

MVS Course Alignment Document

World History and Geography MMC

WHG ERA 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.				
Standard	Description	Course/Unit/Chapter	Resource	Assignment
4.1	Cross-temporal or Global Expectations Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.			
4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	A: Unit 1 Chapters 5 & 6	Reading pgs 104-179 Greece: One out of many Great Empire Ancient Greece-The Melian Debate Ancient Greece Web Inquiry Ancient Rome Web Inquiry	United Streaming: - Conquerors: Alexander the -Hidden History of the Roman Curriculum Pathways: - Chapter 5 Review Chapter 5 Quiz Chapter 6 Review Chapter 6 Project Chapter 6 Quiz Chapter 7 Review Chapter 7 Quiz Chapter 7 Project
4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including: • Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades • Islam and Hinduism in South Asia (See 5.3.3) • continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203)	A: Unit 2 Chapters 11, 12, 13 & 14	Reading pgs 238-262 Reading pgs 300-303 Streaming: Destiny Determined: Power and Ritual in Asia -Living History: Living in Medieval Europe Curriculum Pathways: -Rise of Islam Web Inquiry -Empires of Asia Web Inquiry -Medieval Europe Web Inquiry	Reading pgs 284-285 United -Religions of the World: Islam - Chapter 11 Review Chapter 11 Project Chapter 11 Quiz Chapter 12 Review Chapter 12 Project Chapter 12 Quiz Chapter 13 Review Chapter 13 Quiz Chapter 14 Review Chapter 14 Project Chapter 14 Quiz
4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206)	A: Unit 1 Chapters 5, 6, 7, 8 Unit 2 Chapters 10, 11, 12, 14 Unit 2 Chapters 16, 17, 18	Reading pgs 123-126 Reading pgs 155-165 Reading pgs 220-236 Reading pgs 264-284 Reading pgs 392-408 Reading pgs 430-447	Reading pgs 143-146 Reading pgs 187-196 Reading pgs 248-254 Reading pgs 323-329 Reading pgs 412-416
4.2	Interregional or Comparative Expectations Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.			
4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi’a/Shi’ite, Sufi (National Geography Standard 10, p. 203) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity	A: Unit 2 Chapter 11	Reading pgs 238-262 -Religions of the World: Islam -Rise of Islam	United Streaming: Curriculum Pathways: -Rise of Islam Web Inquiry Chapter 11 Review Chapter 11 Project Chapter 11 Quiz

4.2.2	Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 10, p. 203)	A: Unit 2 Chapter 12	Reading pgs 264-274 -Destiny Determined: Power and Ritual in Asia Curriculum Pathways: -Empires of Asia Web Inquiry	United Streaming: Ritual in Asia -Empires of Asia	Chapter 12 Review Chapter 12 Project Chapter 12 Quiz
4.2.3	The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)	A: Unit 2 Chapter 14	Reading pgs 329-330		
4.3	Regional Expectations Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.				
4.3.1	4.3.1 Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by <ul style="list-style-type: none"> • comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208) • using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201) • analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 9, p. 201) • analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190) • analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203) 	A: Unit 1 Chapter 8	Reading pgs 180-196 -Ancient History: Africa -Kingdom of Mali	United Streaming: Curriculum Pathways: -African Kingdoms Web Inquiry	Chapter 8 Review Chapter 8 Project Chapter 8 Quiz
4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)	A: Unit 1 Chapter 9	Reading pgs 198-215 -Maya: Messages in Stone -The Americas: Maya, Aztec, Inca The Americas Web Inquiry	United Streaming: Curriculum Pathways:	Chapter 9 Review Chapter 9 Project Chapter 9 Quiz
4.3.3	China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)	A: Unit 2 Chapter 12	Reading pgs 264-274 -Destiny Determined: Power and Ritual in Asia Curriculum Pathways: -Empires of Asia Web Inquiry	United Streaming: Ritual in Asia -Empires of Asia	Chapter 12 Review Chapter 12 Project Chapter 12 Quiz
4.3.4	The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including <ul style="list-style-type: none"> • the rise and decline of the Byzantine Empire • the region’s unique spatial location • the region’s political, economic, and religious transformations • emerging tensions between East and West (National Geography Standard 3, p. 188) 	A: Unit 2 Chapter 10	Reading pgs 220-236 -Byzantium -The Byzantine and Russian Empires	United Streaming: Curriculum Pathways:	Chapter 10 Review Chapter 10 Quiz
4.3.5	Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including <ul style="list-style-type: none"> • the role and political impact of the Roman Catholic Church in European medieval society • how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212) • the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3) • the cultural and social impact of the Renaissance on Western and Northern Europe 	A: Unit 2 Chapter 13, 14 Unit 3 Chapter 15	Reading 286-378 -Living History: Living in Medieval Europe High Renaissance Medieval Europe -Renaissance/Reformation Inquiry	United Streaming: -The Curriculum Pathways: -Medieval Europe Web Inquiry -Renaissance/Reformation Web Inquiry	Chapter 13 Review Chapter 13 Quiz Chapter 14 Review Chapter 14 Project Chapter 14 Quiz Chapter 15 Review Chapter 15 Project Chapter 15 Quiz

WHG ERA 5 – The Emergence of the First Global Age, 15TH TO 18TH CENTURIES				
Standard	Description	Course/Unit/Chapter	Resource	Assignment
5.1	Cross-temporal or Global Expectations Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.			
5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)	A: Unit 3 Chapter 16 Unit 4 Chapter 20	Reading pgs 380-391 Reading pgs 490-493 United Streaming: - The Great Age of Exploration Curriculum Pathways: - Exploration/Colonization - Exploration/Colonization Web Inquiry	Chapter 16 Review Chapter 16 Project Chapter 16 Quiz Chapter 20 Review
5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, pg. 202)	A: Unit 2 Chapter 14 Unit 3 Chapter 16 Unit 3 Chapter 18	Reading pgs 338 Reading pgs 388-408 Reading pgs 430-447 United Streaming: - Taj Mahal: Heaven on Earth -Conquerors: Suleyman the Magnificent	Chapter 16 Review Chapter 18 Review Chapter 18 Quiz
5.2	Interregional or Comparative Expectations Analyze the impact of oceanic travel on interregional interactions.			
5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by: <ul style="list-style-type: none"> describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212)	A: Unit 3 Chapter 16	Reading pgs 380-408 United Streaming: - The Great Age of Exploration (1400-1550) Curriculum Pathways: - Exploration/Colonization - Exploration/Colonization Web Inquiry	Chapter 16 Review Chapter 16 Project Chapter 16 Quiz
5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by: <ul style="list-style-type: none"> using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1) 	A: Unit 3 Chapter 16	Reading pgs 395-399	Chapter 16 Review Chapter 16 Quiz
5.3	Regional Content Expectations Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.			
5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by: <ul style="list-style-type: none"> using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) analyzing the impact of the Ottoman rule 	A: Unit 3 Chapter 18	Reading pgs 430-435 United Streaming: - Conquerors: Suleyman the Magnificent	Chapter 18 Review Chapter 18 Quiz

5.3.2	<p>East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by:</p> <ul style="list-style-type: none"> analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190) 	A: Unit 3 Chapter 17	<p>Reading pgs 410-429 United Streaming: - China from Past to Present</p>	Chapter 17 Review Chapter 17 Quiz
5.3.3	<p>South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)</p>	A: Unit 3 Chapter 18	<p>Reading pgs 439-446 United Streaming: - Taj Mahal: Heaven on Earth</p>	Chapter 18 Review Chapter 18 Quiz
5.3.4	<p>Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including:</p> <ul style="list-style-type: none"> Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210) the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188) the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (National Geography Standard 10, p. 203) 	A: Unit 2 Chapter 10	<p>Reading pgs 229-236 Curriculum Pathways: - Byzantine and Russian Empires Web Inquiry</p>	Chapter 10 Review Chapter 10 Project Chapter 18 Quiz
5.3.5	<p>Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by:</p> <ul style="list-style-type: none"> explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210) analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2) 	<p>A: Unit 3 Chapter 16 Unit 4 Chapter 19 Unit 4 Chapter 20 B: Unit 1 Chapter 22</p>	<p>Reading pgs 380-408 Reading pgs 452-474 Reading pgs 476-496 Reading pgs 551-553 United Streaming: - The Great Age of Exploration (1400-1550) -Conquerors: Peter the Great -Famous Authors: Voltaire: 1694-1778 Curriculum Pathways: - Exploration/Colonization - Exploration/Colonization Web Inquiry -Age of Absolute Monarchs -Age of Absolute Monarchs Web Inquiry - Scientific Revolution/Enlightenment - Scientific Revolution/Enlightenment Web Inquiry</p>	<p>Chapter 16 Review Chapter 16 Project Chapter 16 Quiz Chapter 19 Review Chapter 19 Project Chapter 19 Quiz Chapter 20 Review Chapter 20 Project Chapter 20 Quiz Chapter 22 Review</p>

5.3.6	<p>Latin America through the 18th Century – Analyze colonial transformations in Latin America, including:</p> <ul style="list-style-type: none"> • the near-elimination of American Indian civilizations and peoples • social stratifications of the population (e.g., peninsulares, creoles, mestizos) • the regional and global role of silver and sugar • resource extraction and the emerging system of labor (e.g., mita, slavery) <p>(See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208)</p>	<p>A: Unit 3 Chapter 16 B: Unit 1 Chapter 24</p>	<p>Reading pgs 392-408 Reading pgs 621-627 United Streaming: The Great Age of Exploration (1400-1550) Curriculum Pathways: - Exploration/Colonization - Exploration/Colonization Web Inquiry</p>	<p>Chapter 24 Review Chapter 24 Quiz</p>
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WHG ERA 6 – An Age of Global Revolutions , 18th Century -1914				
Standard	Description	Course/Unit/Chapter	Resource	Assignment
6.1	Global or Cross-temporal Expectations Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.			
6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1) (National Geography Standard 13, p. 210)	A: Unit 4 Chapter 20 Unit 4 Chapter 21 B: Unit 1 Chapter 22 Unit 1 Chapter 24 Unit 1 Chapter 25 Unit Chapter 26	Reading pgs 476-493 Reading pgs 506-537 Reading pgs 542-568 Reading pgs600-629 Reading pgs 630-658 Reading pgs 660-691	
6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)	B: Unit 1 Chapter 23 Unit 1 Chapter 26	Reading pgs 570-598 Reading pgs 660-690 United Streaming: -Great Books: The Origin of Species -Great Books: Heart of Darkness Curriculum Pathways: -The Scramble for Africa -Age of Imperialism Web Inquiry	Chapter 23 Review Chapte 23 Quiz Chapter 26 Review Chapter 26 Project Chapter 26 Quiz
6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including • constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203) • the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206)	A: Unit 4 Chapter 20 Unit 4 Chapter 21 B: Unit 1 Chapter 22 Unit 1 Chapter 24 Unit 1 Chapter 25	Reading pgs 476-493 Reading pgs 497-503 Reading pgs 506-536 Reading pgs 565-568 Reading pgs 600-628 Reading pgs 630-658	
6.1.4	Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	A: Unit 4 Chapter 20 Unit 4 Chapter 21 B: Unit 1 Chapter 22 Unit 1 Chapter 24	Reading pgs 476-493 Reading pgs 497-503 Reading pgs 506-536 Reading pgs 565-568	
6.1.5	Interpreting Europe’s Increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)	A: Unit 3 Chapter 15 Unit 3 Chapter 16 Unit 3 Chapter 17 Unit 3 Chapter 18 B: Unit 1 Chapter 22 Unit 1 Chapter 26	Reading pgs 352-378 Reading pgs 380-391 Reading pgs 410-428 Reading pgs 430-447 Reading pgs 542-568 Reading pgs 660-688	
6.2	Interregional or Comparative Expectations Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.			

6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)	A: Unit 4 Chapter 20 Unit 4 Chapter 21 B: Unit 1 Chapter 24	Reading pgs 497-503 Reading pgs 506-536 Reading pgs 622-627	Chapter 20 Review Chapter 21 Review Chapter 24 Review
6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)	B: Unit 1 Chapter 25 Unit 1 Chapter 26	Reading pgs 630-646 Reading 676-677 Curriculum Pathways: 19th Century Movements Web Inquiry	Chapter 25 Review Chapter 25 Project Chapter 25 Quiz Chapter 26 Review Chapter 26 Quiz
6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by: <ul style="list-style-type: none"> • comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France • describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206) • describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212) 	B: Unit 1 Chapter 22 Unit 1 Chapter 25 Unit 1 Chapter 26	Reading pgs 542-563 Reading pgs 647-652 Reading pgs 676-677	Chapter 22 Review Chapter 22 Quiz Chapter 25 Review Chapter 25 Quiz Chapter 26 Review Chapter 26 Quiz
6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by: <ul style="list-style-type: none"> • using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216) • describing the connection between imperialism and racism, including the social construction of race • comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212) • analyze the responses to imperialism by African and Asian peoples (See 6.6.3) <p>Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)</p>	B: Unit 1 Chapter 256	Reading pgs 660-689 United Steaming: -Great Books: Heart of Darkness Curriculum Pathways: -The Scramble for Africa -Age of Imperialism Web Inquiry	Chapter 26 Review Chapter 26 Project Chapter 26 Quiz
6.3	Regional Content Expectations Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.			
6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by: <ul style="list-style-type: none"> • analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206) • explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women • using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210) 	A: Unit 4 Chapter 21 B: Unit 1 Chapter 22 Unit 1 Chapter 23	Reading 506-536 Reading pgs 559-563 Reading pgs 583-597 United Streaming: -Conquerors: Napoleon Curriculum Pathways: -Civil Constitution of the Clergy -French Revolution Web Inquiry	Chapter 21 Review Chapter 21 Project Chapter 22 Quiz Chapter 22 Review Chapter 23 Review

6.3.2	<p>East Asia – Analyze the political, economic, and social transformations in East Asia by:</p> <ul style="list-style-type: none"> explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions 	<p>A: Unit 3 Chapter 17 B: Unit 1 Chapter 26 Unit 2 Chapter 29</p>	<p>Reading pgs 410-421 Reading pgs 676-678 Reading pgs 765-773 Curriculum Pathways: -The Age of Imperialism Web Inquiry</p>	<p>Chapter 17 Review Chapter 26 Review Chapter 26 Project Chapter 29 Review</p>
6.3.3	<p>Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)</p>	<p>B: Unit 1 Chapter 26</p>	<p>Reading pgs 666-674 United Streaming: -Great Books: Heart of Darkness</p>	<p>Chapter 26 Review Chapter 26 Quiz</p>

WHG ERA 7 – Global Crisis and Achievement, 1900-1945

Standard	Description	Course/Unit/Chapter	Resource	Assignment
7.1	Global or Cross-temporal Expectations Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.			
7.1.1	Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)	B: Unit 2 Chapter 27, 28, 29	Reading pgs 696-778	
7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)	B: Unit 2 Chapter 27, 28, 29	Reading pgs 696-778	
7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	B: Unit 2 Chapter 27, 30, Unit 3 Chapter 32	Reading pgs 721 Reading pgs 801-805 Reading pgs 852-858 United Streaming: -One Human Spirit	Chapter 30 Review Chapter 30 Quiz Chapter 32 Review
7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)	B: Unit 1 Chapter 23 Unit 2 Chapter 27, 30	Reading pgs 570-582 Reading pgs 704-710 Reading pgs 780-810	Chapter 23 Review Chapter 27 Review Chapter 30 Review
7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)	B: Unit 2 Chapter 27, 30	Reading pgs 704-712 Reading pgs 780-811	Chapter 27 Review Chapter 30 Review
7.2	Interregional or Comparative Expectations Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.			
7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by: • analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism • analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5) • explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210)	B: Unit 2 Chapter 27	Reading pgs 696-724 Curriculum Pathway: -Failure of European Diplomacy -World War I Web Inquiry	Chapter 27 Review Chapter 27 Project Chapter 27 Quiz
7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by: • examining the causes and consequences of the economic depression on different regions, nations, and the globe • describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2) • comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)	B: Unit 2 Chapter 28, 29	Reading pgs 726-754 Reading pgs 756-778 United Streaming: -Last of the Czars: Revolution -Life under Stalin -Gandhi Curriculum Pathways: -Communism in the Soviet Union -Rise of Totalitarianism Web Inquiry	Chapter 28 Review Chapter 28 Project Chapter 28 Quiz Chapter 29 Review Chapter 29 Quiz

7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by • explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) • explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203) • analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219) • explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) • analyzing the immediate consequences of the war’s end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p.154) • describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p. 154)	B: Unit 2 Chapter 30	Reading pgs 780-812 United Streaming: -One Human Spirit Curriculum Pathways: -The Munich Crisis -World War II Web Inquiry	Chapter 30 Review Chapter 30 Project Chapter 30 Quiz
7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (National Geography Standard 13, p. 210)	B: Unit 1 Chapter 26 Unit 2 Chapter 29	Reading pgs 682-689 Reading pgs 756-769 United Streaming: -Gandhi	Chapter 26 Review Chapter 29 Review
7.3	Regional Content Expectations Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.			
7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.	B: Unit 2 Chapter 27, 28, 30	Reading pgs 711-713 Reading pgs 749-753 Reading pgs 786-810 United Streaming: -The Last Czar: Revolution -Life under Stalin Curriculum Pathways: -Communism in the Soviet Union	Chapter 27 Review Chapter 28 Review Chapter 28 Quiz Chapter 30 Review Chapter 30 Quiz
7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)	A: Unit 4 Chapter 19 B: Unit 2 Chapter 28	Reading pgs 459-469 Reading pgs 743-754	Chapter 19 Review Chapter 28 Review
7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210) • Japanese imperialism • Chinese nationalism, the emergence of communism, and civil war (See 7.2.2) • Indian independence struggle	B; Unit 2 Chapter 29	Reading pgs 756-761 Reading pgs 765-774 United Streaming: -Gandhi	Chapter 29 Review Chapter 29 Quiz
7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including: • economic imperialism (e.g., dollar diplomacy) • foreign military intervention and political revolutions in Central and South America • nationalization of foreign investments	B: Unit 2 Chapter 29	Reading pgs 774-778	Chapter 29 Review Chapter 29 Quiz

7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including: <ul style="list-style-type: none">• the decline of the Ottoman Empire• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples• the role of the Mandate system• the discovery of petroleum resources	B: Unit 2 Chapter 29	Reading pgs 762-764	Chapter 29 Review Chaper 29 Quiz
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WHG ERA 8 – The Cold War and Its Aftermath : The 20th Century Since 1945

Standard	Description	Course/Unit/Chapter	Resource	Assignment
8.1	Global and Cross-temporal Expectations Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.			
8.1.1	Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)	B: Unit 3 Chapter 31	Reading pgs 818-842 Curriculum Pathways: -Cold War Web Inquiry	Chapter 31 Review Chapter 31 Project Chapter 31 Quiz
8.1.2	Cold War Conflicts – Describe the major arenas of conflict, including: <ul style="list-style-type: none"> • the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam • ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin • the arms and space race (National Geography Standard 13, p. 210) 	B: Unit 3 Chapter 31, 32, 34	Reading pgs 818-842 Reading pgs 844-859 Reading pgs 863-869 Reading pgs 908-936 United Streaming: -Cold War into Guerilla War -The First Television War: A Documentary Report Curriculum Pathways: -Video Yearbook Collection: 1959 -The Cuban Missile Crisis - Latin America Web Inquiry	Chapter 31 Review Chapter 31 Quiz Chapter 32 Review Chapter 32 Quiz Chapter 34 Review Chapter 34 Project Chapter 34 Quiz
8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)	B: Unit 3 Chapter 35	Reading pgs 956-963 United Streaming: -History in the Making: 1989	Chapter 35 Review Chapter 35 Quiz
8.1.4	Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).	B: Unit 2 Chapter 26 Unit 3 Chapter 31, 33, 34, 35	Maps pgs 719, 829, 880, 900, 918, 934, 954, 959 United Streaming: -Israel and Palestine: Roots of Conflict	
8.2	Interregional or Comparative Expectations Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.			

8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)	B: Unit 3 Chapter 32, 33, 34	Reading pgs 844-874 Reading pgs 876-906 Reading pgs 908-936 United Streaming: -Israel and Palestine: Roots of Conflict Curriculum Pathways: -Gandhi and the Partition of India -The Suez Crisis -Africa & the Middle East Web Inquiry -Video Yearbook Collection: 1959 -Peronism in Argentina 1946-1955 -Latin America Web Inquiry	Chapter 32 Review Chapter 32 Quiz Chapter 33 Review Chapter 33 Project Chapter 33 Quiz Chapter 34 Review Chapter 34 Project Chapter 34 Quiz
8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standards 13 and 17, pp. 210 and 219)	B: Unit 3 Chapter 32, 33, 34	Reading pgs 844-874 Reading pgs 876-906 Reading pgs 908-936 United Streaming: -Israel and Palestine: Roots of Conflict Curriculum Pathways: -Gandhi and the Partition of India -The Suez Crisis -Africa & the Middle East Web Inquiry -Video Yearbook Collection: 1959 -Peronism in Argentina 1946-1955 -Latin America Web Inquiry	Chapter 32 Review Chapter 32 Quiz Chapter 33 Review Chapter 33 Project Chapter 33 Quiz Chapter 34 Review Chapter 34 Project Chapter 34 Quiz
8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)	B: Unit 3 Chapter 33	United Streaming: -Israel and Palestine: Roots of Conflict Curriculum Pathways: -The Suez Crisis -Africa & the Middle East Web Inquiry -Video Yearbook Collection: 1959	Chapter 33 Review Chapter 33 Project Chapter 33 Quiz

WHG - Contemporary Global Issues				
Standard	Description	Course/Unit/Chapter	Resource	Assignment
CG	CONTEMPORARY GLOBAL (CG) ISSUES Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.			
CG1	Population Explain the causes and consequences of population changes over the past 50 years by analyzing the: <ul style="list-style-type: none"> • population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology) • distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density) • relationship of the population changes to global interactions, and their impact on three regions of the world (National Geography Standards 9 and 17, pp. 201 and 219) 	B: Unit 4	CIA World Factbook InfoPlease Countries of the World Country Reports KidInfo Altapedia Students of the World Geographic.org	Cumulative Project
CG2	Resources Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating • change in spatial distribution and use of natural resources: <ul style="list-style-type: none"> • the differences in ways societies have been using and distributing natural resources • social, political, economic, and environmental consequences of the development, distribution, and use of natural resources • major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent) • the impact of humans on the global environment (National Geography Standard 16, p. 216) 	B: Unit 4	CIA World Factbook InfoPlease Countries of the World Country Reports KidInfo Altapedia Students of the World Geographic.org	Cumulative Project
CG3	Patterns of Global Interactions Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing: <ul style="list-style-type: none"> • economic interdependence of the world’s countries and world trade patterns • the exchanges of scientific, technological, and medical innovations • cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas and patterns • comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition • distribution of wealth and resources and efforts to narrow the inequitable distribution of resources (National Geography Standards 6 and 11, pp. 195 and 206) 	B: Unit 4	CIA World Factbook InfoPlease Countries of the World Country Reports KidInfo Altapedia Students of the World Geographic.org	Cumulative Project
CG4	Conflict, Cooperation, and Security Analyze the causes and challenges of continuing and new conflicts by describing: <ul style="list-style-type: none"> • tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path) • causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia) • local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights • the type of warfare used in these conflicts, including terrorism, private militias, and new technologies (National Geography Standards 10 and 13, pp. 203 and 210) 	B: Unit 4	CIA World Factbook InfoPlease Countries of the World Country Reports KidInfo Altapedia Students of the World Geographic.org	Cumulative Project

