

§113.71. United States History Studies (One Credit), Adopted 2022.

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In United States History Studies, students will build on knowledge and skills gained in previous grade levels to deepen the ability to make informed decisions, understand the function of a free enterprise society, and appreciate the basic democratic values of our state and nation. The course covers content from Reconstruction to present, with a review of material before the Civil War to give context to the threads that will be studied in the course. The standards are clustered into historical eras that emphasize major events, transitions, and themes in U.S. history. The dates for each era are not intended to be limiting or restrictive. The purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods of time. The eras are Foundations in U.S. History, 1776-1877; Rise of the Industrial United States, 1876-1920; Rise of a World Power, 1870-1920; U.S. Prosperity, Depression and Conflict, 1920-1945; A Nation in Transition, 1945-1991; and Modern America, 1991-2020. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

(c) Knowledge and skills.

(1) Foundations in U.S. History, 1776-1877. The student understands the foundations of U.S. history and can explain historical context for course content. The student is expected to:

(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (C/G, H);

(B) analyze the recommendations outlined in George Washington's Farewell Address and evaluate the extent to which early leaders adhered to them (C/G, H);

(C) explain the contributions of inventions and innovations in the communication and transportation industries, fueling the Market Revolution (E, G, H);

(D) identify reasons for continued U.S. expansion, including religious motives, economic opportunities, and geopolitical power, resulting in the ideology of Manifest Destiny (C/G, E, G, H);

(E) explain how the Second Great Awakening contributed to social reforms, including abolitionism, women's rights, the temperance movement, and universal white male suffrage (C/G, E, H);

(F) identify the impact of expansion on Indigenous populations including displacement, war, and the spread of disease (G, H);

(G) explain the failure of the U.S. government to settle the issue of slavery, including the Compromise of 1850 and Dred Scott v. Sandford (C/G, H);

(H)explain the direct causes of the Civil War, including the continued expansion of slavery, the expansion of abolitionism, and increase of sectionalism, which created political fracturing (E, G, H); and

(I)describe efforts by the federal government to improve civil rights for African Americans, including the Emancipation Proclamation, the 13th,14th, and 15th Amendments, and the Freedmen’s Bureau (C/G, H).

(2) Rise of the Industrial United States, 1876-1920. The student understands how the end of Reconstruction impacted society. The student is expected to: 1

(A)analyze the effects of "the New South" on diverse populations, including sharecropping, convict leasing, Black Codes, white supremacy, and the creation of the Ku Klux Klan (E, H);

(B)illustrate using maps African American responses to the end of Reconstruction, including the Exoduster Movement and the Great Migration (E, G, H);

(C)explain Plessy v. Ferguson and its impact on the codification of Jim Crow laws (C/G,H); and

(D)compare the influence of Booker T. Washington, W.E.B. DuBois, and Ida B. Wells on African American social and economic progress in the early 20th century (C/G, E, H).

(E) The politics of Reconstruction, partisan interests, and shifts. continuing armed strife and alterations in public opinion. Evaluation the successes and failures of Reconstruction in the South and on the national level.

(3) Rise of the Industrial United States, 1876-1920. The student understands how the closing of the frontier impacted diverse populations. The student is expected to:

(A)analyze how the Homestead Act and the growth of the railroads impacted farming and Indigenous peoples in the West (C/G, E, G, H); and

(B)evaluate the extent to which the reservation system, the Dawes Act of 1887, and the Wounded Knee Massacre harmed or contributed to the assimilation of indigenous peoples (CG, H).

(4) Rise of the Industrial United States, 1876-1920. The student understands the transformation of the U.S. due to rapid industrialization. The student is expected to:

(A)summarize how government practices, the rise of labor unions, and entrepreneurs influenced big business (E, G);

(B)analyze the positive and negative impacts of scientific discoveries and technological innovations on society (E, G, H);

(C)identify the relationship between migration patterns, urbanization, and the rise of industry (E, G); and

(D) evaluate how immigration led to the rise of nativism, including the passage of the Chinese Exclusion Act (C/G, H), “the Gentleman’s Agreement with Japan”.

(5) Rise of the Industrial United States, 1876-1920. The student understands the progressive reform efforts resulting from the rise of rapid industrialization and urbanization. The student is expected to:

(A) describe the changing relationship between the federal government and private business, including the growth of free enterprise, influence of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and the Pendleton Civil Service Reform (C/G, E, H);

(B) explain how adverse working and living conditions contributed to the expansion of labor unions, and the temperance and women’s suffrage movements (C/G, E, H);

(B) evaluate the extent to which muckrakers brought about change by influencing public opinion during the Progressive movement (C/G, E, H);

(D) compare the progressive reforms policies enacted during the administrations of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in affecting society (C/G, E, H); and

(E) analyze the role of social reform movements in influencing the passage of the 16th, 17th, 18th, and 19th Amendments (C/G, E, H).

(6) Rise of a World Power, 1870-1920s. The student understands the causes and effects of the United States’ changing role in the world. The student is expected to:

(A) explain the geopolitical and economic motives for U.S. influence in Latin America, including how the Roosevelt Corollary represented a change from the Monroe Doctrine (C/G, E, G, H); 2

(B) describe the positive and negative impacts of U.S. involvement in Panama, Hawai’i, and the Philippines (C/G, E, H);

(C) evaluate the role of media on U.S. involvement in the Spanish-American War, including yellow journalism (E, H); and

(D) analyze the development of the U.S. as a world power, following the Spanish-American War (C/G, E, H).

(7) Rise of a World Power, 1870-1920s. The student understands the U.S. shift from neutrality to involvement during World War I and its return to isolationism following the war. The student is expected to:

(A) evaluate the extent to which the U.S. maintained a policy of neutrality before U.S. entry into World War I (C/G, H);

(B) discuss the proliferation of propaganda during World War I and analyze its influence on perceptions about the war (H);

(C) analyze the effects of the war on diverse populations in the U.S., including the limitation of civil liberties, the expansion of conscription, and increased volunteerism, during World War I (C/G, E, H); and

(D) compare the goals and outcomes of Woodrow Wilson’s Fourteen Points to the Treaty of Versailles (C/G, E, G, H).

(8) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student will understand the transformation of U.S. society after World War I through the 1920s. The student is expected to:

(A) describe the challenges to civil liberties during the 1920s, including the Palmer Raids and the American Indian Citizenship Act of 1924 (C/G, H) **and the return to normalcy during the Harding administration ;**

(B) analyze how nativist sentiment led to immigration quotas and policies (C/G, G, H);

(C) analyze how attitudes toward African Americans contributed to the Tulsa Race Massacre, the resurgence of the Ku Klux Klan, and eugenics (E, H);

(D) analyze the effects of Prohibition, including bootlegging, unemployment, and the rise of organized crime (E, H);

(E) analyze the transitioning roles of women in politics, the workforce, education, and within the family (C/G, E, H);

(F) analyze how the expansion of mass media impacted public opinion, including the Scopes Trial (C/G, H); and

(G) identify how creative and intellectual accomplishments of the Harlem Renaissance contributed to political activism, African American cultural identity, and the larger national culture (G, H).

(H) **identify the impact of the “Roaring Twenties” on American Manners and morals.**

(9) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands economic developments that affected the U.S. during the 1920s. The student is expected to:

(A) analyze the rise of consumerism, speculation, and the use of credit and their impact on the standard of living in the 1920s (E, H);

(B) compare the impact of fiscal policies of Warren Harding, Calvin Coolidge, and Herbert Hoover on economic growth and prosperity (C/G, E, H); and

(C) **Know the controversies over what** led to the Great Depression, including buying on margin, overproduction of factory and farm goods, tariffs, poor banking practices, and the monetary policy of the Federal Reserve System (E). 3

(10) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government. The student is expected to:

(A) compare the steps taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis and mass unemployment of the 1930s (C/G, E, H);

(B) describe the actions taken by local governments and religious and nonprofit organizations to alleviate the human toll of the Great Depression (C/G);

(C) explain the expanded role of the federal government in society and the economy since the Great Depression, including Federal Deposit Insurance Corporation, Securities and Exchange Commission, Social Security Act, **The Wagner Act**, Fair Labor Standards Act, the Works Progress Administration, and the Tennessee Valley Authority (C/G, E, H);

(D) evaluate efforts by Franklin D. Roosevelt to ensure the success of his New Deal policies, including attempts to pack the court and fireside chats (C/G); and

(E) interpret how cultural expressions in art, music and film reflected a changing society between 1920 and 1939 (G, H).

(F) Understand the development of radical movements during the 1930s, **including Communism and various forms of populism.**

(11) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the domestic and international factors leading up to U.S. participation in World War II. The student is expected to:

(A) analyze the rise of authoritarian governments and their impact on U.S. involvement in the growing conflict in Europe (C/G, H); and

(B) identify and explain the causes and consequences of Japanese expansion in the Pacific contributing to the attack on Pearl Harbor (G, H).

(12) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the United States' role in World War II. The student is expected to:

(A) evaluate U.S. government and individuals' awareness of and response to increased persecution of Jews over the course of the war (C/G, H);

(B) explain how World War II inspired high levels of military participation for diverse populations, including the Tuskegee Airmen, Navajo Code Talkers, 442nd Regiment, National Guard Unit 200, and Women's Army Auxiliary Corps (C/G, H);

(C) compare military challenges faced in the European and Pacific Theaters and how they were resolved (C/G, G, H);

(D) describe the role of mass media during World War II on the home front, including the purchase of war bonds, increased employment, rationing, and Victory Gardens (C/G, E, H);

(E) analyze the effects of Executive Order 9066 on civil liberties, including *Korematsu v. US* and *Ex Parte Endo* (C/G, H); and

(F) summarize historical arguments regarding the development and use of atomic bombs (C/G, H).

(13) A Nation in Transition, 1945-1991. The student understands the U.S. involvement in international issues, decisions, and conflicts from 1945-1963 during the Cold War. The student is expected to:

(A) compare the geopolitical and economic differences between democracy and communism post-World War II (C/G, E, G); 4

(B) explain the escalating competition between the US and the Soviet Union to become a world superpower, including international alliances, the arms race, and the space race (C/G, H, E);

(C) analyze U.S. actions to contain Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, and the Bay of Pigs invasion resulting in the Cuban Missile Crisis (G, H); and

(D) explain the Domino Theory as justification for the U.S. involvement in proxy wars, including the Korean War and Vietnam (H).

(14) A Nation in Transition, 1945-1991. The student understands the U.S. involvement in domestic issues, decisions, and conflicts from 1945-1963 during the Cold War. The student is expected to:

(A) describe the influence of the Servicemen's Readjustment Act of 1944 (G.I. Bill) on the Baby Boom, diverse populations, educational opportunities, wealth inequality, redlining, and suburban growth (E, G);

(B) analyze the reasons for the passage of Federal Aid Highway Act of 1956 (National Interstate and Defense Highways Act of 1956) and its impact on economic growth (C/G, E, G);

(C) analyze economic developments including increased consumption and the growth of commercial agriculture (E, G);

(D) analyze the resurgence of the Red Scare, including the House Un-American Activities Committee (HUAC), McCarthyism, blacklisting, Soviet espionage and the Julius and Ethel Rosenberg trial (C/G, H); and

(E) analyze the role of mass media on consumerism, social conformity, and the emerging counterculture (H).

- (15) A Nation in Transition, 1945-1991. The student understands how individuals, diverse groups, and organizations sought to bring about change in U.S. society through social movements. The student is expected to:
- (A) investigate primary sources to compare diverse approaches in the Civil Rights Movement in the U.S., including “Letter from Birmingham Jail,” “I Have a Dream,” “The Ballot or the Bullet,” the Black Panther Party’s Ten-Point Program, the Brown Beret’s Ten-Point Program (C/G, E, H);
  - (B) compare the roles, goals, and accomplishments of organizations in supporting social movements, including the National Association for the Advancement of Colored People (NAACP), the American Civil Liberties Union (ACLU), the League of United Latin American Citizens (LULAC), the Southern Christian Leadership Conference (SCLC), the National Organization for Women (NOW), the American Indian Movement (AIM), the Gay and Lesbian Alliance Against Defamation (GLAAD), and other organizations representing diverse populations (C/G, E, H);
  - (C) analyze legal and illegal actions of individuals, the Ku Klux Klan (KKK) and other groups to limit rights and opportunities, including intimidation, economic discrimination, hate crimes, and assassinations (C/G, E, H);
  - (D) analyze the role of the executive branch in setting priorities and enforcing legislation that influenced civil rights, including Executive Order 9981 and the 101st Airborne deployment to Little Rock, Arkansas (C/G, H);
  - (E) analyze the legislative acts that influenced social movements, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Equal Rights Amendment (ERA), the Indian Civil Rights Act (ICRA), and the Americans with Disabilities Act (ADA) (C/G, H); and 5
  - (F) explain the role of the U.S. Supreme Court in both suppressing and aiding civil rights and liberties, including *Brown v. the Board of Education of Topeka*, *Hernandez v. Texas*, and *Roe v. Wade* (C/G, E, H).
- (16) A Nation in Transition, 1945-1991. The student understands the U.S. response to international issues, decisions, and conflicts from 1964-1991 during the Cold War. The student is expected to:
- (A) compare the diplomatic and military strategies of the John F. Kennedy, Lyndon B. Johnson, and Richard Nixon administrations during the Vietnam War (C/G);
  - (B) describe the efforts to deescalate tensions between the U.S. and communist countries including détente and treaties to limit nuclear proliferation (C/G);
  - (C) analyze motivations for U.S. interventions in Latin America and the Middle East, including access to oil, limiting the spread of communism, and limiting terrorist activities (E, G, H); and
  - (D) compare the historical arguments regarding Ronald Reagan’s Peace Through Strength foreign policy to Mikhail Gorbachev’s reform movements on ending the Cold War (C/G, E, H).
- (17) A Nation in Transition, 1945-1991. The student understands the U.S. involvement in domestic issues, decisions, and conflicts from 1964-1991 during the Cold War. The student is expected to:
- (A) identify and evaluate the role and success of the Great Society **policies** in **expanding** healthcare, **improving** education, **accessing affordable** housing, ending poverty, and protecting the environment (C/G, E, H);
  - (B) analyze how the Tet Offensive, Pentagon Papers, Watergate scandal, Iran Hostage Crisis, and Iran Contra Affair eroded public confidence in the office of the presidency **and government more generally** (C/G, H);
  - (C) analyze the causes and effects of the economic issues during the 1970s and explain how Reaganomics addressed these issues (C/G, E);
  - (D) identify and discuss how the arts served as a reflection and were a vehicle for social change during the Civil Rights Movement, the Vietnam War era, and other social movements (G, H);
  - (E) explain the causes and effects of changing demographic patterns resulting from migration within and immigration to the U.S. (G, H);

(F) explain reasons for the growth of the environmental movement, the impact of Three Mile Island accident and the Exxon Valdez oil spill, and the debate over how to balance environmental concerns and economic needs (C/G, E, G, H); and

(G) analyze the debate between liberalism and conservatism including the impact of the 1960s counter-culture movement, the conservative resurgence, and diverse perspectives over issues, including abortion, Affirmative Action, the War on Drugs, gay rights, and the Equal Rights Amendment, and HIV/AIDS (C/G, H).

(18) Modern America, 1991-2020. The student understands the impact of globalization on international relations with the U.S. The student is expected to:

(A) analyze international developments that impact the U.S., including North American Free Trade Agreement (NAFTA) and the United States-Mexico-Canada Agreement (USMCA), the emergence of China as a world power, the resurgence of Russian influence, and nuclear weapons proliferation in other nations (C/G, E, G, H);

(B) analyze the motivations for U.S. involvement in the two Gulf Wars (E, G, H); and  
6

(C) identify the role of social media in informing the public of international issues including human rights violations and environmental concerns (G, H).

(19) Modern America, 1991-2020. The student understands the impacts of innovative technologies on the everyday lives of Americans. The student is expected to:

(A) identify and describe how access to innovative technologies impacted quality of life, including the Internet and personal devices (E, H);

(B) analyze the ways mass media and social media affect public perception of domestic issues, including the role of misinformation, bias, and accurate reporting (G, H);

(C) explain the relationship between polarized media and the polarization of political views (C/G, H); and

(D) analyze the impact of technology on business practices and changing consumerism (E, H).

(20) Modern America, 1991-2020. The student understands the U.S. response to international and domestic terrorism and increased societal violence. The student is expected to:

(A) explain the impact of terrorist activities on foreign policy, including the War on Terror and the fluctuation of military presence in the Middle East, Afghanistan, and Somalia (C/G, G, H);

(B) explain the impact of terrorist activities on the debate of domestic security and civil liberties (C/G, H, G);

(C) identify and describe societal changes that have resulted from mass shootings, including intensified debates over immigration, racism, and civil liberties (C/G, H, G); and

(D) identify and explain the impact of events that led to increased civil unrest and political activism (C/G, H).

(21) Modern America, 1991-2020. The student understands how U.S. political groups evolved and responded to the changing needs of society. The student is expected to:

(A) analyze the increased impact of interest groups, third parties, and factions within political parties on elections (C/G, E, G, H); and

(B) analyze the socioeconomic policies implemented in response to natural disaster relief, border security, ~~and~~ public health **and the Covid 19 pandemic** (C/G, E, G, H).



<p>§113.72. World History Studies (One Credit), Adopted 2022.</p> <p>(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.</p> <p>(b) Introduction.</p> <p>(1) World History Studies is an examination of how our present world came about. Due to the expanse of world history and the time limitations of the school year, the scope of this course focuses on five specific time periods starting with the year 1200 CE. This provides students the opportunity to engage in a more in-depth study of world history. Though divided into separate eras, the standards seek to address the ebb and flow of history, which is not neatly divided by years. Strands and traceable concepts provide a framework for students as they identify, describe, and analyze significant historical points of reference and issues that have led to present global conditions. The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints. Traceable concepts and skills are applied across various eras within the standards. These traceable concepts include the following: agriculture, art and architecture, belief systems, diseases, production, governance, migration, military conquests, resistance movements, social structures, technology, and trade. By engaging with this course, students will gain an understanding of the development of the modern world.</p> <p>(2) The following periodization should serve as the framework for the organization of this course: 1200 CE-1450 CE (Expansion of Trade and Exchange); 1450 CE-1750 CE (Connecting Hemispheres); 1750 CE-1900 CE (Age of Empires and Revolutions); 1900 CE-1945 CE (Global Conflict); 1945 CE-present (The Modern World).</p>	<p>I would substitute what follows for the World History Studies Standards proposed in the other column. The introduction explains my reasons.</p> <p>Introduction</p> <p>Thematic coherence requires clear learning objectives, otherwise a comprehensive world history course's content will necessarily overwhelm the time available to deliver it. There are many that could be chosen, but the one that makes most sense to me is why today's world is so different from the world of the historical past. To probe this main questions the following subsidiary ones need to be addressed: How did constitutional government and basic civil liberties come to be secured? How did capitalism arise and attain global reach? How did modern science emerge? How did we come to develop a sense of global human community?</p> <p>Students need to realize the great differences between "then" and "now", the great benefits these confer on those alive today, and the fact that the continuation of these benefits can't be taken for granted. Only through the raising and consideration of these questions can students be intellectually prepared to take responsibility for their country's and the world's future. That's what these standards aim at doing.</p> <p>All this requires a primary focus on the Western world, though always put in a global context. Inclusivity for its own sake is a pedagogical error and, in any event, can't be realized except on the most superficial way in a single course. It was in the Western world that the aforementioned breakthroughs in the conditions of human life took place and only relatively recently have they spread</p>
---	--

<p>Specific events and processes may transcend these chronological boundaries.</p> <p>(c) Knowledge and skills.</p> <p>(1) 1200-1450: Expansion of Trade and Exchange-Afro-Eurasian Connections. The student understands how cooperation and conflict contributed to cultural and economic practices. The student is expected to:</p> <p>(A) identify and map belief systems of Afro-Eurasia, including Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism (G, H);</p> <p>(B) compare examples of interactions among belief systems, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism (C/G, H);</p> <p>(C) describe how the Abbasid caliphate laid the foundation for cultural transfer, including the expansion of Islam, the preservation and transfer of classical knowledge, and the establishment of the House of Wisdom (G and H);</p> <p>(D) compare the experiences and observations of Marco Polo, Ibn Battuta, and Zheng He using primary sources (C/G, E, G, and H); and</p> <p>(E) compare characteristics of labor systems, including coerced labor and enslaved peoples (C/G, E, H).</p> <p>(2) 1200-1450: Expansion of Trade and Exchange-Silk Roads Trade Network. The student understands the political, economic, and social impacts of the Silk Roads trade network. The student is expected to:</p> <p>(A) map and analyze the impacts of geographic factors on the Silk Roads trade network, including the location of major cities and routes to bypass natural barriers (E, G);</p> <p>(B) trace the diffusion of technologies and goods of the Silk Roads network, including block printing, gunpowder, and paper of the Song</p>	<p>around the world. Beginning the course in the year 1200 is also a mistake, because the West’s distinct trajectory began well before that year and can’t be understood without much earlier reference. The course should thus begin in Greco-Roman antiquity as it now does.</p> <p>With these considerations in mind, the following are my recommendation for the sequence of major topics to be covered assuming a course length of fifteen weeks.</p> <ol style="list-style-type: none"> <li>1. The human condition then and now.</li> <li>2. The Greco-Roman foundations of modernity.</li> <li>3. Christianity’s impact on Europe’s moral and political landscape.</li> <li>4. The collapse of Rome and its historical consequences.</li> <li>5. Checks and balances in medieval Europe.</li> <li>6. The patterns of premodern politics, religion, and society outside of Europe. (two weeks)</li> <li>7. The Renaissance and Reformation</li> <li>8. The Age of Discovery, Western colonization of the Americas, and worldwide navigation</li> <li>9. The Scientific Revolution: What and Why?</li> <li>10. The Enlightenment and West’s first wave of revolutions.</li> <li>11. Modern capitalism and the Industrial Revolution.</li> <li>12. The spread of constitutionalism, nationalism, and imperialism.</li> <li>13. Radical utopianism and constitutional democracy’s twentieth century crisis.</li> <li>14. The future of freedom.</li> </ol> <p><b>The human condition then and now</b></p> <p>Students should be able to describe the differences in living standards, life expectancies, disease incidence and literacy levels today and in the premodern past.</p>
--	--

<p>Dynasty and composite bow and war horses of the Mongols (E, G, H);</p> <p>(C) compare cultural elements of the Song Dynasty and Mongol rule, including the role of women and diffusion of belief systems (C/G, G, H);</p> <p>(D) compare the methods used by the Song Dynasty and the Mongols to facilitate political legitimacy and trade (C/G, E, H);</p> <p>(E) analyze the transmission and the effects of the Bubonic plague on economic and social order along the Silk Roads network (C/G, E, G, H); and</p> <p>(F) analyze the political disruptions resulting from the Mongol invasions of Russia, China, and the Islamic world (C/G, G, H).</p> <p>(3) 1200-1450: Expansion of Trade and Exchange-Indian Ocean Trade Network. The student understands the political, economic, and social impacts of the Indian Ocean trade network. The student is expected to:</p> <p>(A) map and analyze the impacts of geographic factors on the Indian Ocean trade network, including the location of major cities and the use of monsoons (E and G);</p> <p>(B) identify technologies and goods of South Asia and Southwest Asia that were diffused along the Indian Ocean network, including crops and navigational tools (E, G, and H); and 8</p> <p>(C) trace the spread of Islam and describe the impact on the Indian Ocean trade network, including the rise of the Delhi Sultanate and development of Swahili city-states (C/G, G, and H).</p> <p>(4) 1200-1450: Expansion of Trade and Exchange-Trans-Saharan Trade Network. The student understands the political, economic, and social impacts of the Trans-Saharan trade network. The student is expected to:</p>	<p>Students should be able to describe the differences between constitutional democracy and premodern forms of autocracy.</p> <p>Students should understand the difference between societies based on tradition and societies with a concept of progress and in possession of science.</p> <p>Students should understand the difference between societies based on individual rights and those based on inherited class and caste stratification.</p> <p><b>The Greco-Roman Foundations of Modernity.</b></p> <p>Students should be able to describe the operation and problems of Athenian democracy.</p> <p>Students should be able to describe the operation and problems of the Roman Republic</p> <p>Students should understand the nature of Greco-Roman science and philosophy, identifying its major schools, figures and limitations.</p> <p>Students should understand the nature of Greco-Roman religion.</p> <p>Students should understand the importance of Greco-Roman institutions such as citizen armies, slavery and the relations between the sexes including monogamy that was otherwise unusual in the world.</p>
---	---

<p>(A) map and analyze the impacts of geographic factors on the Trans-Saharan trade network, including the location of major cities, the Sahara Desert, and rivers (E and G);</p> <p>(B) identify cultural elements, technologies, and goods of North Africa and West Africa that were diffused along the Trans-Saharan network (E, G, and H); and</p> <p>(C) trace the transition of economic and political power from Ghana to Mali, including the influence of Islam, role of Mansa Musa, and the impact Trans-Saharan trade routes (C/G, E, G, and H).</p> <p>(5) 1200-1450: Expansion of Trade and Exchange-Transitions in Europe. The student understands the causes and effects of the changing power structures of Europe. The student is expected to:</p> <p>(A) analyze the role of Christianity as a unifying factor in western Europe, including the role of the Pope (C/G, E, G, H);</p> <p>(B) trace the transition of economic and political power in western Europe from a feudal structure to a more centralized monarchal system, including the development of a limited monarchy and representative government in England (C/G, E, G, H); and</p> <p>(C) analyze how interregional connections influenced the transition from feudalism to centralized states in western Europe, including religion, conflict, and trade (C/G, E, G, H).</p> <p>(6) 1200-1450: Expansion of Trade and Exchange-Role of the Arts. The student understands how art is used to legitimize authority. The student is expected to explain how governments and institutionalized belief systems use the arts to legitimize authority (C/G, E, G, H).</p> <p>(7) 1450-1750: Connecting Hemispheres--Landed Empires. The student understands the causes and impact of increased global interaction. The student is expected to:</p>	<p><b>Christianity's impact on Europe's moral and political landscape.</b></p> <p>Students should be able to describe the process by which Christianity spread in Europe up to the Emperor Constantine's conversion, and the chief doctrinal differences among early Christians.</p> <p>Students should be able to describe the chief differences as well as similarities between early Christianity and Greco-Roman paganism and Judaism.</p> <p>Students should understand how Christianity's advent shaped European ideas about equality, morality, marriage, and religious toleration.</p> <p>Students should recognize the impact of Christianity becoming Rome's official religion on its doctrines, organization, and general outlook.</p> <p><b>The collapse of Rome and its historical consequences.</b></p> <p>Students should be able to describe the institutions of imperial Rome at its second century height and how these had changed by the fifth century.</p> <p>Students should be able to describe the leading explanations for the fall of the Western Roman Empire.</p> <p>Students should be invited to consider why there was never a real imperial successor to the Western Roman empire despite numerous attempts to establish one.</p> <p>Students should be able to describe the chief legacies of the Roman Empire to</p>
--	--

<p>(A) map each landed empire at its furthest expansion, including the Aztec, Incan, Mughal, Ottoman and Qing empires (G and H);</p> <p>(B) describe the effect of the Ottoman conquest of the Byzantine empire, including the sack of Constantinople in 1453 (C/G, E, G, H);</p> <p>(C) compare the political, economic, and social achievements of Afro-Eurasian landed empires, including reigns of Suleiman the Magnificent and Akbar the Great (C/G, E, G, H);</p> <p>(D) compare the major political, economic, social, and cultural developments of the Inca and Aztec civilizations (C/G, E, G, H); and</p> <p>(E) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Inca, and Aztec civilizations (G/C and H).</p> <p>(8) 1450-1750: Connecting Hemispheres-- Transitions in Europe. The student understands the causes, characteristics, and the impacts of the European Renaissance, Reformation, and the Scientific Revolution. The student is expected to:</p> <p>(A) define and trace the development of the Renaissance in Europe, including the diffusion of ideas from other regions (G, H);</p> <p>(B) define and trace the development of the Reformation in Europe (C/G, G, and H); 9</p> <p>(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe (C/G and H);</p> <p>(D) explain the intellectual and artistic, impact of the Renaissance (H);</p> <p>(E) explain the political, economic, and religious impact of the Reformation (C/G, E, H);</p>	<p>later Europe, including Christianity and the ideal of Christian unity, Greco-Roman philosophy, codified law, the Papacy, and the idea of republicanism and citizenship.</p> <p><b>Checks and Balances in Medieval Europe</b></p> <p>Students should be able to describe the major features of the European political landscape during the middle ages and how these differed from those of the Roman Empire.</p> <p>Students should be familiar with the major conflicts, controversies and events of the middle ages including the Norman conquest of England, the Reconquista in Spain, the Investiture Conflict, the Crusades, the visitations of Plague, the Hundred Years War, and the great Papal Schism.</p> <p>Student should recognize the medieval West's debt to Islam with respect to philosophy and science and how they were absorbed by Europe's new universities. The students should learn about figures like Ibn Sina (Avicenna), Ibn Rushd (Averroes), Thomas Aquinas, William of Ockham, and Duns Scotus. They should be aware of how Hellenism gradually receded in influence in the Islamic, but not in the Christian, world.</p> <p>Students should understand the importance of the rise of Europe's towns not only for their economic significance but for the political and sometimes military power they amassed. They should also understand the significance of peculiarly European bodies like estates and parliaments in which nobles, clerics and towns were all represented.</p> <p><b>The patterns of premodern politics, society, and religion outside of Western Europe. (Two weeks)</b></p> <p>Students should be familiar with Byzantine Civilization and how it differed from that of</p>
--	---

<p>(F) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide (H); and</p> <p>(G) identify the contributions of significant scientists, including Copernicus, Galileo, and Isaac Newton (H).</p> <p>(9) 1450-1750: Connecting Hemispheres-- European Expeditions. The student understands the global impact of European expeditions. The student is expected to:</p> <p>(A) explain the motivations for Portuguese expeditions and how maritime technologies were used to facilitate the expeditions (C/G, E, G, H);</p> <p>(B) describe the impact of the Portuguese on Indian Ocean trade, using primary and secondary sources (C/G, E, G, H);</p> <p>(C) trace the origins of the trans-Atlantic slave trade, including the establishment of plantations and the roles of Europeans and African kingdoms (C/G, E, G, H);</p> <p>(D) describe the importance of Christianity in European expeditions, including the Treaty of Tordesillas and missionaries (G, H);</p> <p>(E) explain the conquests/colonization of the indigenous populations of the Americas, including the Inca and Aztec empires, using primary sources (C/G, E, G, H);</p> <p>(F) explain the global impact of the Columbian exchange, including spread of diseases, increased biodiversity, rise of populations in Europe and China, and forced and voluntary migrations (C/G, E, G, H);</p> <p>(G) trace how silver mined in the Americas connected the economies of East Asia and Spain (E, G, and H);</p> <p>(H) describe the impact of the trans-Atlantic slave trade on the social and political systems of West Africa and the Americas (C/G, G, E, and H); and</p>	<p>Western Europe politically, religiously, and culturally. They should be aware of how it came to an end, and what Western Christendom gained from it.</p> <p>Students should be familiar with the pattern of government in the premodern Islamic world including the role of the clergy and Sharia law, the authority of rulers versus subjects, royal and elite polygamy and the seclusion of elite women, the roles of slave soldiers and administrators including eunuchs, the enduring nomadic presence and threat, Islam’s relative religious tolerance compared to Christendom, the Sunni/Shia split, and the positions of towns and madrasas within the Islamic world. They should be able to identify the Caliphate, the Ottoman Empire, the Shite Persian Empire, and the Mughal Empire with respect to their geographical positions, periods of existence, and relations with the rest of the Moslem world and Europe. They should be aware of the East African slave trade</p> <p>Students should be familiar with Chinese civilization, its enduring pattern of empire, the succession of its dynasties, peculiarly civilian bureaucratized government and civil service exam system, its polygamy and episodes of eunuch governance, the coexistence of Confucianism, Buddhism and Taoism and general lack of persecution, the Chinese view of themselves as the civilized center of larger world, their advances in technology and their major inventions, and the periodic experience of barbarian conquest. Students should realize that in contrast to China’s, Japanese government was organized more along “feudal” lines.</p> <p>Student should understand the special features of Hinduism as a religion and a social system. They should understand the role of the Indian subcontinent in world trade and its distinctive philosophic and mathematical contributions. They</p>
---	---

<p>(I) map European global expansion by 1750 (C/G, G).</p> <p>(10) 1750-1900: Age of Empires and Revolutions--Political. The student understands the causes and effects of major political revolutions from 1750-1900. The student is expected to:</p> <p>(A) analyze the influence of philosophies of individuals, including Thomas Hobbes, John Locke, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, and Mary Wollstonecraft on political and social revolutions, using primary and secondary sources (C/G, H);</p> <p>(B) analyze the influence of Enlightenment philosophies on the American, French, Haitian, Latin American revolutions, including the roles of Touissant L’Ouverture and Simón Bolivar (C/G, G, H);</p> <p>(C) compare the causes and characteristics, of the American and French revolutions, including the influence on the Haitian and Latin American revolutions (C/G, E, G, H);</p> <p>(D) describe the influence of Enlightenment ideas on the development of global intellectual movements, including feminism and abolitionism (C/G, H); and</p> <p>(E) explain the impact of classical democratic ideas on the Declaration of Independence, the U.S. Constitution, the Declaration of the Rights of Man and of the Citizen, and Bolivar’s Jamaica Letter (C/G, H). 10</p> <p>(11) 1750-1900: Age of Empires and Revolutions--Industrial Revolutions. The student understands the development and impacts of the Industrial Revolution. The student is expected to:</p> <p>(A) describe the factors that led to the shift from small scale industry to mass production in Great Britain, including the development of technology (C/G, E, G, H);</p> <p>(B) use primary and secondary sources to trace the diffusion of mass production from Great Britain to other parts of the world, including Germany, Japan, Russia, and the United States (C/G, E, G, H);</p> <p>(C) explain economic effects of the Industrial Revolution, including the establishment of the free enterprise system, intensification of the</p>	<p>should be able to identify major Indian states like Mauryan, the Gupta and the Vijayanagan empires and should be familiar with the impact of Moslem conquests on India.</p> <p>Students should be familiar with the effects of the gunpowder revolution throughout the world and why Europe pulled ahead in military and naval technique and organization beginning in the late fifteenth century.</p> <p>Students should understand why most early modern European observers considered non-European kingdom and empires to be despotisms and analyze the extent to which they were right or wrong. They should know the chief achievements of these civilization and their material, intellectual and cultural contributions to the rest of the world and the West.</p> <p><b>The Renaissance and Reformation</b></p> <p>Students should understand the concept of humanism and how it differed as an attitude toward humanity’s place in the world from European medieval thought. They should also realize the difference in attitude of Renaissance thinkers toward the cultures of classical Greece and Rome to those held by the medievals. They should be able to identify the principle figures of the Renaissance and know something about their work including Dante, Machiavelli, Michelangelo, Leonardo, Raphael, and Shakespeare.</p> <p>Students should appreciate the factors that led up to the Protestant withdrawal from the Roman Catholic Church including clerical corruption and power, and differences over who had the right to interpret scripture. Social factors that undermined the Roman church’s control like the invention of printing and European political fragmentation should</p>
---	---

<p>Atlantic slave trade, and the development of labor unions (C/G, E, H);</p> <p>(D) explain the impact of the Industrial Revolution on the creation of new class structures and family structures, including the rise of the middle class and the changing role of women in Europe (C/G, E, H);</p> <p>(E) trace the development of the theories of capitalism, socialism, and Marxism as responses to the Industrial Revolution (C/G, E, H);</p> <p>(F) use primary and secondary sources to analyze the impact of the Second Agricultural Revolution and the Industrial Revolution on urbanization and population growth (E, G, H); and</p> <p>(G) describe the environmental impact of the Industrial Revolution (E, G, H).</p> <p>(12) 1750-1900: Age of Empires and Revolutions--Imperialism. The student understands the development and impacts of imperialism. The student is expected to:</p> <p>(A) describe how the Industrial Revolution contributed to the rise of imperialism, including competition between empires, and the need for natural resources and new markets (C/G, E, G, H);</p> <p>(B) use primary and secondary sources to describe the debates regarding the cultural justifications of imperialism, including Social Darwinism (C/G, E, H);</p> <p>(C) describe how advances in technology facilitated imperial expansion (C/G, E, G, H);</p> <p>(D) map the imperial expansion of Britain and compare it to the imperial expansion of France, Japan, or the United States (C/G, E, G, H);</p> <p>(E) analyze indigenous responses to imperialism, including examples of cooperation and resistance (C/G, E, G, H);</p> <p>(F) analyze the long-term impacts of imperialism on social order, ethnic relations, ethnic identities, and human rights (C/G, G, H); and</p> <p>(G) explain how imperialism led to economic disparities between countries (E, G, H).</p> <p>(13) 1900-1945: Global Conflict--World War I. The student understands the causes, events, and effects of World War I. The student is expected to:</p> <p>(A) explain the importance of imperialism, nationalism, militarism, and alliances in causing World War I (C/G, E, G, H);</p>	<p>also be understood. Students should know the major differences in doctrine that's separated the new Protestant denominations from the Roman Church and each other and be able to identify key leaders like Luther and Calvin and identify major turning points such as the Diet of Worms, the Peasant's Rebellion, King Henry VIII's break with Rome, the translations of the Bible into European vernaculars, the Counter-Reformation, and the Thirty Years War. Students should be able to describe the multiple effects of the Reformation's religious conflicts including growing religious pluralism and toleration, the encouragement of literacy, more democratically organized churches, and gradual secularization.</p> <p><b>“The Age of Discovery”, Western colonization of the Americas, and worldwide navigation</b></p> <p>Students should understand the special commercial motives Europeans had in finding new trade routes and why these weren't shared by Asian and African states. They should realize how this led to different paths of exploration being pursued by the Portuguese, the Spanish, and the English. They should appreciate how improvements in European ship design and navigation enabled oceanic voyaging and how superior gunnery allowed Europeans to win new Asian markets.</p> <p>They should understand the different approaches of Spain, Portugal, England, and France to colonizing newly discovered American lands and how this reflected social differences among the European nations and the climates of different parts of the Americas. They should also appreciate how the new European discoveries altered the European balance of political and economic power, shifting it toward the Atlantic. They should be able to identify the principle figures associated with the great European</p>
---	--



<p>(B) describe major characteristics of World War I and their effects, including total war, trench warfare, modern military technology, and high casualty rates (C/G, G, H);</p> <p>(C) map the political impact of the Treaty of Versailles, including changes in boundaries and the mandate system (C/G, G, H);</p> <p>(D) analyze the political and economic effects of the Treaty of Versailles, including the League of Nations (C/G, E, G, H); and 11</p> <p>(E) use primary and secondary sources to analyze the impact of the 1918 influenza pandemic (C/G, E, G, H).</p> <p>(14) 1900-1945: Global Conflict--Revolutions. The student understands the causes and effects of populist revolutions. The student is expected to:</p> <p>(A) explain the causes of the Russian revolutions of 1917, their effects on the outcome of World War I, and the establishment of the Union of Soviet Socialist Republics (USSR) (C/G, E, G, H);</p> <p>(B) identify the origins and characteristics of economic systems, including the free enterprise system and the communist system (E, H);</p> <p>(C) trace the influence of the Russian Revolution on the Mexican Revolution (1910-1920) and the Chinese Revolution (1911-1912) (C/G, E, H);</p> <p>(D) explain the causes and effects of the Mexican Revolution (1910-1920), including the roles of the Adelitas, Porfirio Diaz, Emiliano Zapata, and land reform policies (C/G, E, G, H);</p> <p>(E) explain the causes and effects of the Chinese Revolution (1911-1912), including the roles of the Nationalists (Kuomintang) and the Communists (C/G, E, G, H); and</p> <p>(F) explain the causes and effects of the Young Turk Revolution (1908), including, the Armenian genocide, the establishment of Turkey as a secular state, Mustafa Kemal Ataturk.</p> <p>(15) 1900-1945: Global Conflict--Interwar. The student understands the impact of WWI and the</p>	<p>discoveries including Columbus, De Gama, Magellan, Cortez, and Pizarro.</p> <p>Students should be aware of the global consequences of these explorations including the Columbian Exchange, global inflation due to expanded silver mining, the beginning of the Atlantic African slave trade, the role of Africans in it, its acceleration of state formation in Africa, and the rise of great overseas trading companies in Europe.</p> <p>The students should be aware of the effects of European arrival on America's Indigenous peoples including the conquest and erasure of the Aztec, Inca and Mayan civilizations, epidemics and demographic collapse, the Christianization and partial Hispanization of native peoples and the establishment of an aristocracy of European colonists in Latin America, and a more egalitarian colonial society in British North America. The student should understand the varieties of African slavery that existed in the Americas and the contributions of Africans to the Americas' cultural development.</p> <p><b>The Scientific Revolution: What and Why?</b></p> <p>The student should know the distinctive aspects of the scientific approach to the gathering and the testing of knowledge and how it differs from more ordinary modes of thought. The student should be aware of the differing explanations as to why science emerged in Europe when and where it did, including the disconfirmation of ancient authority by voyages of discovery, improved optical instruments, and contribution of printing to the efficiency with which ideas were communicated. The contributions of other civilizations to Europe's development of science via Indian mathematics and Islamic optics and astronomy should also be understood.</p> <p>Students should be able to identify the key figures in the scientific revolution including</p>
--	---

<p>Great Depression on the interwar period. The student is expected to:</p> <p>(A) summarize how international trade patterns and the Treaty of Versailles contributed to the Great Depression;</p> <p>(B) using primary and secondary sources, compare government responses to the Great Depression including Germany, Japan, the United States, and U.S.S.R.;</p> <p>(C) describe the influence of the Great Depression on governmental systems including fascism, communism, and democracy;</p> <p>(D) explain how communism and fascism are examples of totalitarian governments; and</p> <p>(E) describe the impact of WWI on family structures, the rise of suffrage movements, and the arts.</p> <p>(16) 1900-1945: Global Conflict--World War II. The student understands the causes, events, and effects of World War II. The student is expected to:</p> <p>(A) compare the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies;</p> <p>(B) describe the actions and beliefs of totalitarian political leaders prior to and during World War II, including Adolf Hitler, Benito Mussolini, Joseph Stalin, and Emperor Hirohito;</p> <p>(C) using primary and secondary sources, describe the responses by democratic political leaders, including Winston Churchill and Franklin D. Roosevelt, to totalitarian aggression;</p> <p>(D) trace how World War I, the Treaty of Versailles, and the Great Depression contributed to World War II;</p> <p>(E) sequence and explain the major events of World War II, including the German invasions of Poland and the Soviet Union, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs; 12</p> <p>(F) explain the background of the Holocaust, including its roots in 19th century ideas about race and nation;</p> <p>(G) using primary sources, identify characteristics of the Holocaust including the dehumanization</p>	<p>Copernicus, Galileo, Harvey, Tycho, Kepler. Bacon, Descartes, Huygens, Leeuwenhoek, Boyle, Leibnitz, Newton and (much later) Darwin, and know their main contributions. They should understand the significance of Newton's theoretical achievement on European attitudes toward the powers of reason. They should be aware of how in the seventeenth and eighteenth centuries science became institutionalized in Europe through scientific societies, journals, royal patronage and in the practices of at least some universities. They should be aware of the religious opposition to science especially in the cases of heliocentrism and Galileo, and how this was eventually circumvented and marginalized. They should realize that the early scientific discoveries had only modest immediate impact on European technology and industry. They should also be aware of the role of personal rivalry in driving science's advance.</p> <p style="text-align: center;"><b>The Enlightenment and the West's First Wave of Revolutions</b></p> <p>Students should be able to explain how the successes of the scientific revolution helped trigger the Enlightenment, and why the Enlightenment's view of reason was such a challenge to the tradition-based political, religious, and cultural status quo captured in the term "ancien regime." They should be able to explain how the Enlightenment's opposition to inherited distinctions also was challenged and evaluate the extent to which the civic models offered by classical antiquity represented yet another challenge. They should understand the range of religious and political attitudes exemplified by leading Enlightenment figures and the fact that monarchs often championed Enlightenment principles themselves. They should be able to identify major figures in Enlightenment including Spinoza, Hobbes, Locke, Montesquieu, Rousseau, Gibbon, Hume, Voltaire, Holbach, Franklin, and Kant.</p>
--	---

<p>and genocide of the Jews through law, attitude, and actions;</p> <p>(H) summarize world responses to the Holocaust, resulting in the Nuremberg Trials, and the move to establish a Jewish homeland;</p> <p>(I) explain the establishment of the United Nations, including the role of the Security Council; and</p> <p>(J) describe the impact of World War II on family structures, the changing role of women, and the arts.</p> <p>(17) 1945-Present: The Modern World--Human Rights. The student understands the concept of human rights and how it applies to events beginning in the second half of the 20th century. The student is expected to:</p> <p>(A) analyze the motivations for the development of an international definition of human rights in response to World War II, including the Holocaust;</p> <p>(B) summarize the term human rights according to the Universal Declaration of Human Rights;</p> <p>(C) analyze the stages of escalation that can lead to mass atrocities and genocide;</p> <p>(D) identify examples of democratic ideals, including American, that have advanced human rights throughout the world; and</p> <p>(E) explain with evidence how access to suffrage, leadership in government and business, education, and cultural expression have expanded to include underrepresented groups.</p> <p>(18) 1945-Present: The Modern World--The Cold War. The student understands the impact of major events associated with the Cold War. The student is expected to:</p> <p>(A) analyze how the outcome of World War II contributed to the development of the Cold War;</p> <p>(B) describe how the ideological struggle between democracy in the United States and Western Europe and communism in the Soviet Union and satellite nations led to the Cold War and the rise of mutual defense agreements including the North Atlantic Treaty Organization and The Warsaw Pact;</p> <p>(C) explain how the arms race and space race were results of the ideological struggle of the Cold War;</p>	<p>Students should be familiar with the following political events, The Glorious Revolution, the American Revolution, the French Revolution, and the Haitian Revolution. They should be aware how these related to earlier events like the English Civil War and Commonwealth and the Dutch Revolt against Spain. They should also be aware of the affect of the American Revolution on France, and of the spread of French Revolutionary ideals across Europe in the wars that followed it, as well as their institutionalized by Napoleon in France and elsewhere. They should also understand that a conservative intellectual opposition developed in Europe and America to the ideals and practices of the French Revolution, manifested in the careers of figures like Burke, de Maistre, and Metternich and in America, to an extent, by Washington and Hamilton. They should know about the political achievement of the Congress of Vienna in settling the disorders produced by the Napoleonic Wars, and on the other side of the Atlantic, of the U.S. Constitutional Convention in laying a foundation for republican stability.</p> <p><b>Modern Capitalism and the Industrial Revolution</b></p> <p>Students should be able to define capitalism as a system of privately owned enterprise competing in a relatively open marketplace. Students should be able to distinguish it from socialism characterized by state ownership and mercantilism characterized by the regulation of trade in order to enhance state power, though also understand that most actual economic systems mix elements of all three. The students should be able to identify major economic thinkers like Adam Smith, David Ricardo and Fredric Bastiat and be familiar with the arguments they made on behalf of free markets, and thinkers like Fourier, Saint Simon and especially Marx and Engels and the arguments these made against it. They should also be aware of the</p>
---	--

<p>(D) explain how proxy wars in Korea and Afghanistan (1980s) were results of the ideological struggle of the Cold War;</p> <p>(E) analyze the roles of modern world leaders, including Ronald Reagan and Mikhail Gorbachev, in the collapse of communism in Eastern Europe and the Soviet Union;</p> <p>(F) identify the factors that contributed to communism in China and evaluate the influence of the Soviet Union and the rise of Mao Zedong;</p> <p>(G) identify human rights abuses under the leadership of Mao Zedong, including the Cultural Revolution;</p> <p>(H) compare methods of resistance to government oppression, including the citizen response in Tiananmen Square; and</p> <p>(I) trace the rise of China’s economy including the role of Deng Xiaoping and his reforms. 13</p> <p>(19) 1945-Present: The Modern World-- Independence Movements and Decolonization. The student understands the impact of major events associated with the independence movements and decolonization. The student is expected to:</p> <p>(A) analyze reasons for the collapse of communism in Eastern Europe and the breakup of the Soviet Union, including glasnost and perestroika;</p> <p>(B) compare the independence movements of India and Ghana including the roles of Mohandas Gandhi and Kwame Nkrumah;</p> <p>(C) identify contributing factors leading to the creation of the state of Israel and compare the shifting responses of regional nations and people;</p> <p>(D) analyze the connections between decolonization and human rights abuses, including the genocides in Rwanda and Cambodia;</p> <p>(E) analyze the breakup of Yugoslavia and role of ethnic cleansing as a violation of human rights; and</p> <p>(F) evaluate the impact of decolonization movements on the anti-apartheid movement in South Africa, including the role of Nelson Mandela.</p> <p>(20) 1945-Present: The Modern World-- Globalization. The student understands the achievements and challenges of a more</p>	<p>impact of utilitarianism on political thinking and the role of its chief proponents, Jeremy Bentham, and John Stuart Mill.</p> <p>The students should understand those aspects of culture and public policy that energized commerce and industry in Britain, including secure legal protections for property and the rights of contract, free internal trade and far-flung external trade, secure national finances and a stable currency, the patent system, and moderately representative and transparent political institutions. They should also be familiar with the “Agricultural Revolution” that immediately preceded the industrial one in Britain and laid its economic foundations. They should be familiar with the role of invention and science in the development of industry, especially new machinery for the manufacture of textiles, and the introduction of steam engines, railroads, steamships, and telegraphy. Major inventors Including Arkwright, Watt, Whitney, and Stephenson should be familiar to them.</p> <p>Students should be aware of how the Industrial revolution spread across Europe and the Atlantic, and how it differed in France, Germany, and the United States from its course in Britain, particularly with respect to the role of government and free trade. The should understand that it had very adverse consequences for groups like skilled craftsman, and farmers, whom it often left without livings, and that it created conditions in the cities which made poverty more visible and exposed the poor to novel hazards. They should understand how this led to worker political and economic action through new political parties and labor unions, and the rise of a radical socialist movement led by disenchanted intellectuals, and reform movements,</p>
---	---

<p>interconnected world. The student is expected to:</p> <p>(A) explain the role of telecommunication technology and computer technology in developing the modern global economy and influencing society, including satellite technology, internet, cell phones, social media, smart technology, and artificial intelligence;</p> <p>(B) explain the role of transportation technology in developing the modern global economy and society;</p> <p>(C) explain the impact of the Green Revolution;</p> <p>(D) explain the role of medical advancements in improving quality of life and their impact on the modern global economy;</p> <p>(E) explain the role of multinational corporations, supranational organizations, and governments on the interconnected world, including the environment and the modern global economy;</p> <p>(F) describe how social and intellectual movements of the modern world impacted changes in society;</p> <p>(G) explain the role of geopolitical and religious forces in the development of modern terrorism;</p> <p>(H) analyze the effects of modern terrorism on local populations, including social and economic disruptions; and</p> <p>(I) analyze the varying responses of world governments to modern terrorism, including the U.S. response to the events surrounding September 11, 2001.</p>	<p>that had significant support from the middle classes and some aristocrats.</p> <p>They should learn of early attempts outside the West to modernize local economies, including the successful one in Japan, the less successful one in China, and the British economic impact on India.</p> <p style="text-align: center;"><b>The Spread of Constitutional Nationalism and Imperialism</b></p> <p>Students should be aware of the Greco-Roman, medieval, and later European origins of constitutionalism, based on the idea that political power should be widely distributed and that rather than simply being subjects the governed were citizens with rights they could assert against the state. They should be able to trace in outline the process by which this concept was developed in modern times in England, the Dutch Republic, and the United States, and how it was successfully vindicated in a series of armed struggles against the forces of absolutism. They should understand how it then spread through Europe as both aspiration and reality during the nineteenth century, sometimes violently as in the revolutions of 1848, and sometimes through compromises offered by the established authorities. They should appreciate that by the outbreak of the First World War in 1914 most of Europe's countries, as well as those of the America's and Japan, had constitutions of some form, though they differed in effectiveness and democratic scope. They should also appreciate how the spread of universal suffrage changed the conduct of politics in country after country.</p> <p>Students should be aware that while nations have had a long history, the idea that the only legitimate state is one that represents a</p>
---	--

	<p>distinct nation is a recent invention stemming from the French Revolution to be thereafter exported to the rest of Europe and later on, via imperialism and the reaction against it, to most of the countries of the world. They should equally understand that nationalism not only helped deepen unity, end colonialism and in some cases promote democratization, but also produced severe conflicts over territory by rival nations and between national majorities and minority groups. They should also be able to describe the difference between liberal nationalism, consistent with constitutionalism, and integral nationalism, which is authoritarian and more “tribal.”</p> <p>Students should realize that imperialism is as old as history, but that modern European imperialism had a variety of unique features, including its immense global reach, the depth of its effects on the lands it ruled, and the rapidity of its collapse when faced with opposition which, though sometimes violent, was able to use European ideals of democracy, egalitarianism, and constitutionalism to finally make imperialism seem illegitimate in European eyes. Students should be expected to know how during its brief heyday European imperialism was supported by European nationalism, Christian missionary interests, sometimes racism and what Europeans considered to be their “civilizing mission” They should also be able to trace the history of some of the main non-European independence movements and leaders such as Mohandas Gandhi and Kwame Nkrumah, as well as non-Western nationalists like Kamal Ataturk, Sun Yat Sen, Gamal Abdel Nasser and David ben Gurion. Finally, they should be aware of the role of modern European imperialism in exporting liberal ideas and finance capital to the countries which it controlled, though with</p>
--	--

	<p>varying effects based on the characteristics of the metropolitan nations.</p> <p><b>Radical Utopianism and Constitutional Democracy's Twentieth Century Crisis.</b></p> <p>Students should understand the nature of utopianism and the major role it has played in world politics over the last hundred years. They should be able to explain its relationship to ideas about human self-perfectibility that emerged during the Enlightenment and in the light of natural science's theoretical successes. They should be able to describe political utopianism's two major variants, revolutionary socialism, and revolutionary nationalism, whose most influential twentieth century forms were Communism and National Socialism (Nazism). Students should be familiar with the atrocities perpetrated by these ideologies such as the Holocaust, the Holodomor, The Nazi War for Lebensraum, the Great Leap Forward, and the Cambodian Genocide.</p> <p>Students should be familiar with the course of the First World War, its roots in nationalism, imperialism and militarism and its culmination in the Treaty of Versailles and the Bolshevik seizure of power in Russia. They should be able describe the effects of the Great Depression on democratic stability and the replacement of democracy by dictatorship in Italy, Germany, Japan, and Spain. They should be able to trace the events leading up to the outbreak of the Second World War involving German remilitarization and aggression, British and French appeasement, American isolationism, Japan's invasion of China, the failures of the League of Nations, the subversive activities of the Communist Comintern, and the Hitler-Stalin Pact. Students should be able to identify historical figures such as Woodrow</p>
--	--

	<p>Wilkson, Franklin Delano Roosevelt, Winston Churchill, Benito Mussolini, Adolph Hitler, Vladimir Lenin, Josef Stalin, and Mao Zedong and grasp the concept of totalitarianism. Students should be familiar with the course of the Second World War in Europe and Asia, and the atomic bombing of Japan that brought it an end.</p> <p>Students should be able describe the origins of the Cold War, the long nuclear standoff between the United States and the Soviet Union, the emergence of an Afro-Asian “Third World” standing between NATO and the Communist Bloc. They should be familiar with major Cold War events like the establishment of the United Nations, the Berlin Blockade, The Communist victory in the Chinese Civil War, The Korean War, The Cuban Missile Crisis, the Vietnam War, “detente” and the creation of the European Union. They should be aware of the various explanations that have been offered for the sudden collapse of the Soviet Union and the dramatic changes of economic policy that at about the same time took place in Communist China. They should be familiar with the roles played in these events by figures such as Harry Truman, Dwight Eisenhower, Charles De Gaulle, Ronald Reagan, Margaret Thatcher, Josef Stalin, Nikita Khrushchev, Mikhail Gorbachev, Fidel Castro, Jawaharlal Nehru, and Pope John Paul II.</p> <p><b>The Future of Freedom</b></p> <p>Based on this survey of world history students should be asked to assess:</p> <ol style="list-style-type: none"><li>1. What are the future prospects for the extraordinarily prosperous and free world in which we live today?</li></ol>
--	---



	<ol style="list-style-type: none"><li>2. Does radical utopianism and totalitarianism remain a threat in the world, the West, and America.</li><li>3. How is the development of media, especially social media, and other new information technologies, likely to affect the operation of democracy, the resolution of conflicts, and the relationship of state and individual?</li><li>4. What affect will the development of new lifestyles and the ideals of diversity, equity and inclusion have on the future of democracy?</li><li>5. What is the outlook for world peace given the lessons of the two world wars, the Cold War and the likelihood of nuclear proliferation?</li><li>6. Are technology and science continuing to improve the conditions of human life or are the risks they present growing?</li><li>7. What is the future of religion in a world seemingly becoming increasingly secular?</li><li>8. Will the political, economic, and cultural hegemony of Western World continue, or will it be supplanted by that of China, India, or some other part of the world? What are the chief factors that will determine this?</li></ol>
--	---