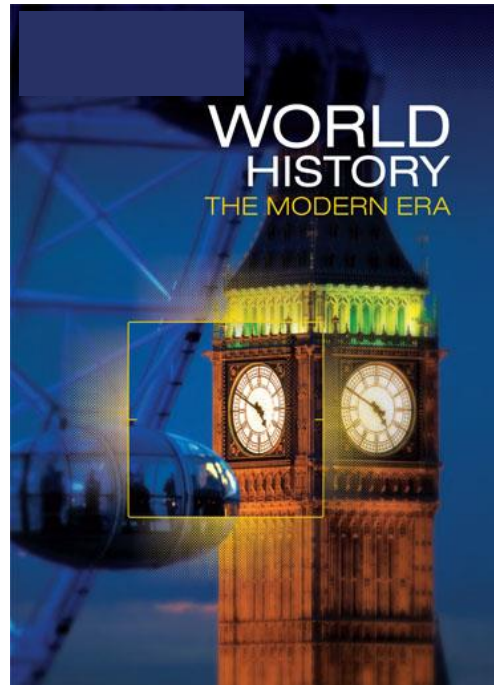


A Correlation of



The Modern Era, ©2016

**To the
Virginia Standards of Learning and Curriculum
Framework**

**A Correlation of World History, The Modern Era, ©2016 to the
Virginia Standards of Learning and Curriculum Framework**

World History and Geography 1500 to the Present

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TE = Teacher's Edition

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SE = Student Edition

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<p align="center">Virginia Standards of Learning World History and Geography 1500 to the Present</p>	<p align="center">World History, The Modern Era ©2016</p>	<p align="center">World History and Geography: 1500 to the Present Curriculum Framework Essential Understandings</p>
<p>World History and Geography: 1500 A.D. (C.E.) to the Present</p>		
<p>These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on development of the modern world. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.</p>		
<p>Although the study of history rests on knowledge of dates, names, places, events, and ideas, historical understanding requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. Students will apply these social science skills to engage in their exploration of the global challenges of the twenty-first century.</p>		
<p>Skills: Grade 10</p>		
<p>WHII.1The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p>		
<p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history;</p> <p>(Continued) a) synthesizing evidence from</p>	<p>SE/TE: Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 103–104, 146–147, 214–217, 254–256, 311–312, 364–365, 395–396, 453–456, 491–492, 529–530, 566–568, 627–629</p> <p><i>Primary Sources are embedded within the text (examples):</i> 88, 124, 169, 173, 249–250, 263, 279, 375–376, 467, 473, 481, 497, 519</p> <p>Analyze Political Cartoons, 248, 261, 278, 279, 283, 289, 295, 296, 331, 360, 371, 383, 386, 430, 431, 448, 461, 465, 515, 626</p>	<p>-Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>-Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.</p> <p>-An artifact is an object or tool that tells us about the people from the past.</p> <p>-A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>(Continued)</p>

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<p>artifacts and primary and secondary sources to obtain information about events and life in world history;</p>	<p>(Continued) <i>Critical Thinking Questions:</i> Cite Evidence, 91, 113, 200, 207, 227, 236, 268, 284, 321, 326, 349, 383, 405, 490, 504, 558, 565, 597; Support a Point of View with Evidence, 158, 337; Support Ideas with Evidence, 379, 607; Support Ideas with Examples, 292, 448, 452</p> <p><i>21st Century Skills:</i> Interpret Sources, 684; Analyze Primary and Secondary Sources, 694–695; Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</p>	<p>-A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>

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<p>b) using geographic information to determine patterns and trends in world history;</p> <p>(Continued)</p>	<p>SE/TE: <i>Interactive Maps:</i> Analyze Maps, 76, 96, 109, 123, 125, 131, 137, 153, 160, 164, 166, 185, 200, 208, 212, 223, 226, 265, 267, 273, 275, 299, 305, 325, 330, 341, 359, 362, 373, 375, 378, 387, 393, 410, 419, 443, 467, 470, 473, 481, 482, 485, 499, 516, 520, 525, 537, 545, 552, 556, 560, 563, 589, 596, 599, 600, 601, 605, 609</p> <p>Identify Patterns, 120, 129, 134, 227, 236, 426, 615</p> <p><u>Topic Assessment (geography examples):</u> Topic 2 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 146; (15. Explain Development and Impact), 147; Topic 3 Assessment (1. Locate Regions), 214; (12. Explain the Impact), 215; Topic 4 Assessment (11. Explain the Role), 255; Topic 5 Assessment (13. Identify the Influence), 312; Topic 7 Assessment (9. Identify Importance and Locate Places and Regions), 396; Topic 8 Assessment (8. Identify and Explain the Major Causes and Effects), 454; Topic 9 Assessment (7. Explain Major Events of World War II), 491; Topic 11 Assessment (1. Summarize and Locate Places), 566</p>	<p>-Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions.</p> <p>-Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p> <p>-The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. - Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place • Regions • Movement • Human-Environmental Interaction <p>(Continued)</p> <p>-Analyzing and interpreting involves identifying the important elements of</p>

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<p>b) using geographic information to determine patterns and trends in world history;</p>	<p>(Continued) <i>21st Century Skills:</i> Read Physical Maps, 689–690; Read Political Maps, 690–691; Read Special–Purpose Maps, 691–692; Use Parts of a Map, 693–694</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?; Historical Maps; Geography – Geography: Migration; Urbanization</p>	<p>geographic sources in order to make inferences and generalizations, and draw conclusions. -Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. -The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. - Geographic themes include:</p> <ul style="list-style-type: none"> • Location • Place • Regions • Movement • Human-Environmental Interaction
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;</p>	<p>SE/TE: Analyze Art, 391; Analyze Charts, 84, 90, 111 139, 142, 143, 174,178, 192, 97, 203, 229, 262, 270, 301, 347, 404, 479, 489, 500, 508, 509, 564, 573, 604; Analyze Data, 370, 580; Analyze Graphs, 129, 241, 347,</p>	<p>-Interpretation begins with observation and collection of data to extract significant information embedded within data. -Interpretation involves determining relevant and irrelevant information in</p>

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	<p>402, 432, 440, 500, 509, 564, 573, 580, 597, 604, 544, 625; Analyze Political Cartoons, 248, 261, 278, 279, 283, 289, 295, 296, 331, 360, 371, 383, 386, 430, 431, 448, 461, 465, 515, 626; Analyze Timeline, 236, 462; Analyze Visuals, 377, 562; Analyze Information, 100, 172, 384, 432, 440, 476</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Analyze Political Cartoons; Use Parts of a Map; Analyze Images</p>	<p>order to analyze characteristics such as change over time, patterns, and relationships.</p>
<p>d) evaluating sources for accuracy, credibility, bias, and propaganda; ;</p>	<p><u>SE/TE: Arguments and Starting Points for Position Papers on Major Events:</u> Topic 1 Assessment (15. Identify the Contributions), 104; Topic 3 Assessment (6. Explain the Political Philosophies), 214; (23. Create Visual Presentations), 217; Topic 5</p>	<p>-It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. -The context from the time period of the primary or secondary source can</p>

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	<p>Assessment (14. Identify the Characteristics), 312; Topic 12 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 628</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 694–695; Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698; Participate in a Discussion or Debate, 699</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p>	<p>influence the information included. -Facts can be verified with evidence while opinions cannot. -Bias: partiality in favor of or against one thing, person, or group compared with another.</p>
<p>e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p>	<p>SE/TE: Critical Thinking: Compare Points of View, 145, 387, 428, 431, 438, 512, 522, 565, 607; Determine Point of View, 235; Support a Point of View with Evidence, 158, 337; Compare, 84, 85, 166, 198, 280, 446, 510, 512, 514, 528, 540, 542, 550, 602, 607; Compare and Contrast, 116, 120, 125, 134, 140, 144, 205, 213,</p>	<p>- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.</p>

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<p>(Continued) e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;</p>	<p>265, 273, 288, 319, 337, 355, 388, 394, 412, 438, 477, 504, 550, 607, 615, 617</p> <p>Analyze Political Cartoons, 248, 261, 278, 279, 283, 289, 295, 296, 331, 360, 371, 383, 386, 430, 431, 448, 461, 465, 515, 626</p> <p>21st Century Skills: Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>(Continued) <i>Social Studies Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology; Economics – Economics Basics; Economic Process; Economic Systems; History – How Do Historians Study</p>	<p>(Continued) - The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.</p>

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	<p>History?; Historical Sources</p>	
<p>f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;</p> <p>(Continued) f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;</p>	<p>SE/TE: Identify Steps in a Process, 113, 120, 140, 145; Sequence Events, 343, 401, 594; Identify Cause and Effect, 77, 80, 85, 97, 102, 113, 118, 120, 123, 136, 138, 140, 142, 145, 161, 165, 167, 171, 189, 198, 203, 205, 209, 225, 227, 233, 238, 239, 251, 253, 308, 310, 321, 327, 328, 332, 333, 336, 338, 343, 345, 349, 354, 355, 357, 359, 361, 363, 371, 373, 376, 379, 388, 390, 394, 405, 407, 412, 414, 416, 418, 423, 428, 431, 434, 438, 442, 446, 452, 483, 499, 512, 527, 528, 542, 544, 558, 565, 582, 585, 586, 587, 591, 594, 599, 601, 602, 605, 621, 626; Analyze Timeline, 462</p> <p>(Continued) Topic 1 Assessment (2. Identify Major Causes), 103; (14. Describe Major Causes and Effects), 104; Topic 2 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 146; (8. Identify Major Causes), 146; Topic 6 Assessment (3. Identify Causes of European</p>	<p>-A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can have multiple causes and effects. -An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects. -Explaining includes justifying why the evidence credibly supports the claim. -Diversity creates a variety of perspectives, contributions, and challenges. -Events that lead to conflict often have multiple causes and effects.</p> <p>(Continued) -A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can have multiple causes and effects. -An indirect cause-and-effect relationship usually takes time to establish. They are many times</p>

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	<p>Imperialism), 364; Topic 7 Assessment (2. Identify Major Causes), 395; Topic 8 Assessment (8. Identify and Explain the Major Causes and Effects), 454</p> <p>21st Century Skills: Sequence, 675; Categorize, 676–677; Analyze Cause and Effect, 677–678</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Sequence; Categorize; Analyze Cause and Effect</i></p>	<p>unforeseen, unplanned, or connected to the main causes and effects. -Explaining includes justifying why the evidence credibly supports the claim. -Diversity creates a variety of perspectives, contributions, and challenges. -Events that lead to conflict often have multiple causes and effects.</p>
<p>g) analyzing multiple connections across time and place;</p>	<p>SE/TE: Essential Question, 72, 106, 148, 218, 258, 314, 366, 398, 458, 494, 532, 570; Enduring Understandings, 73, 107, 149, 219, 259, 315, 367, 399, 459, 495, 533, 571; Sequence Events, 343, 401, 594; Analyze Timeline, 236, 462; Apply Concepts, 198, 243, 520, 522, 607; Identify Patterns, 120, 129, 134, 227, 236, 426, 615; Identify Cause and Effect, 77, 80, 85, 97, 102, 113, 118, 120, 123, 136, 138, 140, 142, 145,</p>	<p>-Analyzing includes identifying the important elements of a topic. -Analytical thinking is further strengthened when connections are made between two or more topics. -Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>

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<p>(Continued) g) analyzing multiple connections across time and place;</p>	<p>161, 165, 167, 171, 189, 198, 203, 205, 209, 225, 227, 233, 238, 239, 251, 253, 308, 310, 321, 327, 328, 332, 333, 336, 338, 343, 345, 349, 354, 355, 357, 359, 361, 363, 371,, 376, 379, 388, 390, 394, 405, 407, 412, 414, 416, 418, 423, 428, 431, 434, 442, 446, 452, 483, 499, 512, 527, 528, 542, 544, 558, 565, 582, 585, 586, 587, 591, 594, 599, 601, 602, 605, 621, 626</p> <p>Topic Assessment, 103–104, 146–147, 214–217, 254–256, 311–312, 364–365, 395–396, 453–456, 491–492, 529–530, 566–568, 627–629</p> <p>21st Century Skills: Sequence, 675; Categorize, 676–677; Analyze Cause and Effect, 677–678; Draw Conclusions, 684–684</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Sequence; Categorize; Analyze Cause and Effect; Draw Conclusions</p>	<p>(Continued) -Analyzing includes identifying the important elements of a topic. -Analytical thinking is further strengthened when connections are made between two or more topics. -Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>

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<p>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</p>	<p>SE/TE: Express Problems Clearly, 131, 552, 558, 587; Solve Problems, 425</p> <p><u>Topic Assessment questions related to decision-making:</u> Topic 8 Assessment (10. Describe People's Participation), 454; Topic 11 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 566</p> <p><i>Consider Citizen Participation:</i> Topic 5 Assessment (7. Identify Influence and Describe Participation), 311; (8. Describe How People Participated), 311; (9. Describe People's Participation), 311; (10. Describe How People Have Participated), 311; Topic 7 Assessment (6. Describe Participation), 395</p> <p>21st Century Skills: Solve Problems,</p>	<p>-Decision-making models serve several purposes:</p> <ul style="list-style-type: none"> • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. <p>-Decision making involves determining relevant and irrelevant information</p> <p>-Effective decision-making models:</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of specific choices made. <p>-Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>

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	<p>701–702; Make Decisions, 702–703; Being an Informed Citizen, 703; Political Participation, 704; Voting, 704–705; Serving on a Jury, 705–706</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury</i></p>	
<p>i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and</p>	<p>SE/TE: The United States Constitution, 187–189, 630–653; France: The National Assembly, 195–197</p> <p><u>Topic Assessment (research and using sources – examples):</u> Topic 5 Assessment (7. Identify Influence and Describe Participation), 311; (8. Describe How People Participated), 311; (9. Describe People's Participation), 311; (10. Describe How People Have Participated), 311; Topic 7 Assessment (6. Describe Participation), 395</p> <p><i>21st Century Skills:</i> Interpret Sources, 684; Analyze Primary and Secondary Sources, 694–695; Avoid Plagiarism, 701; Being an Informed Citizen, 703; Political Participation, 704; Voting, 704–705; Serving on a Jury, 705–706; Paying Taxes, 706–707</p>	<p>-Plagiarism is the unauthorized use or theft of intellectual property. -There are consequences of plagiarism according to the guidelines established by local school divisions and the law.</p>

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<p>(Continued) i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and</p>	<p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Primary and Secondary Sources; Avoid Plagiarism; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury; Paying Taxes</p> <p><i>Social Studies Social Studies Core Concepts:</i> Core Concepts: Government and Civics – Citizenship</p>	<p>(Continued) -Plagiarism is the unauthorized use or theft of intellectual property. -There are consequences of plagiarism according to the guidelines established by local school divisions and the law.</p>

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<p>j) investigating and researching to develop products orally and in writing.</p>	<p>SE/TE: <u>Topic Assessment (research and written and oral presentations (examples):</u> Topic 1 Assessment (12. Explain the Impact), 103; Topic 3 Assessment (6. Explain the Political Philosophies), 214; (23. Create Visual Presentations), 217; Topic 5 Assessment (8. Describe How People Participated), 311</p> <p><i>21st Century Skills:</i> Interpret Sources, 684; Analyze Primary and Secondary Sources, 694–695; Create Databases, 684–685; Compare Viewpoints, 695–696; Participate in a Discussion or Debate, 699; Give an Effective Presentation, 699–700; Write an Essay, 700</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Primary and Secondary Sources; Interpret Sources; Create Databases; Compare Viewpoints; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay</p>	<p>-Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content.</p> <p>-The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.</p> <p>-The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>-Students take more ownership over investigating and researching when able to choose the type of product to produce.</p> <p>-Student inquiry drives the design process. Specifically students:</p> <ul style="list-style-type: none"> • Formulate a question to investigate; • Create a goal/hypothesis; • Conduct research and collaborate with teacher and peers; • Revisit and revise goal/hypothesis, if necessary; • Create product; and • Write a reflection on the process

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		involved to arrive at product.
<p>WHII.2The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 a.d. (c.e.) by</p>		
<p>a) locating major states and empires;</p>	<p>SE/TE: Maps, Italy’s City States, 76; Major European Religions, 96</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>-By 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.</p>
<p>b) describing artistic, literary, and intellectual ideas of the Renaissance;</p>	<p>SE/TE: The Italian Renaissance, 74–80; The Renaissance in Northern Europe, 81–85</p> <p>Topic 1 Assessment (2. Identify Major Causes), 103; (3. Identify Examples), 103; (4. Explain the Impact), 103; (7. Describe Major Effects), 103</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – The Arts</p>	<p>- New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p>

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<p>c) describing the distribution of major religions;</p>	<p>SE/TE: Analyze Maps: Major European Religions, 96</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – Religion</i></p> <p><i>Interactive Primary Sources:</i> Psalm 23; First Letter to the Corinthians, Paul; The Quran</p>	<p>- By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.</p>
<p>d) analyzing major trade patterns; and</p>	<p>SE/TE: Maps, Italy’s City States, 76 ; Europeans Explore Overseas, 108–113; Europeans Gain Footholds in Asia, 114–120; European Conquests in the Americas, 121–129; European Colonies in North America, 130–134</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Trade</i></p>	<p>- By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe</p>
<p>e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p>	<p>SE/TE: The Scientific Revolution, 98–102</p>	<p>- By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p>

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Virginia Standards of Learning World History and Geography 1500 to the Present	World History, The Modern Era ©2016	World History and Geography: 1500 to the Present Curriculum Framework Essential Understandings
	<p>Topic 1 Assessment (12. Explain the Impact), 103; (13. Describe the Major Effects and Explain Its Impact), 104; (14. Describe Major Causes and Effects), 104; (15. Identify the Contributions), 104</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology</p>	
Emergence of a Global Age, 1500 to 1800 a.d. (c.e.)		
WHII.3The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by		
<p>a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;</p>	<p>SE/TE: The Protestant Reformation, 86–91; Reformation Ideas Spread, 92–97</p> <p>Topic 1 Assessment (9. Identify Major Effects and Examples), 103; (10. Explain the Philosophies and Identify Characteristics), 103; (11. Explain the Impact), 103</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Religion</p>	<p>- Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches.</p>
<p>b) describing the impact of religious conflicts, the Inquisition, and the</p>	<p>SE/TE: Religious Turmoil, 93–94; The Catholic Reformation, 94–96; Religious</p>	<p>- The Reformation had its roots in disagreements about theology, but it led</p>

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<p>Catholic Reformation on society and government actions; and</p>	<p>Persecution Continues, 96–97</p> <p>Topic 1 Assessment (11. Explain the Impact), 103</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts:</i> Culture – Religion</p>	<p>to important economic and political changes. Religious differences and hatreds caused war and destruction.</p>
<p>c) describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.</p>	<p>SE/TE: The Printing Revolution, 84; The Peasants’ Revolt, 89; Cite Evidence (printing press), 91; Religious Persecution Continues, 96–97; The Scientific Revolution, 98–102</p> <p>Topic 1 Assessment (11. Explain the Impact), 103</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i> <i>Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology</p>	<p>- At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.</p> <p>-Gradually, religious toleration emerged as the result of changing cultural values.</p> <p>-The printing press was instrumental in spreading cultural ideas.</p>
<p>WHII.4The student will apply social science skills to understand the impact of the European Age of Exploration by</p>		
<p>a) explaining the political and economic goals of European exploration and colonization;</p>	<p>SE/TE: Europeans Explore Overseas, 108–113; Europeans Gain Footholds in Asia, 114–120; European Conquests in the Americas, 121–129; European</p>	<p>- The expanding economies of European states stimulated increased trade with markets in Asia.</p>

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	<p>Colonies in North America, 130–134</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Geography – People’s Impact on the Environment; Population; Migration</p> <p><i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	
<p>b) describing the geographic expansion into Africa, Asia, and the Americas;</p>	<p>SE/TE: New Global Connections, 106–107; Europeans Explore Overseas, 108–113; Europeans Gain Footholds in Asia, 114–120; European Conquests in the Americas, 121–129; European Colonies in North America, 130–134; The Slave Trade and Its Impact on America, 135–140; Effects of Global Contact, 141–</p>	<p>- European powers sought to establish empires in North, South, and Central America. -European powers sought to establish economic relationships with Africa and Asia.</p>

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	<p>145; Topic Assessment, 146–147</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Geography – People’s Impact on the Environment; Population; Migration</p> <p><i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	
<p>c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;</p>	<p>SE/TE: European Expansion in Africa, 113; Rise of the Dutch and the Spanish, 115–116; Compare and Contrast, 116; Cortés Conquers the Aztecs, 122–123; The Incan Empires and Beyond, 124–125; Compare and Contrast, 125; Governing the Spanish Empire, 125–127; Society and Culture in Spanish America, 127–128; The Impact of Spanish Colonization, 128–129;</p>	<p>- Europeans migrated to new colonies in the Americas, creating new cultural and social patterns</p>

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	<p>European Colonies in North America, 130–134; Compare and Contrast, 134; The Slave Trade and Its Impact on America, 135–140; Topic Assessment, 146–147</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade; Geography – People’s Impact on the Environment; Population; Migration</p> <p><i>Interactive Primary Sources:</i> The Destruction of the Indies, Bartolome de Las Casas</p>	
<p>d) analyzing how competition for colonies changed the economic system of Europe; and</p>	<p>SE/TE: The Columbian Exchange, 141–142; A Commercial Revolution, 142–144; Mercantilism, 144–145</p> <p>Topic 2 Assessment (8. Identify Major Causes), 146</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economic Process; Economic Systems; Trade</p>	<p>- The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p>

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<p>e) defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.</p>	<p>SE/TE: The Scientific Revolution, 98–102; Recognize Ideologies, 102</p> <p>Topic 1 Assessment (13. Describe the Major Effects and Explain Its Impact), 104; (14. Describe Major Causes and Effects), 104; (15. Identify the Contributions), 104</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology</p>	<p>- European exploration of new lands and cultures raised new questions about nature and society and encouraged a new emphasis on experimental technology.</p> <p>-With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.</p>
<p>WHII.5The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by</p>		
<p>a) locating European nations and their empires in time and place and identifying major geographic features of Europe;</p>	<p>SE/TE: Map: The Wars of Philip II, 153; Europe After the Thirty Years’ War, 160; Expansion of Russia, 166; Political Map of Europe, 200</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps;</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), European nations developed empires that extended throughout Europe and the world.</p> <p>-Major geographic features of Europe helped to shape these empires and included land and water features.</p>

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	<p>Geography – Geography: Understanding Maps</p>	
<p>b) describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;</p> <p>(Continued) b) describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;</p>	<p>SE/TE: Ruling with Absolute Power, 150–151; Spain and the Hapsburg Empire, 151–152; Philip II Becomes an Absolute Monarch, 152–154; Arts and Literature of Spain’s Golden Age, 154; Assessment: Summarize, 158; Connect, 158</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p>(Continued) <i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>- The efforts of Hapsburg rulers failed to restore Catholic unity across Europe.</p> <p>(Continued) - The efforts of Hapsburg rulers failed to restore Catholic unity across Europe.</p>
<p>c) describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;</p>	<p>SE/TE: Royal Power Expands in France, 154–155; Louis XIV, an Absolute Monarch, 155–157; The Royal Palace at Versailles, 157–158; The Legacy of Louis XIV, 158 Assessment, 158; Declaring Independence, 1860187; The Impact of the Enlightenment, 188</p> <p><i>Topic 3 Assessment</i> (16. Explain</p>	<p>-The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. -Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government. -Enlightenment ideas</p>

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	<p>Philosophies), 216</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change</i></p>	<p>influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p>
<p>d) describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;</p>	<p>SE/TE: Development of English Government, 45; The English Civil War, 170–171; Triumph of Parliament in England, 168–175; Topic 3 Assessment (3. Explain Development), 214, (18. Compare the Consequences), 216</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Foundations of Government; Political Systems; Political Structures; Conflict and Cooperation</i></p> <p><i>Interactive Primary Sources: The Magna Carta; English Bill of Rights</i></p>	<p>-Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the Magna Carta and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p>

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<p>e) explaining the causes and effects of the American and French Revolutions;</p>	<p>SE/TE: The American Revolution, 184–189; The French Revolution Begins, 190–198; A Radical Phase, 199–205; The Age of Napoleon, 206–213</p> <p>Topic 3 Assessment (21. Compare Consequences), 217; (23. Create Visual Presentations), 217</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Political Structures; Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>	<p>- The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. -The French overthrew the absolute monarchy and established a new government.</p>
<p>f) describing the development of social and cultural patterns in the</p>	<p>SE/TE: The Protestant Reformation, 86–90; The Thirty Years’ War. 159–161</p>	<p>- The Protestant Reformation and the 30 Years War had a major impact on the</p>

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<p>German states;</p>	<p>Prussia Emerges, 162</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Government and Civics – Conflict and Cooperation</i></p>	<p>development of social and cultural patterns in the German states.</p>
<p>g) describing the development of social and cultural patterns in the Italian states; and</p>	<p>SE/TE: First Steps to Italian Unity, 281–282</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Government and Civics – Conflict and Cooperation</i></p>	<p>- Classical civilizations and foreign influence contributed to the development of cultural and social patterns in the Italian states.</p>
<p>h) describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great.</p>	<p>SE/TE: Peter the Great Modernizes Russia, 162–164; Expanding Russia’s Borders, 164–165; Catherine the Great, 165–166; Assessment: List, 167; Describe, 167</p> <p>Topic 3 Assessment (14. Construct a Thesis), 216</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change; Government and Civics –</i></p>	<p>- From about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns. -Peter the Great tried to modernize Russia through his policy of “westernization.”</p>

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	<p align="center">Conflict and Cooperation</p>	
<p>WHII.6The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by</p>		
<p>a) locating Asian empires in time and place and identifying major geographic features;</p>	<p>SE/TE: Powerful Empires Emerge in India, 17–18; Strong Rulers Unite China, 20–21; The Mongol Empire and Ming China, 64–66; Korea and Its Traditions, 66–67; Japan Builds and Empire, 347–348; Assessment (4. Identify Cause and Effect), 349</p> <p>Analyze Maps, 18, 20, 65, 66</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), Asian nations developed empires that extended throughout Asia and the world. -Major geographic features of Asia helped to shape these empires and included land and water features.</p>

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<p>b) describing the location and development of social and cultural patterns in the Ottoman Empire;</p>	<p>SE/TE: Unrest in Muslim Regions, 329–330; The Ottoman Empire Declines, 330–331</p> <p>Assessment 1. Make Generalizations, 2. Identify Cause and Effect, 333</p> <p>Analyze Maps, 330</p> <p><i>Topic 6 Assessment</i> (1. Identify Influences on Political Revolutions), 364</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change</p>	<p>- The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople. -The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p>

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<p>c) describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade;</p>	<p>SE/TE: Europeans Trade in Mughal Empire, 116–117</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change</p>	<p>-Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India. -The Mughal Empire traded with European nations. -Much of southern India remained independent and continued international trade.</p>
<p>d) describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty;</p>	<p>SE/TE: The Manchus Conquer China, 118–119; Summarize, 119; Economic Interest in China, 330–340; Reform Efforts in China, 341–342</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion</p>	<p>-China sought to limit the influence and activities of European merchants.</p>

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<p>e) describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese Shogunate; and</p>	<p>and Change</p> <p>SE/TE: The Island Kingdom of Japan, 67–68; Assessment (5. Check Understanding), 69; Unrest in Tokugawa Japan, 344–345</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change</p>	<p>-The reunification of Japan established the Tokugawa Shogunate that governed for more than 250 years. -The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.</p>
<p>f) comparing and contrasting the political and economic systems of Asian empires.</p>	<p>SE/TE: Korea and Its Traditions, 66–67; The Island Kingdom of Japan, 67–68; The Manchus Conquer China, 118–119; Korea and Japan Choose Isolation, 119–120; Japan Builds and Empire, 347–348; Assessment (4. Identify Cause and Effect), 349</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare and Contrast</p> <p><i>Social Studies Social Studies Core Concepts:</i> Economics – Economic Systems; Government and Civics –</p>	<p>-Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic systems.</p>

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	Political Systems	
WHII.7The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by		
a) locating major societies in Africa in time and place and identifying major geographic features;	<p>SE/TE: Early Civilizations of Africa, 57; Kingdoms of West Africa, 58–59; Trading States of East Africa, 59–60; Assessment, 1. Draw Conclusions, 61; African Nations Win Independence, 543–550; Topic 11 Assessment (1. Summarize and Locate Places), 566</p> <p>Analyze Maps 57, 58</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps; Culture – What Is Culture?; Religion; The Arts; Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> Travels, Ibn Battuta</p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), African societies maintained empires throughout West Africa, East Africa, and South Africa. -Major geographic features of Africa helped to shape these empires and included land and water features.</p>
b) comparing and contrasting the development of social and	SE/TE: Early Civilizations of Africa, 57; Kingdoms of West Africa, 58–59;	- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of

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<p>cultural patterns in East Africa and West Africa;</p>	<p>Trading States of East Africa, 59–60; African Nations Win Independence, 543–550</p> <p>Topic 11 Assessment (1. Summarize and Locate Places), 566</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Compare and Contrast</i></p> <p><i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p>	<p>Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>
<p>c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and</p> <p>(Continued) c) comparing and contrasting the development of social and cultural patterns in Central and Southern</p>	<p>SE/TE: Early Civilizations of Africa, 57; Kingdoms of West Africa, 58–59; Trading States of East Africa, 59–60; African Nations Win Independence, 543–550</p> <p>Topic 11 Assessment (1. Summarize and Locate Places), 566</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Compare and Contrast</i></p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p> <p>(Continued) - Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of</p>

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<p align="center">Virginia Standards of Learning World History and Geography 1500 to the Present</p>	<p align="center">World History, The Modern Era ©2016</p>	<p align="center">World History and Geography: 1500 to the Present Curriculum Framework Essential Understandings</p>
<p>Africa; and</p>	<p><i>Social Studies Social Studies Core Concepts: Culture – What Is Culture?; Cultural Diffusion and Change</i></p>	<p>Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>
<p>d) explaining the development of political and economic systems in African societies.</p>	<p>SE/TE: Early Civilizations of Africa, 57; Kingdoms of West Africa, 58–59; Trading States of East Africa, 59–60; African Nations Win Independence, 543–550</p> <p>Topic 11 Assessment (1. Summarize and Locate Places), 566</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Economic Systems; Government and Civics – Political Systems</i></p>	<p>- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major African empires had a variety of political and economic systems.</p>
<p>Age of Revolutions and Imperialism</p>		
<p>WHII.8The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by</p>		
<p>a) explaining the roles of resources, capital, and entrepreneurship in</p>	<p>SE/TE: Coal, steam, and the Energy Revolution, 222–223; Why Did the</p>	<p>- The Industrial Revolution began in England and spread to the rest of</p>

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<p>developing an industrial economy;</p>	<p>Industrial Revolution Start in Britain? 223–224; New Worlds for Entrepreneurs, 232; Check Understanding, 224; Assessment: Generate Explanations, 227; Synthesize, 227</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People’s Impact on the Environment</i></p>	<p>western Europe and the United States. -The Industrial Revolution began in England because of its abundant resources, available capital, and development of entrepreneurship. -Advancements in technology influenced the start of the Industrial Revolution.</p>
<p>b) analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;</p> <p>(Continued) b) analyzing the effects of the Industrial Revolution on society and</p>	<p>SE/TE: The Industrial Revolution Begins, 220–227; Social Impact of Industrialization, 228–236; The Second Industrial Revolution, 237–243; Changing Ways of Life and Thought, 244–253</p> <p>Topic Assessment, 254–256</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Economics</i></p>	<p>- Agricultural economies were based on the family unit. -The Industrial Revolution had a significant impact on the structure and function of the family. -The Industrial Revolution placed new demands on the labor of men, women, and children. The Industrial Revolution impacted society through advancements in science and medicine. -There were many social effects of the Industrial Revolution. (Continued) - Agricultural economies were based on the family unit. -The Industrial Revolution had a significant impact on the structure and</p>

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<p>culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;</p>	<p>Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p>	<p>function of the family. -The Industrial Revolution placed new demands on the labor of men, women, and children. The Industrial Revolution impacted society through advancements in science and medicine. -There were many social effects of the Industrial Revolution.</p>
<p>c) describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;</p> <p>(Continued) c) describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;</p>	<p>SE/TE: Slavery and the Americas, 139–140; A Revolution in Transportation, 225–226; Workers’ Protests, 230; Science and Technology Change Industry, 237–238; Advances in Transportation and Communication, 238–239; The Working Class Wins New Rights, 242–243; An Improved Standard of Living, 243; Assessment, 243; 1.–5.; The Struggle for Women’s Rights, 245–246; The Rise of Public Education, 246–247</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and</p>	<p>-Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor. -Later reforms would try improved working conditions and to eliminate the practice of slavery. -Workers organized labor unions to fight for improved working conditions and workers’ rights. -Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p> <p>(Continued) -Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor. -Later reforms would try improved working conditions and to eliminate the practice of slavery.</p>

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	Technology	<ul style="list-style-type: none"> -Workers organized labor unions to fight for improved working conditions and workers’ rights. -Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.
<p>d) assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;</p>	<p>SE/TE: The Age of Napoleon, 206–213</p> <p>Topic 5 Assessment (2. Explain the Impact), 311</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</i></p>	<ul style="list-style-type: none"> - The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas. - Napoleon’s attempt to unify Europe under French domination was unsuccessful. -The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.
<p>e) explaining the events related to the unification of Italy and the role of Italian nationalism; and f) explaining the events related to the unification of Germany and the role of Bismarck.</p>	<p>SE/TE: The Unification of Germany, 274–280; The Unification of Italy, 281–284</p> <p>Topic 5 Assessment (4. Identify the Influence of Ideas) 311, (6. Identify Influence), 311; (16. Identify Origins), 312</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core</i></p>	<ul style="list-style-type: none"> -The national unification of Italy and Germany altered the balance of power in Europe and touched off new rivalries with other European states.

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	<p><i>Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</p>	
<p>WHII.9The student will apply social science skills to understand global interactions between 1800 to about 1900 by</p>		
<p>a) locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;</p> <p>(Continued)</p> <p>a) locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;</p>	<p>SE/TE: Growth of the United States, 298–302; The United States Wields Power and Influence, 360–361; Assessment: Identify Cause and Effect, 363</p> <p>Topic 6 Assessment (12. Explain the Roles of Military Technology), 365</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps</p> <p>(Continued) <i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps; Geography – Geography: Understanding Maps</p> <p><i>Interactive Primary Sources (examples):</i> "Give Me Liberty or Give Me Death," Patrick Henry; Common Sense, Thomas Paine; Declaration of Independence; Northwest Ordinance; Democracy in America, Alexis de</p>	<p>- Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific. -The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.</p> <p>(Continued)</p> <p>- Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific. -The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.</p>

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	<p>Tocqueville; Emancipation Proclamation, Abraham Lincoln</p>	
<p>b) locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America;</p>	<p>SE/TE: Latin American Nations Win Independence, 269–273</p> <p>Topic 5 Assessment (2. Explain the Impact), 311; (3. Trace the Influence), 311; (9. Describe People's Participation), 311</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</p> <p><i>Social Studies Reference Center:</i> Biography – Simón Bolívar</p>	<p>- The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</p>
<p>c) describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;</p>	<p>SE/TE: The Americas in the Age of Imperialism, 356–363; Assessment: Identify Cause and Effect, 363</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</p> <p><i>Social Studies Reference Center:</i> Biography – Simón Bolívar</p>	<p>- The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization. -Newly independent nations in Latin America had the challenge of coordinating their political and social systems.</p>

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<p>d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and</p> <p>(Continued) d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and</p>	<p>SE/TE: The Age of Imperialism, 314–315; The New Imperialism, 316–321; European Colonies in Africa, 322–328; Europe and the Muslim World, 329–333; India Becomes a British Colony, 334–338; China and the West, 339–343; The Modernization of Japan, 344–349; Southeast Asia and the Pacific, 350–355; The Americas in the Age of Imperialism, 356–363</p> <p>Topic Assessment, 364–365</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> <p>(Continued) <i>Social Studies Social Studies Core Concepts: Government and Civics – Conflict and Cooperation; Economics – Economics Basics; Trade</i></p>	<p>- Industrial nations in Europe needed natural resources and markets to expand their economies. -These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success. -Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world. -Resistance to imperialism took many forms, including armed conflict and intellectual movements.</p> <p>(Continued) - Industrial nations in Europe needed natural resources and markets to expand their economies. -These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success. -Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world. -Resistance to imperialism took many forms, including armed conflict and intellectual movements.</p>
<p>e) analyzing the relationship between industrialization,</p>	<p>SE/TE: Liberalism and Nationalism Spur Revolts, 261–262; Motivations for the</p>	<p>- Industrialization in European nations was a driving force behind the</p>

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<p>imperialism, and nationalism.</p> <p>(Continued) e) analyzing the relationship between industrialization, imperialism, and nationalism.</p>	<p>New Imperialism, 316–317</p> <p>Topic 4 Assessment (6. Explain Political and Economic Changes), 254; Topic 5 Assessment (1. Explain Political Changes), 311; Topic 6 Assessment (1. Identify Influences on Political Revolutions), 364; (3. Identify Causes of European Imperialism), 364; (14. Identify Economic Motivations for European Imperialism), 365</p> <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> <p><i>Social Studies Social Studies Core Concepts: Government and Civics – Conflict and Cooperation; Economics – Economics Basics; Trade</i></p> <p><i>Interactive Primary Sources: How the Other Half Lives, Jacob Riis</i></p>	<p>competition for overseas colonies. -This colonization resulted in rising nationalism among colonies and increased the drive for independence.</p> <p>(Continued) - Industrialization in European nations was a driving force behind the competition for overseas colonies. -This colonization resulted in rising nationalism among colonies and increased the drive for independence.</p>
<p>The Modern Era</p>		
<p>WHII.10 The student will apply social science skills to understand World War I and its worldwide impact by</p>		
<p>a) explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;</p>	<p>SE/TE: World War I Begins, 368–373; fighting the Great War, 374–379; World War I Ends, 380–388</p> <p>Topic 7 Assessment (1. Identify Major Causes), 395; (2. Identify Major</p>	<p>- World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy.</p>

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	<p>Causes), 395; (4. Identify Importance), 395</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p>	
<p>b) describing the location of major battles and the role of new technologies;</p>	<p>SE/TE: Maps: Europe in World War I, 375; The Ottoman Empire, 378; Europe, 1920, 387; Modern Military Technology, 376–377; Assessment: Identify Cause and Effect, 379</p> <p>Topic 7 Assessment (3. Identify Major Effects), 395; (8. Identify Major Characteristics and Effects), 395; Assessment (9. Identify Importance and Locate Places and Regions), 396</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Political Maps</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps</p>	<p>- Battles of World War I extended across the Eastern and Western fronts. -These battles employed many deadly technological advancements.</p>
<p>c) analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate</p>	<p>SE/TE: Making the Peace, 386–387; Effects of the Peace Settlement, 387–388; Assessment: Predict Consequences, 388</p>	<p>-The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p>

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<p>system;</p> <p>(Continued) c) analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;</p>	<p>Topic 7 Assessment (7. Explain Impact), 395; (10. Explain Significance), 396; (12. Identify and Describe), 396</p> <p>(Continued) <u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p>	<p>-The League of Nations was intended to provide a forum for resolving international disputes. -The “mandate system” gave broad authority to the mandate powers regarding preparation for self-rule. (Continued) -The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war. -The League of Nations was intended to provide a forum for resolving international disputes. -The “mandate system” gave broad authority to the mandate powers regarding preparation for self-rule.</p>
<p>d) citing causes and consequences of the Russian Revolution;</p>	<p>SE/TE: Revolution in Russia, 389–394</p> <p>Topic 7 Assessment (12. Identify Causes), 396; (13. Identify the Establishment), 396; (15. Identify Examples), 396; (16. Identify Origins, Characteristics, and Influences), 396</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics –</p>	<p>- Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).</p>

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	<p>Political Systems; Conflict and Cooperation; Economics – Economics Basics; Trade</p>	
<p>e) explaining the causes and assessing the impact of worldwide depression in the 1930s; and</p>	<p>SE/TE: Economics in the Postwar Era, 431; The Great Depression, 431–433; Western Democracies React to the Depression, 433–434</p> <p>Topic 8 Assessment (4. Explain the Responses), 453; (6. Summarize Causes), 453; (7. Explain the Responses and Analyze Information), 454</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Economics – Economics Basics; Economic Process</p>	<p>- A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies.</p>
<p>f) examining the rise of totalitarianism.</p>	<p>SE/TE: Fascism Emerges in Europe, 435–438; The Soviet Union Under Stalin, 439–446; The Rise of Nazi Germany, 447–452; Topic 8 Assessment (5. Describe the Emergence), 453; (8. Identify and Explain the Major Causes and Effects), 454; (16. Explain the Roles and Identify), 455</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics –</p>	<p>- A communist dictatorship was continued by Joseph Stalin in the Soviet Union. -Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p>

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	Political Systems; Conflict and Cooperation	
<p>WHII.11 The student will apply social science skills to understand World War II and its worldwide impact by</p> <p>a) explaining the major causes of the war;</p>	<p>SE/TE: Aggression, Appeasement, and War, 460–465; Axis Domination of Europe, 466–471; Nazi Attack the Soviet Union, 469–470; U.S. Involvement in the War, 470–471</p> <p>Topic 9 Assessment (1. Explain the Major Causes of World War II), 491; (5. Explain the Major Causes of World War II), 491; (8. Explain the Major Causes of World War II), 492; (10. Explain the Major Causes of World War II), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p>	<p>- Many economic and political causes led to World War II.</p>

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<p>b) describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;</p>	<p>SE/TE: Fascism Emerges in Europe, 435–438; The Soviet Union Under Stalin, 439–446; The Rise of Nazi Germany, 447–452; Acts of Aggression, 462;</p> <p>Topic 9 Assessment (1. Explain the Major Causes of World War II), 491; (6. Explain Roles of World Leaders), 491; (16. Explain Roles of World Leaders), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill; Adolf Hitler; Harry S. Truman; Dwight Eisenhower; Joseph Stalin; George Marshall; Hideki Tojo</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p>	<p>- Leadership was essential to the Allied victory.</p>
<p>c) describing the major events,</p>	<p>SE/TE: Axis Powers Advance, 466–471;</p>	<p>- Major theaters of war included Africa,</p>

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<p>including major battles and the role of new technologies;</p>	<p>The Holocaust, 472–477; The Allies Turn the Tide, 478–483; Victory for the Allies, 484–490; Topic Assessment, 491–492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: History – Measuring Time; Historical Sources; Historical Maps</i></p>	<p>Europe, Asia, and the Pacific Islands.</p>
<p>d) examining the Holocaust and other examples of genocide in the twentieth century; and</p>	<p>SE/TE: Armenian Genocide, 331; Assessment: Support Ideas with Evidence, 379; The Holocaust, 472–477; Ethnic Conflict and Genocide, 548–550; Civil War in Bosnia, 600</p> <p>Topic 6 Assessment (11. Identify Politically Motivated Mass Murders), 365; Topic 8 Assessment (13. Identify Examples), 455; Topic 9 Assessment (9. Explain Roles and Identify Examples), 492; Topic 10 Assessment (6. Identify Examples), 529; Topic 12 Assessment (12. Identify Examples), 628</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources: The Diary of a Young Girl, Anne Frank</i></p>	<p>- There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>- Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth and into the twenty-first century.</p>
<p>e) examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild</p>	<p>SE/TE: End of the War in Europe, 484–485; End of the War in the Pacific, 486–487; Aftermath of the War, 487–488; The United Nations is Formed, 489</p>	<p>- The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the</p>

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<p>Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).</p>	<p>Topic 9 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 492; (14. Describe Effects of Atomic Bombs in World War II), 492; (15. Explain the Significance of the United Nations), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Biography – Franklin D. Roosevelt; Winston Churchill; Adolf Hitler; Harry S. Truman; Dwight Eisenhower; Joseph Stalin; George Marshall; Hideki Tojo</i></p> <p><i>Interactive Primary Sources: Four Freedoms, Franklin D. Roosevelt</i></p>	<p>establishment of international cooperative organizations. -The Universal Declaration of Human Rights was issued in 1948 to protect the "inherent dignity and...the equal and inalienable rights of all members of the human family..."</p>
<p>WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by</p>		
<p>a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the</p>	<p>SE/TE: A New Global Conflict, 496–504; Communism in East Asia, 513–517; War in Southeast Asia, 518–522; Maps: NATO and Warsaw Pact, 499; The Cuban Missile Crisis, 502; The Korean</p>	<p>-Competition between the United States and the U.S.S.R. laid the foundation for the Cold War. -The Cold War influenced the policies of the United States and the U.S.S.R.</p>

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<p>collapse of communism in the Soviet Union and Eastern Europe;</p> <p>b) describing the major leaders and events of the Cold War, including the location of major conflicts;</p>	<p>War Begins, 516; Tet Offensive, 520</p> <p>Topic 10 Assessment (2. Describe Effects), 529; (3. Describe Effects), 529; (4. Summarize Outcome and Identify Major Events), 529; (5. Summarize Role and Differences), 529; (8. Identify Events), 529; (14. Explain Effects), 530; (16. Summarize Outcome), 530</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Systems; Conflict and Cooperation</i></p> <p><i>Interactive Primary Sources: Charter of the United Nations</i></p>	<p>towards other nations and conflicts around the world.</p> <p>-The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945. -Communism failed as an economic system in the Soviet Union and elsewhere.</p>
<p>c) describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and</p>	<p>SE/TE: New Forces in China and Japan, 417–423; Communism in East Asia, 513–517; War in Southeast Asia, 518–522; Other Communist Nations Adopt Market Reforms, 527–528; Reform and Repression in China, 583–584</p> <p>Topic 8 Assessment (20. Summarize the</p>	<p>- After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.</p> <p>-Communism continues to influence</p>

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	<p>Factors), 456; Topic 10 Assessment (5. Summarize Role and Differences), 529; (6. Identify Examples), 529; (8. Identify Events), 529; Topic 12 Assessment (9. Formulate Generalizations), 627; (10. Identify Examples), 628</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Systems; Biography – Mao Zedong</i></p>	<p>China and Vietnam today.</p>
<p>d) examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.</p>	<p>SE/TE: Margaret Thatcher, 510; The Cold War Ends, 523–528</p> <p>Topic 10 Assessment (9. Explain Roles), 530; (10. Explain Roles), 530</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources: "Tear Down This Wall," Ronald Reagan</i></p> <p><i>Social Studies Social Studies Core</i></p>	<p>- World leaders made major contributions to events in the second half of the twentieth century.</p>

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	<p><i>Concepts:</i> Biography – Mikhail Gorbachev; Ronald Reagan; Lyndon B. Johnson; Richard M. Nixon</p>	
<p>WHII.13 The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by</p>		
<p>a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;</p> <p>(Continued) a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;</p>	<p>SE/TE: India Seeks Self-Rule, 413–416; Independence and Partition in South Asia, 534–535; Challenges to Modern India, 536–537; Assessment: Identify Cause and Effect, 542</p> <p>Topic 8 Assessment (18. Identify Examples), 456; (19. Describe Major Causes and Effects), 456</p> <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Government and Civics – Political Systems</i></p> <p><i>Interactive Primary Sources:</i> Hind Swaraj, Mohandas Gandhi</p>	<p>- British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent. -The Republic of India, a democratic nation, developed after the country gained independence</p> <p>(Continued) - British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent. -The Republic of India, a democratic nation, developed after the country gained independence</p>
<p>b) describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; and</p>	<p>SE/TE: A Rising Tide of African Nationalism, 407–408; African Nations Win Independence, 543–550</p> <p>Topic 11 Assessment (1. Summarize</p>	<p>- The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</p>

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	<p>and Locate Places), 566; (2. Summarize Reasons and Use a Decision-Making Process), 566; (3. Summarize), 566; Topic 12 Assessment (18. Describe Changing Roles), 629; (20. Identify Examples), 629</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Glory and Hope," Nelson Mandela</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems</p>	
<p>c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.</p>	<p>SE/TE: Nationalism and Conflicts in the Middle East, 410–411; Mandates Gain Independence, 551–552; The Founding of Israel, 552–553; New Nations in the Middle East, 553–556; Golda Meir, 561</p> <p>Topic 11 Assessment (12. Describe Major Influences), 567; (14. Explain), 568; (15. Summarize Impact), 568</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p>	<p>- The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p>
<p>WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century by</p>		

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<p>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;</p> <p>(Continued)</p> <p>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;</p>	<p>SE/TE: The World Today, 570–571; Challenges of Development, 572–576; Challenges for African Nations, 577–582; Rapid Development in China and India, 583–587; Latin American Nations Move Toward Democracy, 588–594; The Industrialized World, 595–602; Globalization and Trade, 603–607; Social and Environmental Issues, 608–615; Terrorism and International Security, 616–621; Advances in Science and Technology, 622–626; Topic Assessment, 627–629</p> <p>(Continued)</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – People’s Impact on the Environment; Population; Migration; Urbanization; Culture – Cultural Diffusion and Change; Religion; Science and Technology</p>	<p>- Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.</p> <p>(Continued)</p> <p>- Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.</p>
<p>b) assessing the link between economic and political freedom;</p>	<p>SE/TE: Challenges of Development, 572–576; Assessment, 576; Continuing Challenges to Development, 580–582; Rapid Development in China and India, 583–587; Social and Environmental Issues, 608–615</p> <p><u>Digital Resources:</u></p>	<p>- Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>-Economic development and the rapid growth of population are having an impact on the environment.</p> <p>-Sound economic conditions contribute</p>

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	<p><i>Social Studies Social Studies Core Concepts: Government and Civics – Foundations of Government; Political Systems; Political Structures; Conflict and Cooperation; Economics – Economic Systems</i></p>	<p>to a stable democracy, and political freedom helps foster economic development</p>
<p>c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and</p>	<p>SE/TE: The Industrialized World, 595–602; Globalization and Trade, 603–607</p> <p>Topic 12 Assessment (2. Summarize Impact), 627; (3. Identify Major Causes), 627; (4. Explain the Role), 627</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Economics – Trade</i></p>	<p>- The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p>
<p>d) analyzing the increasing impact of terrorism.</p>	<p>SE/TE: Terrorism and International Security, 616–621</p> <p>Topic 12 Assessment (13. Explain Influences), 628; (14. Explain and Summarize), 628; (15. Summarize the Development), 628</p>	<p>- Both developed and developing nations of the world have faced challenges brought about by increased terrorism. - Terrorism is the use of illegal violence to achieve political ends.</p>

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	<p><u>Digital Resources:</u> Government and Civics –Conflict and Cooperation</p>	
<p>WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by</p>		
<p>a) describing their beliefs, sacred writings, traditions, and customs; and</p>	<p>SE/TE: The Protestant Reformation, 86–91; Reformation Ideas Spread, 92–97; Israel and Palestine, 559–560; The Difficult Road to Peace, 560–562; Islamic Fundamentalism, 565, 567–568, 618–619, 628</p> <p>Topic 8 Assessment (2. Describe the Spread), 453; Topic 12 Assessment (13. Explain Influences), 628; (14. Explain and Summarize), 628; (15. Summarize the Development), 628</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change</p> <p><i>Interactive Primary Sources:</i> Psalm 23; First Letter to the Corinthians, Paul; The</p>	<p>- Five world religions have had a profound impact on culture and civilization.</p>

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	<p>Quran</p>	
<p>b) locating the geographic distribution of religions in the contemporary world.</p>	<p>SE/TE: Digital Resources: Social Studies Core Concepts: Culture; Religion</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Religion</p> <p><i>Interactive Primary Sources:</i> Psalm 23; First Letter to the Corinthians, Paul; The Quran</p> <p><i>21st Century Skills Tutorials:</i> Read Special-Purpose Maps; Use Parts of a Map</p>	<p>- Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p>