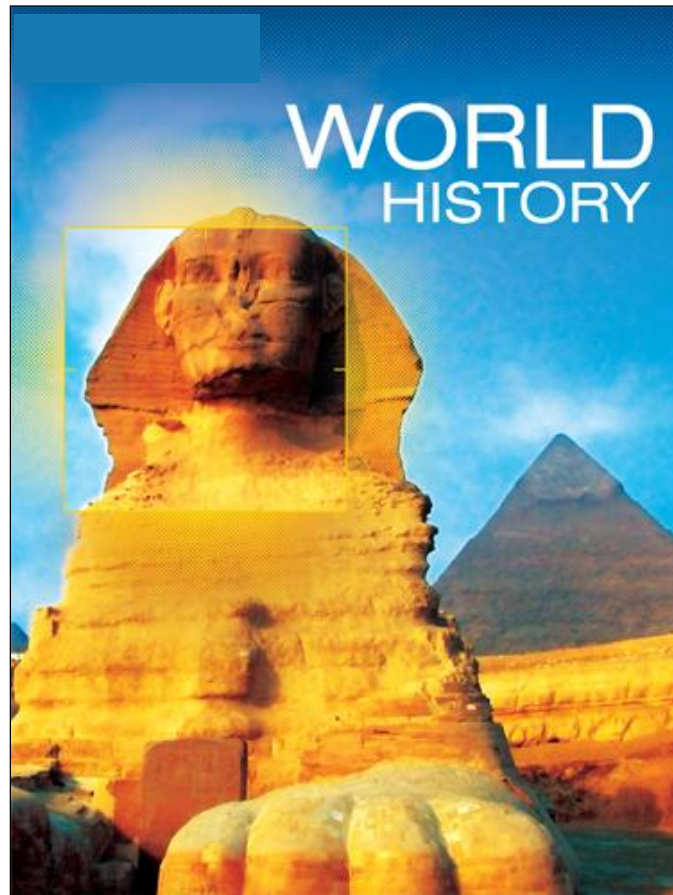


**A Correlation of**



**©2016**

**To**

**Wisconsin's Model Academic  
Standards for Social Studies**

**End of Grade 12**

# **A Correlation of World History, The Modern Era, ©2016 to Wisconsin’s Model Academic Standards for Social Studies**

## **Introduction**

This document demonstrates how ***Savvas World History, ©2016*** meets Wisconsin’s Model Academic Standards for Social Studies, end of grade 12.

*Savvas* is excited to announce its NEW *World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The ***Savvas World History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

## **Technology Reimagined with Savvas’ Realize™ Platform**

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
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<b>Wisconsin’s Model Academic Standards for Social Studies</b>	<b>World History, The Modern Era ©2016</b>
<b>A. GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS</b>	
<b>CONTENT STANDARD:</b> Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments	
<b>PERFORMANCE STANDARDS</b>	
By the end of <b>grade twelve</b> , students will:	
A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration	<b>SE:</b> Italy’s City-States and Sea Trade, 6; 21 <sup>st</sup> Century Skills: Read Physical Maps, 623-624; Read Political Maps, 624-625; Read Special-Purpose Maps, 625-624; Use Parts of a Map, 627-628; Atlas, 642-656
A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models	<b>SE:</b> For related material please see: Challenges to Modern India, 470-471; Map: South Asia Today, 471; A Geographically Diverse Continent, 477-478; Map: The Modern Middle East, 486; Map: Oil Reserves in the Middle East, 490; Chart: Selected Developed and Developing Nations, 507; Chart: Lagos, Nigeria: Emerging Megacity, 514; Map: Economic Activity of Latin America, 523; Graph: Economic Transition in Post-Soviet Russia, 531; Map: Gross Domestic Product per Capita by Country, 543 21 <sup>st</sup> Century Skills: Categorize, 610-611; Generalize, 615; Draw Conclusions, 617-618; Interpret Sources, 618; Analyze Data and Models, 619-620; Read Charts, Graphs, and Tables, 620-621
A.12.3 Construct mental maps of the world and the world’s regions and draw maps from memory showing major physical and human features	<b>SE:</b> Topic 2 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions) 76; Topic 3 Assessment, (1. Locate Regions), 13. Locate Places of Historical Significance) 145, 147 21 <sup>st</sup> Century Skills: Create Charts and Maps, 621-622; Read Physical Maps, 623-624; Read Special-Purpose Maps, 625-626; Atlas, 642-656

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A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment	<b>SE:</b> A Revolution in Transportation,156-157; Industry Causes Urban Growth, 160-161; City Life Changes, 173-174; The United States Expands, 230-231; The Strain of Population Growth, 268; Emigration to Australia, 286; Chart: The Changing Middle East, 345; Populations Skyrocket, 508; Impact of Rapid Population Growth, 520; Population Growth Contributes to Poverty, 523; Chart: On the Move, 544; Development and the Environment, 547-549
A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns	<b>SE:</b> Europeans Explore Overseas, 38-43; Europeans Gain Footholds in Asia, 44-50; European Conquests in the Americas,51-59; The Columbian Exchange, 71-72; A Commercial Revolution, 72-74; Mercantilism, 74-75; Economic Growth and Reform, 203-204; Motivations for the New Imperialism, 248-249; Economic Changes, 252; European Nations Scramble for Colonies, 267-259; Economic Interest in China, 271-272; The Opening of Japan, 277-278; European Imperialism in Southeast Asia, 282-283; Map: Oil Reserves in the Middle East, 490
A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world	<b>SE:</b> India Under British Rule, 268; Continuing Challenges to Development, 514-516; Poverty Challenges Latin America, 522-524; Natural Disasters, 543; Development and the Environment, 547-549
A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world	<b>SE:</b> The Columbian Exchange, 71-72; A Commercial Revolution, 72-74; Mercantilism, 74-75; Economic Growth and Reform, 233-234; The Changing Middle East, 345; Global Interdependence, 537-539; Benefits and Costs of Globalization, 540-541; People Search for a Better Life, 544-545

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A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them	<b>SE:</b> A Geographically Diverse Continent, 477-478; A Variety of New Governments, 478-479
A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood	<b>SE:</b> The Lives of the Working Class, 161-162; City Life Changes, 173-174; Modern Art and Architecture, 360-361; Rapid Growth of Cities, 510
A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development	<b>SE:</b> The Scientific Revolution, 28-32; Topic 1 Assessment (15. Identify the Contributions), 34; Scientific Revolution Leads to the Enlightenment, 107-108; Topic 3 Assessment (20. Identify and Describe Major Effects), 148; New Ways of Working Change Life, 152-153; New Directions in Science, 179-180; Topic 4 Assessment (3. Identify Major Causes), 186; Scientific Discoveries, 359; The Nuclear Arms Race, 434-435; An Economic Boom, 440; Advances in Science and Technology, 556-560
A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture	<b>SE:</b> The Japanese Economic Miracle, 445; Traditional Economies, 507; Moving Toward Modernization, 507-508; African Nations Face Economic Choices, 513-514; Continuing Challenges to Development, 514-516; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 519-520; Promoting Industry and Agriculture, 520-521; Development and the Environment, 547-549

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<b>Wisconsin’s Model Academic Standards for Social Studies</b>	<b>World History, The Modern Era ©2016</b>
<p>A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world</p>	<p><b>SE:</b> Roosevelt’s New Deal, 367; Forced Collectivization in Agriculture Causes Misery, 373-374; Working Toward Development, 506-508; Challenges to Development, 508-509; African Nations Face Economic Choices, 513-514; Continuing Challenges to Development, 514-516; A New Approach to the Chinese Economy, 517-518; India Builds a Modern Economy, 519-520; Promoting Industry and Agriculture, 522-523; Economic Activity of Latin America, 523; Development and the Environment, 547-549</p>
<p>A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries</p>	<p><b>SE:</b> Conflicting Promises About Palestine, 344; Pakistan and Bangladesh Separate, 471-473; The New Nations of Africa, 477-478; A Variety of New Governments, 478-479; Case Studies: Five African Nations, 480-482; The Wars of Southern Africa, 482; Ethnic Conflict and Genocide, 482-484; The Challenges of Diversity, 485-486; The Founding of Israel, 486-487; New Nations in the Middle East, 487-490; Israel and Palestine, 493-494; The Difficult Road to Peace, 494-496; Conflict in Lebanon and Syria, 496-497; Warfare in Iraq, 497-499; The Former Soviet Republics, 532-533; War in Yugoslavia, 533-535</p>

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<p align="center"><b>Wisconsin’s Model Academic Standards for Social Studies</b></p>	<p align="center"><b>World History, The Modern Era ©2016</b></p>
<p><b>B. HISTORY: TIME, CONTINUITY, AND CHANGE</b></p>	
<p><b>CONTENT STANDARD:</b> Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future</p>	
<p><b>PERFORMANCE STANDARDS</b></p>	
<p>By the end of <b>grade twelve</b>, students will:</p>	
<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p>	<p><b>SE:</b> The Tainos Meet Columbus, 51; Governing the Spanish Empire, 55-57; The Slave Trade and Its Impact on Africa, 65-70; From Restoration to Glorious Revolution, 103-104; Hobbes and Locke on the Role of Government, 108-109; Declaring Independence, 117-118; Hitler’s “Final Solution,” 407-408; Jewish Resistance, 408-409; Two Opposing Sides in Europe, 433; The Soviet Union During the Cold War, 436-437; The United States in the Cold War, 437-438; The Struggle for Equality in South Africa, 511-512; Primary Sources: Declaration of Independence, 588-589; <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 591-592; English Bill of Rights, 592; <i>Two Treatises of Government</i>, John Locke, 593; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 595-596; <i>The Federalist</i> No. 51, 596-598; <i>Democracy in America</i>, Alexis de Tocqueville, 599-600; <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank, 602-603; “Tear Down This Wall,” Ronald Reagan, 606-607; “Glory and Hope,” Nelson Mandela, 608 21<sup>st</sup> Century Skills: Interpret Sources, 618; Analyze Primary and Secondary Sources, 628-629; Compare Viewpoints, 629-630</p>



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<b>Wisconsin’s Model Academic Standards for Social Studies</b>	<b>World History, The Modern Era ©2016</b>
<p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p>	<p><b>SE:</b> Topic 1 Assessment (15. Identify the Contributions), 34; Topic 3 Assessment (6. Explain the Political Philosophies; 145; 23. Create Visual Presentations), 148; Topic 4 Assessment (10. Analyze Examples), 187; Topic 8 Assessment (16. Explain Roles of World Leaders), 390; 21<sup>st</sup> Century Skills: Draw Conclusions, 617-618; Interpret Sources, 618; Analyze Primary and Secondary Sources, 628-629; Compare Viewpoints, 629-630</p>
<p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them</p>	<p><b>SE:</b> The English Bill of Rights, 103; The Enlightenment, 107-120; Discontent in the Colonies, 117-118; The United States Constitution, 118-120; The National Assembly, 126-128; United States Constitution, 566-578</p>
<p>B.12.4 Assess the validity of different interpretations of significant historical events</p>	<p><b>SE:</b> The Tainos Meet Columbus, 51; Governing the Spanish Empire, 55-57; The Slave Trade and Its Impact on Africa, 65-70; From Restoration to Glorious Revolution, 103-104; Hobbes and Locke on the Role of Government, 108-109; Declaring Independence, 117-118; Hitler’s “Final Solution,” 407-408; Jewish Resistance, 408-409; Two Opposing Sides in Europe, 433; The Soviet Union During the Cold War, 436-437; ; The United States in the Cold War, 437-438; The Struggle for Equality in South Africa, 511-512; Primary Sources: Declaration of Independence, 588-589; <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 591-592; English Bill of Rights, 592; <i>Two Treatises of Government</i>, John Locke, 593; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 595-596; <i>The Federalist</i> No. 51, 596-598; <i>Democracy in America</i>, Alexis de Tocqueville, 599-600; “Tear Down This Wall,” Ronald Reagan, 606-607; “Glory and Hope,” Nelson Mandela, 608; 21<sup>st</sup> Century Skills: Interpret Sources, 618; Analyze Primary and Secondary Sources, 628-629; Compare Viewpoints, 629-630</p>

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<p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p>	<p><b>SE:</b> The English Bill of Rights, 103; Hobbes and Locke on the Role of Government, 108-109; Declaring Independence, 117-118; The United States Constitution, 118-120; Declaration of the Rights of Man, 127; United States Constitution, 566-578; Primary Sources: Declaration of Independence, 588-589; 21<sup>st</sup> Century Skills: Compare and Contrast, 612-613; Draw Conclusions, 617-618; Interpret Sources, 618; Analyze Data and Models, 619-120; Read Charts, Graphs, and Tables, 620-621; Analyze Primary and Secondary Sources, 628-629; Compare Viewpoints, 629-630; Evaluate Existing Arguments, 630-631; Consider and Counter Opposing Arguments, 632; Being an Informed Citizen, 637; Political Participation, 638</p>
<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p>	<p><b>SE:</b> The English Bill of Rights, 103; Hobbes and Locke on the Role of Government, 108-109; <i>The Philosophies</i>, 109-110; Spread of Enlightenment Ideas, 11-112; Discontent in the Colonies, 117; The United States Constitution, 118-120; United States Constitution, 566-578; Primary Sources: Declaration of Independence, 588-589; English Bill of Rights, 592; <i>Two Treatises of Government</i>, John Locke, 593; <i>The Spirit of the Laws</i>, Baron de Montesquieu, 593-594; <i>The Social Contract</i>, Jean-Jacques Rousseau, 594-595; <i>The Federalist</i> No. 51, 596-598</p>
<p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p>	<p><b>SE:</b> Art Flourishes in the Renaissance, 7-9; Artists of the Northern Renaissance, 11-12; Northern Renaissance Humanists and Writers, 12-14; Arts and Literature of Spain’s Golden Century, 84; Arts and Literature of the Enlightenment, 112-113; The Romantics Turn from Reason, 181-183; Artists Represent Real Life, 183-284; New Directions in Visual Arts, 184-185; Literature Reflects New Perspectives, 360; Modern Art and Architecture, 360-362</p>

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<p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p>	<p><b>SE:</b> The Italian Renaissance, 4-5; The Renaissance in Northern Europe, 11-14; The Scientific Revolution, 28-32; Topic 1 Assessment (1. Identify Examples; 6. Analyze Examples; 15. Identify the Contributions), 33-34; The Enlightenment, 107-114; Declaring Independence, 117-118; The United States Constitution, 118-120; Coal, Steam, and the Energy Revolution, 154-155; Technology Speeds Production, 156; Laissez-Faire Economics, 164-165; Owen and Utopian Socialism, 166; Marx and the Origins of Communism, 167-168; Science and Technology Change Industry, 169-170; Advances in Transportation and Communication, 170-171; Better Medicine, Nutrition, and Health, 172-173; The Struggle for Women’s Rights, 177-178; New Directions in Science, 179-180; The Romantics Turn from Reason, 181-183 Artists Represent Real Life, 183-184; New Directions in the Visual Arts, 184-185; Scientific Discoveries, 359; Literature Reflects New Perspectives, 360; Modern Art and Architecture, 360-361; Environmental Concerns, 514-515; Medical Advances, 559</p>
<p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p>	<p><b>SE:</b> The Industrial Revolution Begins, 152; Social Impact of Industrialism, 160-168; Science and Technology Change Industry, 169-170; Advances in Transportation and Communication, 170-171; Better Medicine, Nutrition, and Health, 172-173; City Life Changes, 173-174; The Working Class Wins New Rights, 174-175; The New Social Order, 176-177; Modern Military Technology, 310-311; A Powerful New Weapon, 420-421; Dropping of the Atomic Bomb, 421; West Germany’s Economic Miracle, 442-443; The Japanese Economic Miracle, 445; Challenges of Development, 506-510; Continuing Challenges to Development, 514-516; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; India Builds a Modern Economy, 519-520; Promoting Industry and Agriculture, 522-524; The Industrialized World, 529-536</p>

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<p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p>	<p><b>SE:</b> The Italian Renaissance, 4-10; The Printing Revolution, 14; The Protestant Reformation, 16-20; Reformation Ideas Spread, 22-27; The Scientific Revolution, 28-32; Topic 1 Assessment (7. Describe Major Effects; 8. Explain the Relationship and Explain the Influence; 9. Identify Major Effects and Examples), 33; The Enlightenment, 107-114; Topic 3 Assessment (20. Identify and Describe Major Effects), 148; New Directions in Science, 179-180; The Role of Religion, 180-181</p>
<p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p>	<p><b>SE:</b> Discontent in the Colonies, 117-118; The American Revolution, 118; Louis XVI Calls the Estates-General, 124-125; The National Assembly, 126-128; The Civil War, 232-233; Major Causes of World War I, 303-305; The Balkan Powder Keg Explodes, 305; The Alliance System Leads to War, 305-307; The United States Enters the War, 317-318; India Seeks Self-Rule, 346-349; Control by Terror, 369; A Pattern of Aggression, 394-395; German Aggression Continues, 397-398; World War II Begins, 399; U.S. Involvement in the War, 404-405; The Cold War Begins, 431; The Cuban Missile Crisis, 436; China and the United States, 449; The Road to War in Southeast Asia, 452-453; The United States Enters the War, 453-454; The U.S. Response to Terrorism, 553-554</p>
<p>B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p>	<p><b>SE:</b> For opportunities to address this standard please see: First Encounters, 51-52</p>

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B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions	<b>SE:</b> The Enlightenment, 107-114; The American Revolution, 115-120; The French Revolution Begins, 121-129; A Radical Phase, 130-135; The Industrial Revolution, 150-168; Revolution in Russia, 323-328; Revolution and Nationalism in Latin America, 334-338; African Nations Win Independence, 477-484
B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity	<b>SE:</b> For related material please see: Islam and the Modern World, 491-492; Topic 11 Assessment (10. Summarize Development and Explain Influences) 501; Religious Fundamentalism, 509
B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved	<b>SE:</b> The Balkan Powder Keg Explodes, 305; The Alliance System Leads to War, 305-307; The United States Enters the War, 317-318; U.S. Involvement in the War, 752-753; A Powerful New Weapon, 404-405; The Cuban Missile Crisis, 436; The Growing Threat of Terrorism, 551-553; The U.S. Response to Terrorism, 553-554
B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	<b>SE:</b> European Powers Form Alliances, 302-303; The Alliance System Leads to War, 305-307; The Treaty of Versailles, 320-321; The League of Nations, 363-364; Topic 7 Assessment (9. Identify Importance and Locate Places and Regions; 10. Explain Significance), 330; The United Nations Is Formed, 423; Topic 9 Assessment (15. Explain the Significance of the United Nations), 426; Disarmament Talks, 434; Establishing Alliances and Bases, 435; An Uneasy Alliance with the Soviet Union, 449; Case Studies: Five African Nations, 480-482-830; Israel and Palestine, 493-494; The Former Soviet Republics, 532-533; Global Organizations and Trade Agreements, 539-540; Human Rights, 545-547 Primary Sources: Charter of the United Nations, 603-604; Universal Declaration of Human Rights, 605-606

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B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved	<b>SE:</b> The United States Enters the War, 317-318; Global Organizations and Trade Agreements, 539-540; Development and the Environment, 547-549
B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world	<b>SE:</b> The African Slave Trade Expands, 65-66; The Atlantic Slave Trade, 67-68; Horrors of the Middle Passage, 68; Impact of the Slave Trade, 68-70; Abolition of Slavery, 220-221; The Abolition Movement, 231; The Civil War, 232-233; The United States Responds to New Challenges, 441-442; The Struggle for Equality in South Africa, 511-512 Primary Sources: <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, 595-596; “Glory and Hope,” Nelson Mandela, 608
<b>C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY</b>	
<b>CONTENT STANDARD:</b> Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.	
<b>PERFORMANCE STANDARDS</b>	
By the end of <b>grade twelve</b> , students will:	
C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens	<b>SE:</b> Discontent in the Colonies, 117-118; The United States Constitution, 118-120; The National Assembly, 126-130; United States Constitution, 566-587; Primary Sources: Declaration of Independence, 588-589; English Bill of Rights, 592; Declaration of the Rights of Man and the Citizen, 598-599; Universal Declaration of Human Rights, 605-606; 21 <sup>st</sup> Century Skills: Being an Informed Citizen, 637; Political Participation, 638; Voting, 638-639; Serving on a Jury, 639-640; Paying Taxes, 640-641

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<p>C.12.2 Describe how different political systems define and protect individual human rights</p>	<p><b>SE:</b> The English Bill of Rights, 103; Hobbes and Locke on the Role of Government, 108-109; <i>The Philosophies</i>, 109-110; Spread of Enlightenment Ideas, 111-112; Discontent in the Colonies, 117-118; The United States Constitution, 118-120; The National Assembly, 126-128; Topic 3 Assessment (17. Assess the Degree; 22. Identify the Influence of Ideas), 147-148; Socialist Thought Emerges, 166; Marx and the Origins of Communism, 167-168; The Road to Revolution, 241-242; Topic 6 Assessment (2. Identify the Influence of Ideas), 297; Characteristics of Fascism, 370-372; Human Rights, 545-547; United States Constitution, 566-587; Primary Sources: Declaration of Independence, 588-589; English Bill of Rights, 592; <i>Two Treatises of Government</i>, John Locke, 593; <i>The Spirit of the Laws</i>, Baron de Montesquieu, 593-594; <i>The Social Contract</i>, Jean-Jacques Rousseau, 594-595; Declaration of the Rights of Man and the Citizen, 598-599; Universal Declaration of Human Rights, 605-606</p>
<p>C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time</p>	<p><b>SE:</b> The United States Constitution, 118-120; Expanding Democracy, 231-232; African Americans After the Civil War, 232-233; The Push for Reform, 233-234; Western Democracies React to the Depression, 366-367; The United States Responds to New Challenges, 441-442; United States Constitution, 566-587</p>

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C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized	<b>SE:</b> Hobbes and Locke on the Role of Government, 108-109; <i>The Philosophies</i> , 109-110; Spread of Enlightenment Ideas, 111-112; Discontent in the Colonies, 117-118; The United States Constitution, 118-120; The National Assembly, 474-476; Topic 3 Assessment (17. Assess the Degree; 22. Identify the Influence of Ideas), 147-147; Western Democracies React to the Depression, 366-367; Poland Struggles Toward Democracy, 459-460; Revolution and Freedom, 460; Struggle for Democracy in the Philippines, 475-476; New Challenges for the United States, 532
C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion	<b>SE:</b> Hobbes and Locke on the Role of Government, 108-109; <i>The Philosophies</i> , 109-110; Socialist Thought Emerges, 166; Marx and the Origins of Communism, 167-168; Characteristics of Fascism, 370-371
C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers	<b>SE:</b> The English Bill of Rights, 103; England’s Constitutional Government Evolves, 104-105; Montesquieu Calls for Separation of Powers, 109; The United States Constitution, 118-119; The Third Republic Faces New Struggles, 226-228; United States Constitution, 566-587; Primary Sources: English Bill of Rights, 592; <i>The Spirit of the Laws</i> , Baron de Montesquieu, 593-594; <i>The Federalist</i> No. 51, 596-596
C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior	<b>SE:</b> The United States Responds to New Challenges, 441-442; The Vietnam War Ends, 454-456; U.S.-Latin American Relations, 526-527 Primary Sources: United States Constitution, 566-587; 21 <sup>st</sup> Century Skills: Being an Informed Citizen, 637; Political Participation, 638; Voting, 638-639



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<p>C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p>	<p><b>SE:</b> Global Interdependence, 537-538; Global Organizations and Trade Agreements, 539-540; Benefits and Costs of Globalization, 540-541; Global Challenges, 542-545; Human Rights, 545-547; Development and the Environment, 547-549; The Threat of New Weapons, 550-551; The Growing Threat of Terrorism, 551-553; The Computer Revolution, 558; The Rise of Biotechnology and Genetic Engineering, 558-560; 21<sup>st</sup> Century Skills: Compare and Contrast, 612-613; Analyze Primary and Secondary Sources, 628-629; Compare Viewpoints, 629-630; Identify Bias, 630-631; Evaluate Existing Arguments, 631-632; Consider and Counter Opposing Arguments, 632; Participate in a Discussion on Debate, 633; Write an Essay, 634; Solve Problems, 635-636</p>
<p>C.12.9 Identify and evaluate the means through which advocates influence public policy</p>	<p><b>SE:</b> Enlightenment Ideas Reach Latin America, 202; Haiti Fights for Freedom, 202-203; Revolts in Mexico and Central America, 203-204; Discontent Sparks Revolts in South America, 204-205; Abolition of Slavery, 220-221; Victories for the Working Class, 221-222; Irish Home Rule, 223-224; Topic 5 Assessment 7. Identify Influence and Describe Participation; 8. Describe How People Participated; 9. Describe People’s Participation; 10. Describe How People Have Participated; 11. Identify Examples), 243</p>
<p>C.12.10 Identify ways people may participate effectively in community affairs and the political process</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen, 637; Political Participation, 638; Voting, 638-639</p>

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C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy	<b>SE:</b> The United States Responds to New Challenges, 441-442; The Vietnam War Ends, 454-455; U.S.-Latin American Relations, 526-527; Human Rights, 545-547; Development and the Environment, 547-549; War in Iraq, 554; 21 <sup>st</sup> Century Skills: Being an Informed Citizen, 637; Political Participation, 638; Voting, 638-639
C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement	<b>SE:</b> The United Nations Is Formed, 423; Topic 9 Assessment (15. Explain the Significance of the United Nations), 426; Wartime Alliance Breaks Apart, 430-431; Marshall Plan Aids Europe, 432; The Berlin Airlift, 432, New Alliances, 432; Establishing Alliances and Bases, 435; The United States and Latin America, 435; The United States in the Cold War, 437-438; America in a Central Role, 439-440; Rebuilding Western Europe, 442-444; Japan Is Transformed, 444-445; U.S.-Latin American Relations, 526-527; The Former Soviet Republics, 532-533; Global Organizations and Trade Agreements, 539-540
C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice	<b>SE:</b> England’s Constitutional Government Evolves, 104-105; Discontent in the Colonies, 117-118; The United States Constitution, 118-120; Socialist Thought Emerges, 166; Marx and the Origins of Communism, 167-168; Bismarck Attacks the Socialists, 210; Political and Social Turmoil, 215-216; The Communist Soviet Union Emerges, 327-328; Nationalists and Communists, 352-353; Loss of Faith in Democracy, 367; Fascism Emerges in Italy, 368-371; Stalin Builds a Totalitarian State, 375-377; Soviet Society Under Stalin, 377-378; Hitler Leads the Nazi Party, 381-383; The Third Reich, 383-384; Dictators Replace Democracy, 385; A Pattern of Aggression, 394-396; Nazi-Soviet Pact, 399; United States Constitution, 566-587

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<p>C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals</p>	<p><b>SE:</b> The English Civil War, 100-101; Cromwell and the Commonwealth, 101-102; From Restoration to Glorious Revolution, 103-104; Discontent in the Colonies, 117-118; The American Revolution, 118; Storming the Bastille, 125; Revolts in Paris and the Provinces, 125-126; The National Assembly, 126-128; Reforms of the National Assembly, 128-129; Revolutions Sweep Europe, 192-200; Latin American Nations Win Independence, 201-205; Economic and Social Reforms, 220-221; Women Struggle for the Vote, 222; Expanding Democracy, 231-232; Emancipation and Stirring of Revolution, 239-240; The Road to Revolution, 241-242; Gandhi’s Philosophy of Civil Disobedience, 348; Gandhi Takes a Stand, 348-349; The United States Responds to New Challenges, 441-442</p>
<p>C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust</p>	<p><b>SE:</b> The African Slave Trade Expands, 65-66; The Atlantic Slave Trade, 67-68; Horrors of the Middle Passage, 68; Impact of the Slave Trade, 68-71; Abolition of Slavery, 220-221; The Abolition Movement, 231; Armenian Genocide, 263; Topic 6 Assessment (11. Identify Politically Motivated Mass Murders), 298; The Holocaust, 406-411; Topic 9 Assessment (9. Explain Roles and Identify Examples), 426; Politically Motivated Mass Murder in Cambodia, 456; Ethnic Conflict and Genocide, 482-484; The Iran-Iraq War, 497; Topic 11 Assessment (4. Identify Examples), 500; Civil War in Bosnia, 534; Topic 12 Assessment (17. Identify Examples), 563 Primary Sources: <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank, 602-603</p>

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C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women	<b>SE:</b> The Rise of New Social Classes, 161-162; Hazards of the Factory System, 162; Children Perform Risky Work, 163; The Working Class Wins New Rights, 174-175; The Struggle for Women’s Rights, 177-178; The Role of Religion, 180-181; Economic and Social Reforms, 220-221; Women Struggle for the Vote, 222; Expanding Democracy, 231-232; Gandhi’s Philosophy of Civil Disobedience, 348; The United States Responds to New Challenges, 441-442; The Founding of Israel, 486--487; Social Reform in India, 521
<b>D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION</b>	
<b>CONTENT STANDARDS:</b> Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.	
<b>PERFORMANCE STANDARDS</b>	
By the end of <b>grade twelve</b> , students will:	
D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices	<b>SE:</b> Why Did the Industrial Revolution Start in Britain?, 155-156; Textile Industry Initiates Industrialization,156; A Revolution in Transportation, 156-157; Industrialization Spreads, 157-159; Laissez-Faire Economics, 164-165; The Bessemer Process Transforms Steel, 169; Improved Methods of Production, 170; The Rise of Big Business, 171-172; The Working Class Wins New Rights, 174-175; Rapid Industrialization, 278; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; The State Controls the Economy, 369-370; Stalin Builds a Command Economy, 372-374; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; Other Western Nations Achieve Prosperity, 444; The Japanese Economic Miracle, 445; The Command Economy Stagnates, 458; Other Communist Nations Adopt Market Reforms, 461-462; The Move Toward Market Economies, 462; Gross Domestic Product per Capita by Country, 543

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<p>D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time</p>	<p><b>SE:</b> The Rise of Big Business, 171-172; The Working Class Wins New Rights, 174-175; The Economics of Latin America’s Dependence, 291-292; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 365-366; The State Controls the Economy, 369-370; Stalin Builds a Command Economy, 372-374; Economic Hardship, 381; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; West Germany’s Economic Miracle, 442-443; Britain Recovers, 443-444 ; The Japanese Economic Miracle, 445; Other Communist Nations Adopt Market Reforms, 461-462; The Move Toward Market Economies, 462; Traditional Economies, 507; Moving Toward Modernization, 507-508; African Nations Face Economic Choices, 513-514; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 867-868; Promoting Industry and Agriculture, 522-523; Growth of the European Union, 530</p>
<p>D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy</p>	<p><b>SE:</b> The Panama Canal, 641-642; The Great Depression, 713-714; Western Democracies React to the Depression, 714-715; Free Markets, 785-786; Postwar Prosperity in the United States, 787-788; U.S.-Latin American Relations, 874-875; Global Interdependence, 885-887; Global Organizations and Trade Agreements, 887-888; Benefits and Costs of Globalization, 888-889</p>
<p>D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world</p>	<p><b>SE:</b> Global Challenges, 542-545; Space Exploration, 556-557; The Computer Revolution, 558; Breakthroughs in Medicine and Biotechnology, 558-560</p>

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D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices	<b>SE:</b> Crash Leads to Collapse, 365; New Challenges for the United States, 532
D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world	<b>SE:</b> A Commercial Revolution, 72-73; Mercantilism, 74-75; Labor and Capital, 155; Entrepreneurs and Inventors, 156; Social, Economic, and Political Changes, 158-159; New World for Entrepreneurs, 164; Improved Methods of Production, 170; The Rise of Big Business, 171-172; The Economics of Latin America’s Dependence, 291-292; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; The State Controls the Economy, 369-370; Stalin Builds a Command Economy, 372-374; Economic Hardship, 381; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; West Germany’s Economic Miracle, 442-443; Britain Recovers, 443-444; The Japanese Economic Miracle, 445; Other Communist Nations Adopt Market Reforms, 461-462; The Move Toward Market Economies, 462; Traditional Economies, 507; Moving Toward Modernization, 507-508; African Nations Face Economic Choices, 513-514; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 519-520; Promoting Industry and Agriculture, 522-523; Growth of the European Union, 530; New Challenges for the United States, 532

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<p>D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events</p>	<p><b>SE:</b> A Commercial Revolution, 72-74; Mercantilism, 74-75; New Economic Ideas, 111; Transformation during the Meiji Period, 278-279; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; Stalin Builds a Command Economy, 372-374; Economic Hardship, 381; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; West Germany’s Economic Miracle, 442-443; Britain Recovers, 443-444; The Japanese Economic Miracle, 445; Other Communist Nations Adopt Market Reforms, 461-462; The Move Toward Market Economies, 462; Traditional Economies, 507; Moving Toward Modernization, 507-508; African Nations Face Economic Choices, 513-514; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 519-520</p>
<p>D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade</p>	<p><b>SE:</b> Europeans Explore Overseas, 38-43; Europeans Gain Footholds in Asia, 44-50; The Columbian Exchange, 71-72; A Commercial Revolution, 72-74; Mercantilism, 74-75; Economic Growth and Reform, 233-234; Economic Interest in China, 271-272; The United States and the Global Economy, 440; The Japanese Economic Miracle, 445; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 519-520; U.S.-Latin American Relations, 526-527; Growth of the European Union, 530</p>
<p>D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)</p>	<p><b>SE:</b> A Favorable Climate for Business, 156; Investors Form Corporations, 171; The Great Depression, 365-366</p>

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D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system	<b>SE:</b> Cheaper Goods Lead to More Demand, 157; Social, Economic, and Political Changes, 158-159; The Rise of New Social Classes, 161-162; Benefits of the Industrial Revolution, 163-164; Laissez-Faire Economics, 164-165; Science and Technology Change Industry, 169-170; The Rise of Big Business, 171-172; WWII GDP, 413; Free Markets, 437-438; Postwar Prosperity in the United States, 439-441
D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials	<b>SE:</b> For related material please see: Labor and Capital, 155; A Favorable Climate for Business, 156; The Rise of Big Business, 171-172; Economics in the Postwar Era, 364; The Great Depression, 713-714; Western Democracies React to the Depression, 365-366; Postwar Prosperity in the United States, 439-440; New Challenges for the United States, 532
D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems	<b>SE:</b> Socialist Thought Emerges, 166; Marx and the Origins of Communism, 167-168; Fascism and Communism Compared, 371; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; Stalin Builds a Command Economy, 372-374; Economic Hardship, 381; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; West Germany’s Economic Miracle, 442-444; Britain Recovers, 443-444; The Japanese Economic Miracle, 445; Other Communist Nations Adopt Market Reforms, 461-462; The Move Toward Market Economies, 462; Traditional Economies, 507; Moving Toward Modernization, 507-508; African Nations Face Economic Choices, 513-514; A New Approach to the Chinese Economy, 517-518; Rapid Industrialization, 518; Developing a Market Economy, 519-520



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D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies	<b>SE:</b> The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; Free Markets, 437-438; Postwar Prosperity in the United States, 439-440; Global Interdependence, 537-539; Global Organizations and Trade Agreements, 539-540; Benefits and Costs of Globalization, 540-541; Topic 12 Assessment (2. Summarize Impact; 3. Identify Major Causes; 4. Explain the Role; 16. Summarize Impact and Use a Problem-Solving Process), 561-562
D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System	<b>SE:</b> Labor and Capital, 155; A Favorable Climate for Business, 156; Workers’ Protest, 162; Benefits of the Industrial Revolution, 163-164; The Rise of Big Business, 171-172; The Working Class Wins New Rights, 174-175; Business and Labor, 233; The Push for Reform, 233-234; Economics in the Postwar Era, 364; The Great Depression, 365-366; Western Democracies React to the Depression, 366-367; Postwar Prosperity in the United States, 439-440; New Challenges for the United States, 532
<b>E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS AND CULTURES</b>	
<b>Content Standard:</b> Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.	
<b>PERFORMANCE STANDARDS</b>	
By the end of <b>grade twelve</b> , students will:	
E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior	<b>SE:</b> For related material please see: 21 <sup>st</sup> Century Skills: Summarize, 614; Draw Conclusions, 617-618; Interpret Sources, 618; Analyze Data and Models, 619-620

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<p>E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</p>	<p><b>SE:</b> The Rise of New Social Classes, 161-162; Benefits of the Industrial Revolution, 163-164; City Life Changes, 173-174; The Working Class Wins New Rights, 174-175; The New Social Order, 176-177; The Struggle for Women’s Rights, 177-178; The Rise of Public Education, 178-179; The Role of Religion, 180-181; Victories for the Working Class, 221-222; Women Struggle for the Vote, 222; The Irish Question, 571-223-224; The Dreyfus Affair, 228-229; Reforms in France, 229; Expanding Democracy, 231-232; The Road to Revolution, 241-242; Social Change After World War I, 357-358; The United States Responds to New Challenges, 441-442</p>
<p>E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos</p>	<p><b>SE:</b> Soviet Society Under Stalin, 377-378; Culture in the Weimar Republic, 381; Purifying German Culture, 384; Ethnic Rivalries, 385; The United States Responds to New Challenges, 441-442; The Chinese Communist Victory, 447-448; Challenges to Modern India, 470-471; Suffering and Oppression in Myanmar, 474; Case Studies: Five African Nations, 480-482; The Modern Middle East Takes Shape, 485-486; Development Brings Social Change, 509-510; Social Reform in India, 521</p>
<p>E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples</p>	<p><b>SE:</b> Methodists Help the Poor, 162; The New Social Order, 176-177; The Rise of Public Education, 178-179; The Role of Religion, 180-181; Mussolini’s Totalitarian Rule, 369-370; Stalin Builds a Command Economy, 372-374; Control Through Terror, 374-375; Islam and the Modern World, 491-492</p>

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E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time	<b>SE:</b> Movement of People and Ideas, 72; Impact on European Society, 73; The Westernization of Russia, 93; Social and Cultural Changes, 252; A New African Elite, 260; Diverse Views on Culture, 269; Topic 6 Assessment (9. Explain Impact), 297; Cultural Nationalism, 337-338; Communists Wage War on Religion, 376-377; The Soviet Elite Takes Control, 377; The Chinese Communist Victory, 447-448; Benefits and Costs of Globalization, 540-541
E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings	<b>SE:</b> Methodists Help the Poor, 162; The Role of Religion, 180-181; Effects of the Peace Settlements, 321-322; The United States Responds to New Challenges, 441-442; Islam and the Modern World, 491-492; Topic 11 Assessment (8. Identify Effects) 501
E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions	<b>SE:</b> A New Scientific Method, 29-30; Topic 1 Assessment (13. Describe the Major Effects and Explain Its Impact), 34; Scientific Revolution Leads to Enlightenment, 107-108; The Roaring Twenties, 357-358; Loyalty to the State, 370 21 <sup>st</sup> Century Skills: Identify Bias, 630-631
E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world	<b>SE:</b> Movement of People and Ideas, 72; The Westernization of Russia, 93; A New African Elite, 260; Diverse Views on Culture, 269; Topic 6 Assessment (9. Explain Impact), 297; Cultural Nationalism, 337-338; Communists Wage War on Religion, 376-377; The Chinese Communist Victory, 447-448; Islam and the Modern World, 491-492; Benefits and Costs of Globalization, 540-541

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E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration	<b>SE:</b> American Opposition to the War Grows, 455; Migration, 526-527; People Search for a Better Life, 544-545; Human Rights, 545-547; Social Networking, 559; The Rise of Biotechnology and Genetic Engineering, 559-560 21 <sup>st</sup> Century Skills: Compare and Contrast, 612-613; Compare Viewpoints, 629-630; Identify Bias, 630-631; Evaluate Existing Arguments, 631-632; Consider and Counter Opposing Arguments, 632; Participate in a Discussion on Debate, 633; Write an Essay, 634; Solve Problems, 635-636
E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors	<b>SE:</b> Movement of People and Ideas, 72; The Westernization of Russia, 93; A New African Elite, 260; Diverse Views on Culture, 269; Topic 6 Assessment (9. Explain Impact), 297; Cultural Nationalism, 337-338; Communists Wage War on Religion, 376-377; The Chinese Communist Victory, 447-448; Islam and the Modern World, 491-492; Benefits and Costs of Globalization, 540-541
E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices	<b>SE:</b> Armenian Genocide, 263; Topic 6 Assessment (11. Identify Politically Motivated Mass Murders), 298; The Holocaust, 406-411; Topic 9 Assessment (9. Explain Roles and Identify Examples), 426; United States Responds to New Challenges, 441-442; Politically Motivated Mass Murder in Cambodia, 456; Case Studies: Five African Nations, 480-482; Ethnic Conflict and Genocide, 482-484; Islam and the Modern World, 491-492; The Iran-Iraq War, 497; Topic 11 Assessment (4. Identify Examples), 500; Civil War in Bosnia, 534; Topic 12 Assessment (17. Identify Examples), 563; Primary Sources: <i>Anne Frank: The Diary of a Young Girl</i> , Anne Frank, 602-603

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E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled	<b>SE:</b> Harsh Conditions in Factories and Mines, 162-163; The Struggle for Women’s Rights, 177-178; The Rise of Public Education, 178-179; Abolition of Slavery, 220-221; Women Struggle for the Vote, 222; The Abolition Movement, 231; The United States Responds to New Challenges, 441-442; Development Brings Social Change, 509-510; The Struggle for Equality in South Africa, 511-512; Human Rights Abuses, 518-519; Limited Reform on Human Rights Issues, 519; Impact of Rapid Population Growth, 520 Primary Sources: <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, 595-596; “Glory and Hope,” Nelson Mandela, 608
E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures	<b>SE:</b> Art Flourishes in the Renaissance, 7-9; Artists of the Northern Renaissance, 11-12; Modern Art and Architecture, 360-361
E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue	<b>SE:</b> A New Scientific Method, 29-30; Breakthroughs in Medicine and Chemistry, 30-32; Topic 1 Assessment (13. Describe the Major Effects and Explain Its Impact), 34 21 <sup>st</sup> Century Skills: Categorize, 610-611; Analyze Cause and Effect, 611-612; Compare and Contrast, 612-613; Make Predictions, 615-616; Draw Conclusions, 617-618; Interpret Sources, 618; Analyze Data and Models, 619-620
E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions	<b>SE:</b> 21 <sup>st</sup> Century Skills: Identify Main Ideas and Details, 613; Summarize, 614; Compare Viewpoints, 629-630; Evaluate Existing Arguments, 631-632; Participate in a Discussion or Debate, 633; Give an Effective Presentation, 633-634; Solve Problems, 635-636; Make Decisions, 636-637; Political Participation, 638; Serving on a Jury, 639-640

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E.12.16 Identify and analyze factors that influence a person's mental health	<b>SE:</b> For related material please see: Worldwide Poverty, 542-543; Hunger and Famine, 544; People Search for a Better Life, 544-545; Human Rights, 545-547; Social Networking, 559
E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism	<b>SE:</b> Roots of Democracy, 63; A Commercial Revolution, 72-74; Hobbes and Locke on the Role of Government, 108-109; New Economic Ideas, 111; Spread of Enlightenment Ideas, 111-112; The United States Constitution, 118-120; Socialist Thought Emerges, 166; Marx and the Origins of Communism, 167-168; Reforms Increase Parliamentary Democracy, 219-220; Economic and Social Reforms, 220-221; The Communist Soviet Union Emerges, 327-328