

GRADES 7-9

Overview

Students in Grades 7, 8, and 9 can be characterized as learners who are enthusiastic, impressionable, and independent. They are developing an interest in personal, national, and global issues and are beginning to see clearer connections between themselves and people and events around the world.

In the seventh grade, students express curiosity about how society works and the role they play in their community and the world. They question the balance and differences between rights and responsibilities. They are interested in distant places, their locations, and environments. These issues and others are explored in two one-semester courses in Grade 7. The Citizenship course addresses democracy; liberty; law; personal economics; and local, state, and national civic responsibility. The Geography course addresses physical geography of the world and cultural geography of the Eastern Hemisphere.

In Grades 8 and 9, students are engaged in a two-year sequence of courses involving the chronological history of the world. These courses incorporate the strands of economics, geography, history, and political science with an emphasis on the history and geography strands. The content of these courses emphasizes the knowledge and skills necessary for developing a geographic perspective of the world and its people and events. Geography is a strong component of the content for these grades, as students are required to become knowledgeable about the development and diffusion of civilization. Students use geographic tools and technologies to pose and answer questions about spatial distribution and patterns on Earth, use mental maps to answer questions, and compare and map dominant land-use patterns.

Effective teachers utilize a variety of classroom instructional techniques and assessment strategies. The classroom environment, activities, assignments, and assessments foster the skills of acquiring information and manipulating data; developing and presenting policies, arguments, and stories; constructing new knowledge; and participating in groups. Technology is used as a component of instruction to enable students to compete in a rapidly changing world. Internet access, computer software, videos, and television programs provide opportunities for students to explore historical as well as geographic concepts. Because understanding contemporary events and relating them to the past are essential to any social studies course, current events is a vital component of the social studies content for Grades 7 through 9.

SEVENTH GRADE

Citizenship

Students in the seventh grade can be characterized as inquisitive, enthusiastic, and impressionable learners. They are beginning to ask questions about society and the world around them as they expand their ability to analyze and evaluate relationships between ideals and practices. Students confront such questions as: What is civic participation and how can I be involved? What are my rights and responsibilities? How do I become a responsible citizen? What is my role as a citizen in the community and nation and as a member of the world community? How can I make a positive difference?

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of the constitutional democracy which established the republic of the United States of America. These standards incorporate the strands of economics, geography, history, and political science with an obvious emphasis on political science. They address representative democracy, law, personal economics, and civic responsibility. Unique to this course is the opportunity for students to actively participate in a community-based, civic-education project.

Incorporating numerous instructional classroom techniques provides students with an important variety of formats and strategies, including role-playing, debates, and hands-on situational activities. Students at this age are able to assume more responsibilities in their family, school, and community roles. To address this, students are given opportunities to apply civic knowledge to problem-based learning situations in the community and to other activities that foster increased personal responsibility.

SEVENTH GRADE

Citizenship

Students will:

E	G	H	PS
		✓	✓

1. Describe influences of ancient Greece, the Magna Carta, and the Mayflower Compact on the government of the United States.

- Identifying essential characteristics of the Declaration of Independence, the Constitution, and the Bill of Rights as the foundation of the government of the United States
- Describing the influence of John Locke
- Explaining essential characteristics of the political system of the United States
Examples: organization and functions of political parties, process of selecting political leaders


E	G	H	PS
			✓

2. Compare the government of the United States with other governmental systems.

Examples: monarchy, limited monarchy, oligarchy, dictatorship, theocracy, pure democracy

E	G	H	PS
✓		✓	✓

3. Describe essential characteristics of state and local governments in the United States.

- Identifying major offices and officeholders of state and local governments
- Explaining the historical background of the 1901 Constitution of Alabama and its impact on state and local governments 
Example: lack of home rule
- Describing how local and state governments are funded

E	G	H	PS
	✓		✓

4. Compare duties and functions of members of legislative, executive, and judicial branches of local, state, and national governments.

- Identifying geographic and political districts of legislative, executive, and judicial branches of national, state, and local governments
- Describing the organization and jurisdiction of courts within the judicial system of the United States at local, state, and national levels
- Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments

E	G	H	PS
		✓	✓

5. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.

- Explaining rights of citizens under the Constitution
Examples: due process, right to keep and bear arms, private property right, right to privacy, equal protection, religious expression, habeas corpus
- Explaining what is meant by the term *rule of law*
- Understanding consequences of breaking the law
- Contrasting juvenile and adult laws and their respective court systems
- Identifying laws that most affect youth at home, school, and in the community

E	G	H	PS
✓	✓	✓	

6. Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.

- Using economic concepts to explain historical and current developments and issues in global, national, or local contexts
Example: increase in oil prices resulting from supply and demand
- Analyzing the distribution of urban areas to determine how they are linked together
Example: using distribution maps to examine population flows among cities, suburbs, and small towns

E	G	H	PS
✓	✓		✓

7. Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.

- Describing the influence of the stock market upon individuals and the economy
- Analyzing distribution and production maps to determine patterns of supply and demand
- Describing effects of government policies on the free market
- Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated

E	G	H	PS
✓			

8. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.

7th-Citizenship

E	G	H	PS
	✓		✓

9. Identify individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise;
civic—respect for the law, patriotism, participation in the political process

- Describing differences in rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States citizenship is acquired
- Interpreting an immigration map
- Identifying character traits that are beneficial to individuals and to the republic of the United States

Examples: honesty, courage, compassion, civility

E	G	H	PS
✓			✓

10. Describe changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.


Examples: social—family values, peer pressures, educational opportunities;
economic—career opportunities, disposable income

- Describing the impact of print and electronic media and the Internet on the American way of life

Examples: fashion trends, consumer spending, increased debt, speed of communication, changes in language and social skills

E	G	H	PS
		✓	✓

11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.

- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role 

E	G	H	PS
			✓

12. Explain how the United States can be improved by individual and collective participation and by public service.

- Identifying options for civic and community action
Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for the construction of a subdivision, using maps to make and justify decisions about the best location for facilities
- Participating in the political process
Examples: writing letters, being involved in political campaigns and issues
- Identifying ways adults participate in the political process
Examples: voting, running for office, serving on a jury
- Applying a problem-solving model to a community project, including constructing a policy statement, budget, and an action plan to achieve one or more goals related to an issue of public concern

SEVENTH GRADE

Geography

Students in the seventh grade can be characterized as inquisitive, enthusiastic, and impressionable learners who have a growing curiosity about the world beyond the city and state in which they live. In this one-semester geography course, students increase their knowledge about the physical nature of the world and about the relationships between people and their environments. They also study geography in the context of economics, politics, and culture. In this world geography course, content standards focus on the cultural geography of the Eastern Hemisphere.

The classroom environment provides students with numerous opportunities to participate in instruction that incorporates a variety of formats and learning tools, including role-playing, debate, and hands-on activities such as the use of maps, globes, and graphic organizers to interpret text, charts, and graphs. Students are presented with multiple opportunities for listening, reading, and writing activities as well as group and individual projects. Culminating projects ensure that students apply their knowledge of the mutual effects of people and places to a geographic issue.

SEVENTH GRADE

Geography

Students will:

E	G	H	PS
✓	✓		✓

1. Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.

- Explaining the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols
Examples: reference and thematic maps; topographic maps, globes, and map projections; aerial photographs; satellite images; lines of latitude and longitude; cardinal and intermediate directions; fractional, graphic, and verbal scales; conventional symbols used in atlases; Global Positioning System (GPS); Geographic Information Systems (GIS)
- Using geographic technology to acquire, process, and report information from a spatial perspective
- Analyzing relationships among people, places, and the environment by mapping information about them, including trade patterns, governmental alliances, and immigration patterns

E	G	H	PS
	✓		

2. Analyze regional characteristics for factors that contribute to change and for their relative importance.

Examples: economic development, accessibility, migration, media image, technological developments

- Using field observations, maps, and other tools to identify and compare physical characteristics of places
Examples: soils, vegetation, climate
- Comparing physical and human characteristics of various places using observational data and geographic resources

E	G	H	PS
	✓		

3. Describe processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity.

Examples: plate tectonics and continental drift; ocean and atmospheric circulation; erosion; movements of the sun, moon, and Earth; renewable and nonrenewable resources; impact of hurricanes or typhoons on coastal ecosystems; heavy rainfall on hill slopes after deforestation

- Comparing how ecosystems vary from place to place and over time

Examples: place to place—differences in soils, climates, and topography;

over time—destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forests and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts

E	G	H	PS
	✓		✓

4. Locate cultural hearths in Europe, Asia, and Africa on maps, globes, and satellite images.

- Describing physical and human characteristics used to define regions in the Eastern Hemisphere

Examples: physical—landforms, climates, oceans, rivers; human—government, economy, language, religion, culture

- Relating place names to cultural and/or political perspectives

E	G	H	PS
✓	✓		✓

5. Identify physical, economic, political, and cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa.

Examples: physical—principal features, natural resources, weather phenomena;

economic—agriculture, industry, imports and exports;

political—distribution and movement of human populations;

cultural—architecture, foods, clothes, languages, religions

E	G	H	PS
✓	✓		✓

6. Explain factors that contribute to conflict within and between countries of the Eastern Hemisphere.

Examples: economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations

7th-Geography

E	G	H	PS
✓	✓	✓	

7. Describe historical and contemporary economic trade networks of regions in the Eastern Hemisphere based upon their geographic location and available resources.

Examples: Silk Road, Sahara salt trade of the 1300s, spice trade of the 1400s-1600s, imperialistic relationships, petroleum production, satellite-based communication systems

E	G	H	PS
	✓		

8. Describe positive and negative environmental effects of human actions on the four basic components of Earth's physical systems: atmosphere, biosphere, lithosphere, and hydrosphere.

Examples: atmosphere—possible ozone depletion, Clean Air Act; biosphere—deforestation, reduction in biodiversity, expansion of the savanna, desertification, prevention of forest fires by proper forest management; lithosphere—land degradation, weathering by polluted air and water, reforestation, restocking of fish, water purification; hydrosphere—pesticides washing into river systems, decline of quality groundwater

E	G	H	PS
	✓	✓	

9. Analyze environmental consequences of major technological changes in human history for both intended and unintended outcomes.

Examples: nuclear waste storage, depletion of fossil fuel by automobiles, protecting the soil through crop rotation, soil degradation after the invention of the steel-tipped plow, increased food supply

- Identifying the impact of urban growth on the environment

E	G	H	PS
	✓		

10. Describe ways people in the Eastern Hemisphere prepare for natural hazards and disasters.

Examples: earthquake drills in Japan, construction of houses on stilts in typhoon-prone areas

E	G	H	PS
✓	✓		✓

11. Compare the distribution of natural resources in various parts of the world by mapping locations of major deposits.

- Relating the importance of energy resources to the development of human societies
- Discussing the relationship between a country's standard of living and its accessibility to natural resources

E	G	H	PS
✓	✓		✓

12. Describe problems involved in balancing the impact of human habitation on the environment and the need for natural resources essential for sustaining human life.
- Assessing differing attitudes of people regarding the use and misuse of resources
 - Predicting the future spatial organization of Earth if present conditions and patterns of consumption, problem-solving innovations, production, and rates of population growth and decline continue
 - Applying a problem-solving model to a geographic issue, including the development of sound arguments for specific actions on the issue
Examples: building a dam and reservoir, constructing a revitalized downtown area, choosing the site of a new landfill

EIGHTH GRADE

World History to 1500

Students in the eighth grade can be described as curious and independent learners who are discovering who they are and determining their place in the world. They are asserting their independence from adults and are becoming more reliant on their peers. These students need to be allowed to develop their independence with a great amount of guidance. Through exposure to various media and first-hand experiences, students are becoming more aware of events on a global scale and are learning how these events affect them.

The study of world history in Grade 8 addresses the time period from prehistoric man to the 1500s. Content standards for this grade incorporate the strands of economics, geography, history, and political science, with an emphasis on the history and geography strands. This course covers the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. Unique to this course are the experiences that provide for the study of the ways human beings view themselves over time. The prevailing use of terms to describe the Gregorian calendar is B.C. (before Christ) and A.D. (Anno Domini, Latin for “in the year of our Lord”). The terms B.C.E. (before the Common Era) and C.E. (in the Common Era) are beginning to appear in some schools of theology, state and national assessments, and in national history standards. The use of the abbreviations B.C.E. and C.E., also based on the Gregorian calendar, does not, in any way, diminish/negate the importance of the abbreviations B.C. and A.D.

To address the independent and curious nature of eighth graders, instruction is designed to actively involve students in critical thinking and exchange of ideas, including critical evaluation, interpretation, reasoning, and deduction. Instruction of this nature can best be accomplished through the use of electronic media such as the Internet, videos, and television as well as by participation in small-group and individual activities.

EIGHTH GRADE

World History to 1500

Students will:

E	G	H	PS
	✓	✓	

1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

Examples: cave paintings, Ice Man, Lucy, fossils, pottery

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.
- Using vocabulary terms other than B.C. and A.D. to describe time
Examples: B.C.E., C.E.
- Identifying terms used to describe characteristics of early societies and family structures
Examples: monogamous, polygamous, nomadic

E	G	H	PS
✓	✓	✓	✓

2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys
Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems
- Identifying on a map locations of cultural hearths of early civilizations
Examples: Mesopotamia, Nile Valley

E	G	H	PS
		✓	

3. Compare the development of early world religions, philosophies, and their key tenets.

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

- Identifying cultural contributions of early world religions and philosophies
Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians

E	G	H	PS
		✓	✓

4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

E	G	H	PS
✓	✓	✓	✓

5. Describe the role of Alexander the Great in the Hellenistic world.

Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity

- Defining boundaries of Alexander the Great's empire and its economic impact
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought

E	G	H	PS
✓	✓	✓	✓

6. Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.

Examples: expansion—illustrating the spread of Roman influence with charts, graphs, timelines, or maps;
transformation—noting reforms of Augustus, listing effects of Pax Romana

- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies

E	G	H	PS
✓	✓	✓	✓

7. Describe the widespread impact of the Roman Empire.

Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculpture and paintings, literature, and the Latin language

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

E	G	H	PS
	✓	✓	

8. Describe the development of a classical civilization in India and China.

Examples: India—religions, arts and literature, philosophies, empires, caste system;

China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions

- Identifying the effect of the monsoons on India
- Identifying landforms and climate regions of China

Example: marking landforms and climate regions of China on a map

E	G	H	PS
		✓	✓

9. Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law.

- Identifying factors leading to the establishment of the Eastern Orthodox Church

E	G	H	PS
✓	✓	✓	✓

10. Trace the development of the early Russian state and the expansion of its trade systems.

Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

E	G	H	PS
	✓	✓	✓

11. Describe early Islamic civilizations, including the development of religious, social, and political systems.

- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe

E	G	H	PS
✓		✓	✓

12. Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.

Examples: culture—describing the influence on art, architecture, language, and religion;
politics—describing changes in civil service;
economics—introducing patterns of trade

E	G	H	PS
✓	✓	✓	✓

13. Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.

- Tracing the spread of language, religion, and customs from one African civilization to another
- Illustrating the impact of trade among Ghana, Mali, and Songhai
Examples: using map symbols, interpreting distribution maps, creating a timeline

E	G	H	PS
	✓	✓	

14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.

Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy

- Locating on a map sites of pre-Columbian cultures
Examples: Mayan, Inca, Inuit, Creek, Cherokee

E	G	H	PS
✓		✓	✓

15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000).

Examples: invasions, military leaders

- Describing the role of the early medieval church
- Describing the impact of new agricultural methods on manorialism and feudalism

E	G	H	PS
✓		✓	✓

16. Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350).

Examples: the Church, scholasticism, Crusades

- Describing changing roles of church and governmental leadership
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta
- Describing the growth of trade and towns resulting in the rise of the middle class

E	G	H	PS
✓		✓	✓

17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

Examples: Crusades, Hundred Years' War, Black Death, rise of middle class, commercial prosperity

- Identifying changes in the arts, architecture, literature, and science in the late Middle Ages

NINTH GRADE

World History: 1500 to the Present

In the ninth grade, students develop strong personal opinions, beliefs, or positions on current issues and events of the past. Teachers capitalize on this characteristic to stress the importance of grounding positions and opinions in knowledge. As students transition from middle school to high school, they can understand and use complex concepts such as adaptation, assimilation, acculturation, diffusion, and historical knowledge and inquiry to study the past, its relationship to the present, and its impact on the future. Students in Grade 9 are able to think critically and logically about personal, national, and global issues. This enables them to apply and utilize their knowledge and curiosity to develop informed opinions about issues such as the quest for peace, human rights, trade, and global ecology.

At the ninth-grade level, students continue the study of world history from 1500 to the present. Critical thinking and analysis are important in this course. Through historical inquiry, students gain an understanding and appreciation of history as a story of people much like themselves and become increasingly able to understand global interdependence and connections among world societies. The course directs students to think critically about the forces that combine to shape the world today. It allows them to analyze development and changes in the European, Asian, African, and American civilizations and ways in which the interactions of these cultures have influenced the formation of today's world. Knowledge of other cultures enables students to develop a better appreciation of the unique American heritage of liberty. Geographic concepts increase learners' comprehension of global connections as they expand their knowledge and understanding of a wide variety of cultures, both historical and contemporary.

Ninth-grade students continue to have preferred learning styles. Therefore, the use of a variety of instructional strategies and techniques is effective in helping students gain the knowledge and skills this course requires. Well-equipped classrooms include a variety of visual stimuli such as charts, globes, graphs, and maps. Multiple opportunities are provided for students to participate in the educational process through the use of electronic and print media and small-group interaction.

NINTH GRADE

World History: 1500 to the Present

Students will:

E	G	H	PS
		✓	

1. Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

E	G	H	PS
✓	✓	✓	✓

2. Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.

- Describing the impact of the Commercial Revolution on European society
- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration
Example: marking ocean currents and wind patterns on a map

E	G	H	PS
		✓	

3. Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

E	G	H	PS
✓	✓	✓	

4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

- Depicting the general location of, size of, and distance between regions in the early Global Age
Example: drawing sketch maps

E	G	H	PS
		✓	✓

5. Describe the rise of absolutism and constitutionalism and their impact on European nations.
 - Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings
 - Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great
 - Identifying major provisions of the Petition of Rights and the English Bill of Rights

E	G	H	PS
		✓	

6. Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.

Examples: Scientific Revolution—astronomical theories of Copernicus and Galileo, Newton’s law of gravity;

Age of Enlightenment—philosophies of Montesquieu, Voltaire, and Rousseau

E	G	H	PS
	✓	✓	✓

7. Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.

- Identifying causes of the French Revolution
- Describing the influence of the American Revolution upon the French Revolution
- Identifying objectives of different groups participating in the French Revolution
- Describing the role of Napoleon as an empire builder

E	G	H	PS
	✓	✓	✓

8. Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.

- Identifying the location of countries in Latin America

E	G	H	PS
✓		✓	✓

9. Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe.

- Identifying important inventors in Europe during the Industrial Revolution
- Comparing the Industrial Revolution in England with later revolutions in Europe

E	G	H	PS
	✓	✓	✓

10. Describe the influence of urbanization during the nineteenth century on the Western World.

Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism

- Describing the search for political democracy and social justice in the Western World

Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women’s suffrage

E	G	H	PS
✓		✓	✓

11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.

- Describing resistance to European imperialism in Africa, Japan, and China

E	G	H	PS
	✓	✓	✓

12. Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.

- Describing the rise of Communism in Russia during World War I
Examples: return of Vladimir Lenin, rise of Bolsheviks
- Describing military technology used during World War I
- Identifying problems created by the Treaty of Versailles of 1919
Examples: Germany's reparations and war guilt, international controversy over the League of Nations
- Identifying alliances during World War I and boundary changes after World War I

E	G	H	PS
✓		✓	✓

13. Explain challenges of the post-World War I period.

Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe

- Identifying causes of the Great Depression
- Characterizing the global impact of the Great Depression

E	G	H	PS
	✓	✓	✓

14. Describe causes and consequences of World War II.

Examples: causes—unanswered aggression, Axis goal of world conquest;
consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

- Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
- Identifying turning points of World War II in the European and Pacific Theaters
- Depicting geographic locations of world events between 1939 and 1945
- Identifying on a map changes in national borders as a result of World War II

E	G	H	PS
		✓	✓

15. Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.

Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of Jewish state of Israel; Cuban Revolution; Central American conflicts

- Explaining origins of the Cold War
Examples: Yalta and Potsdam Conferences, “Iron Curtain,” Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organisation (NATO), Warsaw Pact
- Tracing the progression of the Cold War
Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

E	G	H	PS
✓	✓	✓	✓

16. Describe the role of nationalism, militarism, and civil war in today’s world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.

- Describing the collapse of the Soviet Empire and Russia’s struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin
Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
- Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
- Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict
- Depicting geographic locations of major world events from 1945 to the present

E	G	H	PS
✓		✓	✓

17. Describe emerging democracies from the late twentieth century to the present.

- Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century
Examples: genetic engineering, space exploration
- Identifying problems involving civil liberties and human rights from 1945 to the present and ways they have been addressed
- Relating economic changes to social changes in countries adopting democratic forms of government