

<p>§113.71. United States 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)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.</p> <p>(c)Knowledge and skills.</p> <p>(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:</p> <p>(A)analyze and evaluate the text, intent, meaning, and importance of the Declaration of</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate command of the concepts central to an understanding of history, including chronology, context, multiple causation, and periodization. ▪ Conduct historical research, evaluate and interpret historical documents, historical maps, and visual, literary, and historical sources, and be able to arrange events on a timeline. ▪ Demonstrate understanding of the major developments in the history of the United States since 1865, with a review of material prior to Reconstruction to give context to themes studied in this course. ▪ Demonstrate an understanding of the development of democratic institutions in the United States and the evolution of the U.S. economy. ▪ Demonstrate understanding of the historical experiences, cultural traditions, achievements, and contributions of the diverse people who make up the population of Texas and the United States. ▪ Demonstrate an understanding of the place of discrimination, xenophobia, and intolerance in U.S. history, and how various groups have struggled against bias, discrimination, nativism, and racism. ▪ Demonstrate an understanding of key economic, scientific, technological, and medical innovations and the individuals who were responsible for these developments as well as
--	--

<p>Independence and the U.S. Constitution, including the Bill of Rights (C/G, H);</p> <p>(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);</p> <p>(C)explain the contributions of inventions and innovations in the communication and transportation industries, fueling the Market Revolution (E, G, H);</p> <p>(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);</p> <p>(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);</p> <p>(F)identify the impact of expansion on Indigenous populations including displacement, war, and the spread of disease (G, H);</p> <p>(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);</p> <p>(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</p> <p>(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).</p> <p>(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</p>	<p>with important figures in the arts, athletics, governmental leadership, military affairs, and reform who have left a lasting mark on the history of Texas and the United States.</p> <p>Chronological coverage should extend from 1865 to the present, but should also include a review of essential material from before Reconstruction in order to provide a context for later developments. Topics to be covered include the significance and outcomes of Reconstruction; the reasons for the nation’s rise as an industrial and world power; the reforms of the Progressive, New Deal, and Great Society eras; the causes and significance of U.S. participation in the World Wars; the causes and consequences of the Cold War; and the struggles for civil rights.</p> <p>Foundations of U.S. History Students should be able to demonstrate familiarity with:</p> <ul style="list-style-type: none"> • The causes and significance of the American Revolution. • The rights and principles included in the U.S. Constitution and the Bill of Rights. • The growth of political democracy in the United States including the development of a two-party political system and establishment of the concept of judicial review. • The causes, significance, and consequences of the American Civil War. <p>Reconstruction Students should be able to demonstrate understanding of the significance of Reconstruction, including:</p> <ul style="list-style-type: none"> ■ The power struggle between President Andrew Johnson and Congress over the readmission of the former Confederate states;
--	---

<p>(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);</p> <p>(B)illustrate using maps African American responses to the end of Reconstruction, including the Exoduster Movement and the Great Migration (E, G, H);</p> <p>(C)explain Plessy v. Ferguson and its impact on the codification of Jim Crow laws (C/G,H); and</p> <p>(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).</p> <p>(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:</p> <p>(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</p> <p>(B)evaluate the extent to which the reservation system, the Dawes Act of 1887, and the Wounded Knee Massacre contributed to assimilation (CG, H).</p> <p>(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:</p> <p>(A)summarize how government practices, the rise of labor unions, and entrepreneurs influenced big business (E, G);</p> <p>(B)analyze the positive and negative impacts of scientific discoveries and technological innovations on society (E, G, H);</p>	<ul style="list-style-type: none"> ■ Enactment of the nation’s first civil rights laws, establishment of the Freedman’s Bureau, and ratification of the 13th, 14th, and 15th Amendments and these amendments’ significance; ■ The achievements of the Reconstruction era Southern state governments; ■ Terrorism directed against former slaves; and ■ The emergence of sharecropping. <p>Industrializing America Students should be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ■ The creation of a national transportation and communication network. ■ The rise of big business and the rise of the corporation as the dominant form of business organization. ■ The managerial revolution that transformed business operations. ■ The Industrial Revolution’s impact upon workers and the way they responded to industrialization ■ The settlement of the trans-Mississippi West, including the tragedy of the Plains Indians; ■ The rise of Jim Crow and the Black response to segregation, disfranchisement, lynching, and the convict lease system; ■ The advent of new technologies, including the telephone, light bulb, phonograph, and automobile; ■ Mass immigration from Southern and Eastern Europe; and ■ The late 19th century political crisis, including the farmers’ revolt. <p>The United States Becomes a World Power Students should be able to demonstrate an understanding of why and how the United States became a world power, including:</p> <ul style="list-style-type: none"> ■ The purchase of Alaska,
---	---

<p>(C)identify the relationship between migration patterns, urbanization, and the rise of industry (E, G); and</p> <p>(D)evaluate how immigration led to the rise of nativism, including the passage of the Chinese Exclusion Act (C/G, H).</p> <p>(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:</p> <p>(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);</p> <p>(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);</p> <p>(C)evaluate the extent to which muckrakers brought about change by influencing public opinion during the Progressive movement (C/G, E, H);</p> <p>(D)compare the progressive reforms of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in affecting society (C/G, E, H); and</p> <p>(E)analyze the role of social reform movements in influencing the passage of the 16th,17th, 18th, and 19th Amendments (C/G, E, H).</p> <p>(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:</p> <p>(A)explain the geopolitical and economic motives for U.S. influence in Latin America, including how</p>	<ul style="list-style-type: none"> ■ The annexation of Hawaii, and ■ The acquisition of the Philippines, Puerto Rico, and other territories as a result of the Spanish American war, ■ American interventions in Mexico, the Caribbean, and Central America, and ■ The construction of the Panama Canal. <p>The Progressive Era Students should be able to demonstrate an understanding of the political, economic, and other reforms of the Progressive Era, including:</p> <ul style="list-style-type: none"> ■ Efforts to regulate business practices, ■ Improve working conditions, ■ Scientifically manage natural resources, and ■ Give the public more direct control over government through direct primaries to nominate candidates for public office, direct election of senators, the initiative, referendum, and recall, and women’s suffrage. <p>World War I Students should be able to demonstrate an understanding of the causes, significance, and consequences of World War I, including:</p> <ul style="list-style-type: none"> ■ Why the United States intervened ■ The impact of U.S. intervention on the war’s outcome. ■ The post-World War I Red Scare. <p>The 1920s Students should be able to demonstrate an understanding of the social transformations and cultural conflicts of the 1920s, including:</p> <ul style="list-style-type: none"> ■ The beginning of the Great Migration of African Americans to the North ■ Political clashes over foreign immigration, evolution, the Ku Klux Klan, prohibition, women’s roles, and race. ■ The Harlem Renaissance.
---	---

<p>the Roosevelt Corollary represented a change from the Monroe Doctrine (C/G, E, G, H); 2</p> <p>(B) describe the positive and negative impacts of U.S. involvement in Panama, Hawai'i, and the Philippines (C/G, E, H);</p> <p>(C) evaluate the role of media on U.S. involvement in the Spanish-American War, including yellow journalism (E, H); and</p> <p>(D) analyze the development of the U.S. as a world power, following the Spanish-American War (C/G, E, H).</p> <p>(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:</p> <p>(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);</p> <p>(B) discuss the proliferation of propaganda during World War I and analyze its influence on perceptions about the war (H);</p> <p>(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</p> <p>(D) compare the goals and outcomes of Woodrow Wilson's Fourteen Points to the Treaty of Versailles (C/G, E, G, H).</p> <p>(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:</p> <p>(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);</p> <p>(B) analyze how nativist sentiment led to immigration quotas and policies (C/G, G, H);</p> <p>(C) analyze how attitudes toward African Americans contributed to the Tulsa Race Massacre, the resurgence of the Ku Klux Klan, and eugenics (E, H);</p> <p>(D) analyze the effects of Prohibition, including bootlegging, unemployment, and the rise of organized crime (E, H);</p>	<p>The 1930s</p> <p>Students should be able to demonstrate an understanding of the causes, impact, and political consequences of the Great Depression, including:</p> <ul style="list-style-type: none"> ■ Such governmental innovations as national old-age pensions, unemployment compensation, aid to dependent children, public housing, insured bank depositions, the minimum wage, and stock market regulation, and a fundamental alteration in labor relations, including a revived labor movement and a national labor policy protective of collective bargaining. <p>World War II</p> <p>Students should be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ■ The causes of World War II; ■ The reasons for U.S. intervention in the conflict; ■ The Holocaust; the war's impact on American life, including Japanese American internment and establishment of the Fair Employment Practices Committee; and ■ Development and deployment of the first atomic bombs. <p>The Cold War</p> <p>Students should be able to demonstrate an understanding of the causes and significance of the Cold War and U.S. government responses, including:</p> <ul style="list-style-type: none"> ■ The Containment Policy ■ The Truman Doctrine ■ The Berlin Airlift ■ The Marshall Plan ■ The formation of NATO
---	--

<p>(E) analyze the transitioning roles of women in politics, the workforce, education, and within the family (C/G, E, H);</p> <p>(F) analyze how the expansion of mass media impacted public opinion, including the Scopes Trial (C/G, H); and</p> <p>(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).</p> <p>(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:</p> <p>(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);</p> <p>(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</p> <p>(C) evaluate the underlying weaknesses of the economy that 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</p> <p>(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:</p> <p>(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);</p> <p>(B) describe the actions taken by local governments and religious and nonprofit organizations to alleviate the human toll of the Great Depression (C/G);</p> <p>(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, Fair Labor Standards Act, the Works Progress</p>	<p>Students should also demonstrate an understanding of:</p> <ul style="list-style-type: none"> ■ McCarthyism and the Red Scare; ■ The U.S. interventions in the Korean and Vietnam wars; and ■ The reasons for the collapse of eastern European communism and the Soviet Union during the late 1980s and early 1990s. <p>The Post-World War II Era</p> <p>Students should be able to demonstrate an understanding of post-World War II transformations in American life, including:</p> <ul style="list-style-type: none"> ■ The Baby Boom ■ The growth of the Sunbelt ■ The rise of the suburbs ■ The Civil Rights struggles of Black Americans, Native Americans, and Chicanos, and other groups ■ The women’s liberation movement ■ Enactment of legislation outlawing racial discrimination in employment, public accommodations, and housing and expanding voting rights ■ The Supreme Court decisions ending school segregation and extending rights to criminal defendants and others; and ■ The Great Society policy innovations, including Medicare and Medicaid. <p>America in Our Time</p> <p>Students should be able to demonstrate an understanding of the major political, economic, and foreign policy challenges that the United States faced in the late 20th and early 21st centuries, including:</p> <ul style="list-style-type: none"> ■ The weakening of the political system as a result of the Vietnam War and the Watergate Affair ■ The stagflation and energy crises of the 1970s ■ Increasing foreign economic competition, recurrent economic
---	--

<p>Administration, and the Tennessee Valley Authority (C/G, E, H);</p> <p>(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</p> <p>(E) interpret how cultural expressions in art, music and film reflected a changing society between 1920 and 1939 (G, H).</p> <p>(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:</p> <p>(A) analyze the rise of authoritarian governments and their impact on U.S. involvement in the growing conflict in Europe (C/G, H); and</p> <p>(B) identify and explain the causes and consequences of Japanese expansion in the Pacific contributing to the attack on Pearl Harbor (G, H).</p> <p>(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:</p> <p>(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);</p> <p>(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);</p> <p>(C) compare military challenges faced in the European and Pacific Theaters and how they were resolved (C/G, G, H);</p> <p>(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);</p> <p>(E) analyze the effects of Executive Order 9066 on civil liberties, including <i>Korematsu v. US</i> and <i>Ex Parte Endo</i> (C/G, H); and</p> <p>(F) summarize historical arguments regarding the development and use of atomic bombs (C/G, H).</p> <p>(13) A Nation in Transition, 1945-1991. The student understands the U.S. involvement in</p>	<ul style="list-style-type: none">■ Terrorism■ Nuclear proliferation■ Two disputed presidential elections■ The deepest economic recession since the 1930s■ The election of the United States's first Black president■ A global pandemic and■ A national reckoning over racial inequality
--	--

<p>international issues, decisions, and conflicts from 1945-1963 during the Cold War. The student is expected to:</p> <p>(A) compare the geopolitical and economic differences between democracy and communism post-World War II (C/G, E, G); 4</p> <p>(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);</p> <p>(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</p> <p>(D) explain the Domino Theory as justification for the U.S. involvement in proxy wars, including the Korean War (H).</p> <p>(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:</p> <p>(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);</p> <p>(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);</p> <p>(C) analyze economic developments including increased consumption and the growth of commercial agriculture (E, G);</p> <p>(D) analyze the resurgence of the Red Scare, including the House Un-American Activities Committee (HUAC), McCarthyism, blacklisting, and the Julius and Ethel Rosenberg trial (C/G, H); and</p> <p>(E) analyze the role of mass media on consumerism, social conformity, and the emerging counterculture (H).</p> <p>(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:</p>	
---	--

<p>(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);</p> <p>(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);</p> <p>(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);</p> <p>(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);</p> <p>(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</p> <p>(F) explain the role of the U.S. Supreme Court in both suppressing and aiding civil rights and liberties, including <i>Brown v. the Board of Education of Topeka</i>, <i>Hernandez v. Texas</i>, and <i>Roe v. Wade</i> (C/G, E, H).</p> <p>(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:</p> <p>(A) compare the diplomatic and military strategies of the John F. Kennedy, Lyndon B. Johnson, and</p>	
--	--

<p>Richard Nixon administrations during the Vietnam War (C/G);</p> <p>(B)describe the efforts to deescalate tensions between the U.S. and communist countries including détente and treaties to limit nuclear proliferation (C/G);</p> <p>(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</p> <p>(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).</p> <p>(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:</p> <p>(A)identify and evaluate the role of the Great Society in expanding healthcare, improving education, accessing affordable housing, ending poverty, and protecting the environment (C/G, E, H);</p> <p>(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 (C/G, H);</p> <p>(C)analyze the causes and effects of the economic issues during the 1970s and explain how Reaganomics addressed these issues (C/G, E);</p> <p>(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);</p> <p>(E)explain the causes and effects of changing demographic patterns resulting from migration within and immigration to the U.S. (G, H);</p> <p>(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</p> <p>(G)analyze the debate between liberalism and conservatism including the impact of the counterculture movement, the conservative</p>	
---	--

<p>resurgence, and diverse perspectives over issues, including abortion, Affirmative Action, the War on Drugs, and HIV/AIDS (C/G, H).</p> <p>(18)Modern America, 1991-2020. The student understands the impact of globalization on international relations with the U.S. The student is expected to:</p> <p>(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);</p> <p>(B)analyze the motivations for U.S. involvement in the Gulf War (E, G, H); and</p> <p>6</p> <p>(C) identify the role of social media in informing the public of international issues including human rights violations and environmental concerns (G, H).</p> <p>(19) Modern America, 1991-2020. The student understands the impacts of innovative technologies on the everyday lives of Americans. The student is expected to:</p> <p>(A) identify and describe how access to innovative technologies impacted quality of life, including the Internet and personal devices (E, H);</p> <p>(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);</p> <p>(C) explain the relationship between polarized media and the polarization of political views (C/G, H); and</p> <p>(D) analyze the impact of technology on business practices and changing consumerism (E, H).</p>	
--	--

<p>(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:</p> <p>(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);</p> <p>(B) explain the impact of terrorist activities on the debate of domestic security and civil liberties (C/G, H, G);</p> <p>(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</p> <p>(D) identify and explain the impact of events that led to increased civil unrest and political activism (C/G, H).</p> <p>(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:</p> <p>(A) analyze the increased impact of interest groups, third parties, and factions within political parties on elections (C/G, E, G, H); and</p> <p>(B) analyze the socioeconomic policies implemented in response to natural disaster relief, border security, and public health (C/G, E, G, H).</p>	
---	--

<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 7 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>Although beginning in 1200 c.e. may (or may not) make sense for an AP course, it is not appropriate for a more general survey. Students are likely to be overwhelmed by content. It also results in a course lacking in thematic unity</p> <p>I'd recommend the following topics:</p> <ol style="list-style-type: none"> 1. The World in 1400 (Here teachers can examine the world's major civilizations in 1400, including those in the New World; the Old World's growing interconnections, including connections involving, trade, technology, and cultural exchanges; the expansion of Islam; and China's fateful decision to end its voyages of exploration. 2. The European Renaissance, Scientific Revolution, and the Reformation 3. European Expansion and the Columbia Exchange 4. The Transatlantic Slave Trade and Its Impact on Africa and the New World 5. The Enlightenment 6. The Age of Atlantic Revolutions 7. The Industrial Revolution 8. The Growth of Antislavery Sentiment 9. Nationalism, Romanticism, Liberalism, Conservatism, Socialism, and Marxism
---	---

<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>	<ol style="list-style-type: none"> 10. Imperialism 11. Late-19th and Early 20th Century Advances in Science, Technology, Thought, Art, and Communication 12. World War I, the Great Depression, and World War II 13. The Cold War 14. Decolonization 15. The World Since the End of the Cold War <p>The World in 1400</p> <ul style="list-style-type: none"> ■ Students should be able to describe the reasons for the collapse of Mongol rule in China and the significance of China’s Ming dynasty. ■ Students should be able to describe the significance of the rise of the Ottoman Empire, the reasons for its expansion into Persia, North Africa, and Eastern Europe, and the importance of its capture of Constantinople. ■ Students should understand the expansion of Islam into West and East Africa; the rise and fall of the Mali and Songhay empires; the growth of commercial towns in East Africa; and African participation in Indian Ocean trade. ■ Students should understand the rise of the Aztec (Mexico) and Inca empires and their political, religious, and economic institutions. <p>The European Renaissance, Scientific Revolution, and the Reformation</p> <ul style="list-style-type: none"> ■ Students should be able to describe the origins and development of the Renaissance and its impact on architecture, art, education, literature, philosophy, and science.
--	---

<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>	<ul style="list-style-type: none"> ■ Students should be able to describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. ■ Students should be able to describe the impact of Johannes Gutenberg and the printing press. ■ Students should be able to describe origins and effects of the Protestant Reformation. ■ Students should be able to discuss the impact of the Catholic Counter-Reformation, including its impact on individual religious devotion and missionary activities. ■ Students should demonstrate an understanding of the European wars of religion in the 15th and 16th centuries and how these contributed to the emergence of a modern system of secular states. ■ Students should be able to define capitalism, describe the development of capitalist practices and institutions in Europe, explain how the growth of capitalism transformed agriculture, trade, manufacturing, and modes of work. <p>European Expansion and the Columbian Exchange</p> <ul style="list-style-type: none"> ■ Students should understand the factors that contributed to the European voyages of discovery, long-distance commerce, and overseas conquest. ■ Students should be able to describe the impact of the Europe’s trans-Atlantic voyages and the movement of peoples, food stuffs, goods, and pathogens that resulted and their impact on diets, trade, the physical environment, and labor system. ■ Students should be able to discuss the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas beginning in the mid-15th century, and be able to explain why the
---	--

<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>Ottoman empire and societies across Asia were better able to limit European commercial, military, and political incursions than those in the Americas.</p> <p>The Transatlantic Slave Trade and Labor Systems</p> <ul style="list-style-type: none"> ■ Students should be able to: <ul style="list-style-type: none"> ▪ define slavery ▪ discuss the European debates about the morality of slavery and Spanish efforts to suppress the enslavement of Amerindians ▪ discuss the impact of the slave trade upon west and central Africa ▪ describe the living and working conditions of enslaved Africans and their descendants ▪ discuss forms of resistance to slavery ■ Students should be able to compare and contrast slavery with indentured servitude and serfdom. <p>The Enlightenment</p> <ul style="list-style-type: none"> ■ Students should be able to explain the principal ideas of the Enlightenment, including rationalism, secularism, progress, and natural rights. ■ Students should be able to describe the importance and major ideas of key Enlightenment thinkers, including John Locke and Jean-Jacques Rousseau. ■ Students should be able to describe the contribution of the Enlightenment to new ideas about government. <p>The Age of Atlantic Revolutions</p> <ul style="list-style-type: none"> ■ Students should be familiar with why parliamentary power and new ideas about individual liberty arose in England while royal absolutism grew in many other parts of Europe. ■ Students should demonstrate an understanding that revolutions spread across the western world in the late 18th and early 19th centuries from Russia and
--	---

<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>across Europe to the Caribbean, Central and South and North America.</p> <ul style="list-style-type: none"> ■ Students should understand how the age of revolutions contributed to the ideas of Constitutionalism, citizenship, natural rights, and popular sovereignty. ■ Students should be able to explain why the French Revolution occurred, how and why the Revolution grew more radical, ignited a 25 year long war in Europe, and brought Napoleon Bonaparte to power. ■ Students should be able to explain the significance of the French and Haitian Revolutions and the Mexican War for Independence and the similarities and differences between those revolutions and the American Revolution. <p>The Industrial Revolution</p> <ul style="list-style-type: none"> ■ Students should be able to describe the technological improvements that promoted economic development, including the development of crop rotation, the construction of turnpikes, aqueducts, canals, and lighthouses, and innovations in producing cement, porcelain, glassware, and textiles. ■ Students should be able to identify the Industrial Revolution, describe its causes, and explain why it began in Britain ■ Students should be able to explain the impact of the Industrial Revolution on work and family lives and class distinctions and how industrialization contributed to the growth of labor unions. <p>The Growth of Antislavery Sentiment</p> <ul style="list-style-type: none"> ■ Students should be able to compare slavery to other forms of forced labor, including serfdom, sharecropping, debt peonage, and contract labor. ■ Students should demonstrate an understand the origins and significance of antislavery movements, especially in the
--	---

<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>northern United States and Britain, including the contributions of Enlightenment ideals, religion, and slave resistance in bringing about an end to the trans-Atlantic slave trade and emancipation.</p> <ul style="list-style-type: none"> ■ Students should understand the degree to which former slaves and their descendants were able to achieve legal equality and economic independence after emancipation in various countries. <p>Nationalism and Other -isms</p> <ul style="list-style-type: none"> ■ Students should be able to define the meaning of terms including nationalism, Romanticism, liberal reform, colonialism, imperialism, liberalism, conservatism, socialism, and communism. ■ Students should be familiar with the unification of Germany and Italy, and how German unification disrupted the balance of power in Europe. ■ Students should understand how nationalism was a source of tension within the Austro-Hungarian and Ottoman empires. ■ Students should be able to explain how Britain and France became more liberal nations at home over the course of the 19th century even as they and other European powers expanded their overseas empires. <p>European Imperialism</p> <ul style="list-style-type: none"> ■ Students should understand why and how England, France, and the Netherlands became commercial powers in the Indian Ocean region, Southeast Asia, and Indonesia in the 17th and 18th centuries and how European commercial expansion and missionary activity affected those areas' economies and societies. ■ Students should be able to explain why European powers were able to increase their dominance over the world's land
---	--

<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 Toussaint 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>surface from 34 percent in 1800 to 84 percent in 1914.</p> <ul style="list-style-type: none"> ■ Students should be able to define the ideas that Europeans used to justify imperialism, including Social Darwinism, Eugenics, and pseudo-scientific racism. ■ Students should be able to trace British efforts to assert control over India, the efforts of the Indian population to resist British imperialism, and the impact of British rule on Indian society and economy. ■ Students should be able to explain the causes of the mounting internal divisions in China beginning in the late 18th century that made it more difficult for China to resist European penetration. ■ Students should be able to describe the causes and impact of 19th century European imperialism and its impact on the peoples whose areas were colonized. ■ Students should be able to explain why Japan succeeded in rapidly industrializing and modernizing, and trace the country’s shifting relationships with the Western powers from the 1850s onward. <p>Late-19th and Early 20th Century Advances in Science, Technology, Thought, Art, and Communication</p> <ul style="list-style-type: none"> ■ Students should be able to describe new technologies, including the steamship, the telegraph, the telephone, the electric light, the internal combustion engine, the bicycle, and radio, transformed life in the late 19th and early 20th centuries. ■ Student should be able to discuss the impact of the ideas of Charles Darwin, Émile Durkheim, Louis Pasteur, Albert Einstein, Marie Curie, and Sigmund Freud on views of human development, society, the nature of matter, and the psyche. ■ Students should be able to describe the influence of Modernism upon literature, music, and the visual arts, and importance of major artists, including Vincent Van Gogh and Pablo Picasso.
---	---

<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>World War I, the Great Depression, and World War II</p> <ul style="list-style-type: none"> ■ Students should be able to describe the factors that contributed to the outbreak of World War I, and explain why the war was so lethal, and the war's consequences, including the success of the Russian Revolution, the fall of four empires, the Armenian genocide in the Ottoman Empire, postwar economic and political instability in Germany, and the rise of fascism in Italy. ■ Students should be able to explain how World War I contributed to the anti-imperialist struggles for national independence in Ireland, Eastern Europe, the Middle East, India, and elsewhere. ■ Students should be able to discuss the economic and social causes of the global depression of the 1930s, and its human impact, and how various governments responded to depression era unemployment. ■ Students should be able to explain how the Depression contributed to support for fascism, authoritarianism, and militarism gained support in Germany, Italy, Japan, and Spain, and be able to describe the ideas and policies of Benito Mussolini, Adolf Hitler, and Josef Stalin. ■ Students should be able to describe the German and Italian drives for empire in the 1930s, including Italy's invasion of Ethiopia in 1935, German and Italian intervention in the Spanish Civil War, and Germany's militarization of the Rhineland, annexation of Austria and Czechoslovakia, as well as the Stalin-Hitler Pact of 1939, and the German attack on Poland. ■ Students should be able to discuss the key battles and events of World War II, including the Battle of Britain, the siege of Leningrad, the battle of Stalingrad, D-Day, the battle of the Bulge, and the Manhattan project
---	---

<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>	<ul style="list-style-type: none"> ■ Students should be able to discuss the leadership of Winston Churchill and Franklin D. Roosevelt during World War II. ■ Students should be able to discuss the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism and 19th century ideas about race and nation. <p>The Cold War</p> <ul style="list-style-type: none"> ■ Students should be familiar with the efforts to create a new rules-based international order following World War II by creating institutions that included the United Nations. ■ Students should be able to summarize the factors that contributed to the Cold War, including disputes over the control of nuclear weapons, the postwar fate of Germany, Soviet expansion in Eastern Europe, and the differences between democracy and communism. ■ Students should be able to describe the U.S. policies during the Cold War, including the Containment policy, the Truman Doctrine, the Marshall Plan, and the formation of NATO. ■ Students should be able to describe key events of the Cold War era, including: <ul style="list-style-type: none"> ▪ the Berlin Airlift ▪ the 1956 uprising in Hungary ▪ the 1961 construction of the Berlin wall ▪ the 1962 Cuban missile crisis ■ Students should be able to identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe <p>Decolonization</p> <ul style="list-style-type: none"> ■ Students should be able to discuss Chinese resistance to European imperialism, and be able to describe such significant events in Chinese history as the Opium War, the Taiping rebellion, the
--	--

<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>Boxer Rebellion, the Long March, the Great Leap Forward, and the Cultural Revolution.</p> <ul style="list-style-type: none"> ■ Students should demonstrate familiarity with the growth of nationalist sentiment in Africa, Asia, and Mexico and Latin America and with the ideas and strategies of figures including Álvaro Obregón, Lázaro Cárdenas, Sun Yat-Sen, Mao Tse-Tung, Mahatma Gandhi, Ho Chi Minh, Patrice Lumumba, Fidel Castro, and Nelson Mandela. as well as the Meiji Restoration in Japan. <p>The World Since the End of the Cold War</p> <ul style="list-style-type: none"> ■ Students should understand how the world changed after the end of the Cold War, including: <ul style="list-style-type: none"> ▪ Geopolitical changes in Europe, including the reunification of Germany. ▪ The rise of China. ▪ A resurgence in terrorism. ▪ Globalization in trade, communication, and the movement of peoples. ▪ Technological innovations, including the emergence of the Internet, that disrupted industries that included banking, entertainment, medicine, and retailing. ▪ Nuclear proliferation. ▪ The rise of nationalist, populist, and Islamist political movements. ▪ Military conflicts in the Balkans, the Middle and Near East, and the former Soviet Republics.
--	---

<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>(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>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>	
---	--