

## Introduction

### Some Notes on the Muskegon County

### Critical Target Project for Michigan High School Social Studies

The Critical target Project for High School credits in *Civics, Economics, United States History and Geography*, and *World History and Geography* is the result of many hours of contemplative work, collegial discussion and editing by high school social science teachers and pedagogical experts in Muskegon County. It is intended to identify the essential knowledge required for credit from all students. These documents, one for each credit, (or half credit in the case of civics and economics) are designed as a common understanding, county wide.

There are several things that the reader of these documents should know before using.

- Identifying critical targets required “unpacking” the expectations in “kid-friendly” language, but the expectations vary in their original quality. Therefore, the user will find some expectations are hardly reworded at all while others required substantial interpretation since the wording in the expectation itself was unclear.
- Required knowledge from the expectation was categorized using the criteria from Successline Inc. (recall, relate, connect, create) Knowledge of this categorization is important for the writing of proper assessments for the expectations. For more information, visit [www.successlineinc.com](http://www.successlineinc.com)
- Michigan’s Social Science expectations emphasize analysis and explanation; a vast majority of them fall into the “connect” category. A clear exception to this is the personal finance section of economics
- Michigan’s Social Science expectations use the Latin Phrase, *exempli gratia*, abbreviated as **e.g.** to identify specific examples which can be used to teach the expectation but are not required knowledge. In these cases, vocabulary is identified with the **e.g.**
- The listed vocabulary is from the expectation only and is not intended to identify all of the terminology necessary to teach or assess the expectation.
- Occasionally, expectations are split into two or more parts. This could and should be done many more times to help teachers and students understand the expectations. However, since the purpose of this document is primarily to identify the critical targets, it is only done when discussion led to an understanding that part of an expectation should have a different ranking on the critical target scale than another part.

This is designed to be a working document. The print version, whenever possible includes some blank space on a page for notes and ideas about assessment. The next steps in using these documents is for all teachers involved in teaching and assessing that credit be a part of the discussion for how the expectation will be assessed commonly for all students in a school district.

These documents are far from perfect and are a reflection of the context of their writing. This is unavoidable in social science. As circumstances change, new groups may question what was indentified as having primary, secondary and tertiary importance. In late 2001 for example, few would have chosen an understanding of world economic and banking systems as a critical target over an understanding of the root causes of world terrorism. In 2009, such a question brings vigorous debate. The debate about essential knowledge is an ongoing one.

Finally, a few words unique to the *World History and Geography* document. Michigan's approach to World History uses global, comparative and regional expectations. Only global and comparative expectations were considered for essential target designation. Specific regional expectations might be essential targets, if the credit was for "Western Civilization" or The History of Africa" or some other regionally focused credit. The credit however is for World History and Geography. Specific regional expectations are essential only to bring focus and specificity to the broader understanding of World History.

The last portion of the World History and Geography document, Contemporary Global Issues presents a unique problem. These expectations are designed to focus on four broad issues and help students make connections between these issues and the World History and Geography they have learned. This is certainly essential, but ranking one issue over another reflects significant personal bias. Designating all as essential creates an unworkable situation because of the type of assessment involved and the scope of the expectation. Rather than designating all four as critical targets, all were ranked as secondary – nice for students to be able to know and do, but any one could be required of every student, making the ability to connect a current issue with the study of the past essential for every student.

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# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	1
Standard: 4.1 Cross-temporal or Global Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.1.1	<b>Crisis in the Classical World</b> Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.	▪	▪	▪ Discuss consequences of the collapse of classical empires	▪ Explain the responses in classical empires to forces of change that eventually led to the collapse of those empires	▪	

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WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	1
Standard: 4.1 Cross-temporal or Global Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.1.2	<p><b>World Religions</b> Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none"> <li>• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades</li> <li>• Islam and Hinduism in South Asia (See 5.3.3)</li> <li>• continuing tensions between Catholic and Orthodox Christianity <i>(National Geography Standard 10, p. 203)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Major world religions</li> <li>▪ Islam</li> <li>▪ Christianity               <ul style="list-style-type: none"> <li>○ Orthodox Christianity</li> <li>○ Roman Catholic Christianity</li> </ul> </li> <li>▪ Hinduism</li> <li>▪ Crusades</li> </ul>			<ul style="list-style-type: none"> <li>▪ Analyze the Continuing spread of major world religions</li> <li>▪ Describe encounters between various religious groups in this era including               <ul style="list-style-type: none"> <li>○ Islam and Roman Catholic Christianity (including the Crusades)</li> <li>○ Islam and Orthodox Christianity</li> <li>○ Islam and Hinduism in SE Asia</li> <li>○ Catholic and Orthodox Christianity</li> </ul> </li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	2
4.1 Cross-temporal or Global Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.1.3	<p><b>Trade Networks and Contacts</b> Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including</p> <ul style="list-style-type: none"> <li>▪ land-based routes across the Sahara, Eurasia and Europe</li> <li>▪ water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas</li> </ul> <p><i>(National Geography Standard 11, p. 206)</i></p>	<ul style="list-style-type: none"> <li>▪ Interdependence</li> <li>▪ Specialization</li> <li>▪ Interregional</li> <li>▪ Sahara</li> <li>▪ Eurasia</li> <li>▪ Europe</li> <li>▪ Indian Ocean</li> <li>▪ Persian Gulf</li> <li>▪ South China Sea</li> <li>▪ Red Sea</li> <li>▪ Mediterranean Sea</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the following trading systems that connected regions in this era for their development, interdependence, specialization and importance                             <ul style="list-style-type: none"> <li>○ Land bases routes across the Sahara, Eurasia and Europe</li> <li>○ Water-based routes across the Indian Ocean, Persian Gulf, South China Sea, Red Sea and Mediterranean Sea</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	1
Standard: 4.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.2.1	<p><b>Growth of Islam and Dar al-Islam</b> [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none"> <li>▪ the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</li> <li>▪ diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi</li> <li>▪ role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</li> <li>▪ the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity</li> </ul> <p><i>(National Geography Standard 10, p. 203)</i></p>	<ul style="list-style-type: none"> <li>▪ Dar al-Islam</li> <li>▪ Sovereignty</li> <li>▪ Sunni</li> <li>▪ Shi'a/Shi'ite</li> <li>▪ Afro-Eurasia</li> <li>▪ caliphate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the Origins of Islam</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explain the expansion of Islam into an Empire including               <ul style="list-style-type: none"> <li>○ Geographic extent</li> <li>○ Artistic features</li> <li>○ Scientific features</li> <li>○ Technological features</li> <li>○ Economic features</li> <li>○ Religious diversity within the empire including Sunni, Shi'a/Shi'ite and Christianity</li> <li>○ Religious and political role of the Caliphate</li> </ul> </li> <li>▪ Explain the cultural, political and economic role of Dar al-Islam in Afro-Eurasia</li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority	3
Standard: 4.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.2.2	<p><b>Unification of Eurasia under the Mongols</b> Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (<i>National Geography Standard 11, p. 206</i>)</p>	<ul style="list-style-type: none"> <li>▪ Eurasia</li> <li>▪ Mongol/s</li> <li>▪ Pax</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the geography of the Mongol conquest on historical and modern maps</li> </ul>		<ul style="list-style-type: none"> <li>▪ Describe the geographic pattern of the Mongol conquest and expansion</li> <li>▪ Describe the characteristics of the Pax Mongolia, emphasizing the revival of trading networks between China and the Mediterranean world</li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	2
Standard: 4.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.2.3	<p><b>The Plague</b> Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (<i>National Geography Standard 15, p. 215</i>)</p>	<ul style="list-style-type: none"> <li>▪ Plague</li> <li>▪ Demographic</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Explain the causes and spread of the Plague with evidence including historical and modern maps</li> <li>▪ Explain the consequences of the plague including                             <ul style="list-style-type: none"> <li>○ Demographic</li> <li>○ Economic</li> <li>○ Social</li> <li>○ Political</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	3
Standard: 4.3 Regional Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.3.1	<p><b>Africa to 1500</b> – Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none"> <li>▪ comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (<i>National Geography Standard 12, p. 208</i>)</li> <li>▪ using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (<i>National Geography Standard 9, p. 201</i>)</li> </ul> <p><i>(Continued on next page)</i></p>	<ul style="list-style-type: none"> <li>▪ Aksum</li> <li>▪ Swahili</li> <li>▪ Zimbabwe</li> <li>▪ Ghana</li> <li>▪ Mali</li> <li>▪ Songhai</li> <li>▪ Bantu</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify Bantu migration patterns using historical and modern maps</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compare and contrast at least two major African states or civilizations from this era examining               <ul style="list-style-type: none"> <li>○ Environmental structures</li> <li>○ Economic structures</li> <li>○ Political structures</li> <li>○ Social structures</li> </ul> </li> <li>▪ Describe the Bantu contribution to agriculture, technology and language</li> <li>▪ Analyze African trading networks, examining the trans-Saharan trade in gold and salt</li> <li>▪ Connect the African trading networks to interregional trading patterns</li> </ul>		

# Understanding the Expectations

## Critical Targets

<p>4.3.1 (cont.)</p>	<ul style="list-style-type: none"> <li>▪ analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206)</li> <li>▪ analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190)</li> <li>▪ analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)</li> </ul>				<ul style="list-style-type: none"> <li>▪ Analyze the development of the organized slave trade within and beyond Africa</li> <li>▪ Analyze the influence of Christianity and Islam on African culture including the blending of these with traditional African beliefs</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	3
Standard: 4.3 Regional Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.3.2	<p><b>The Americas to 1500</b> Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. <i>(National Geography Standard 10, p. 203)</i></p>	<ul style="list-style-type: none"> <li>▪ Maya</li> <li>▪ Aztec</li> <li>▪ Inca</li> <li>▪ Pueblo</li> <li>▪ Eastern Woodlands</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Compare and contrast major aspects of American Indian Civilizations in North Central and South America including                             <ul style="list-style-type: none"> <li>○ Government</li> <li>○ Religion</li> <li>○ Environmental interactions</li> <li>○ Economy</li> <li>○ Social life</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	3
Standard: 4.3 Regional Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.3.3	<b>China to 1500</b> – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. ( <i>National Geography Standard 4, p. 190</i> )	<ul style="list-style-type: none"> <li>▪ Mongol</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain how the Chinese dynasties' response to the challenges of               <ul style="list-style-type: none"> <li>○ Ethnic diversity</li> <li>○ Physical geography</li> <li>○ Population growth</li> <li>○ The Mongol invasion</li> </ul> </li> <li>Led to               <ul style="list-style-type: none"> <li>○ Political stability</li> <li>○ Economic prosperity</li> <li>○ Technological innovation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	3
Standard: 4.3 Regional Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.3.4	<p><b>The Eastern European System and the Byzantine Empire to 1500</b> – Analyze restructuring of the Eastern European system including</p> <ul style="list-style-type: none"> <li>▪ • the rise and decline of the Byzantine Empire</li> <li>▪ • the region’s unique spatial location</li> <li>▪ • the region’s political, economic, and religious transformations</li> <li>▪ • emerging tensions between East and West</li> </ul> <p><i>(National Geography Standard 3, p. 188)</i></p>	<ul style="list-style-type: none"> <li>▪ Byzantine</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the restructuring of the Eastern European system including               <ul style="list-style-type: none"> <li>○ The rise and decline of the Byzantine Empire</li> <li>○ Political, religious and social transformation</li> <li>○ Emerging tensions with the West</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.						Priority:	2
Standard: 4.3 Regional Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
4.3.5	<p><b>Western Europe to 1500</b> Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> <li>▪ the role and political impact of the Roman Catholic Church in European medieval society</li> <li>▪ how agricultural innovation and increasing trade led to the growth of towns and cities (<i>National Geography Standard 14, p. 212</i>)</li> <li>▪ the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)</li> <li>▪ the cultural and social impact of the Renaissance on Western and Northern Europe</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feudalism</li> <li>▪ Manoralism</li> <li>▪ Monarchies</li> <li>▪ Roman Catholic Church</li> <li>▪ Medieval</li> <li>▪ Crusades</li> <li>▪ Bubonic Plague</li> <li>▪ Renaissance</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Explain the workings in Europe during this era of               <ul style="list-style-type: none"> <li>○ Feudalism</li> <li>○ Manoralism</li> <li>○ Growth of centralized monarchies</li> <li>○ City-states</li> </ul> </li> <li>In the explanation, include               <ul style="list-style-type: none"> <li>○ The role and political impact of the Roman Catholic Church</li> <li>○ The growth of towns and cities from agricultural innovation and increasing trade</li> <li>○ The role of the Crusades, the 100 years war and The Bubonic Plague in the development of nation-states</li> <li>○ The cultural and social impact of the renaissance on Western and Northern Europe</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	1
Standard: 5.1 Cross-temporal or Global Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.1.1	<p><b>Emerging Global System</b> Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (<i>National Geography Standard 11, p. 207</i>)</p>	<ul style="list-style-type: none"> <li>▪ Oceanic</li> <li>▪ Migration</li> <li>▪ Global trade</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the impact of increased travel in this era (compared to the previous era with lesser travel) on               <ul style="list-style-type: none"> <li>○ Global trade</li> <li>○ Migration</li> <li>○ Political power</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	1
Standard: 5.1 Cross-temporal or Global Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.1.2	<p><b>World Religion</b> Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (<i>National Geography Standard 9, pg. 202</i>)</p>	<ul style="list-style-type: none"> <li>▪ Expulsion</li> <li>▪ Human Systems</li> <li>▪ Muslims</li> <li>▪ Jews</li> <li>▪ Christianity</li> <li>▪ Islam</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Use historical and modern maps to analyze major territorial transformations in this era</li> <li>▪ Use historical and modern maps to analyze the movement of world religion in this era including                             <ul style="list-style-type: none"> <li>○ Muslims and Jews from Spain</li> <li>○ Christianity to the Americas</li> <li>○ Islam to SE Asia</li> </ul> </li> <li>▪ Evaluate the impact of the movements and transformations of this era on the Human Systems – how people live their lives</li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries					Priority:	1
Standard: 5.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
5.2.1	<p><b>European Exploration/ Conquest and Columbian Exchange</b> – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by</p> <ul style="list-style-type: none"> <li>▪ describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries</li> <li>▪ explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploration</li> <li>▪ Conquest</li> <li>▪ Columbian Exchange</li> <li>▪ Demographic</li> <li>▪ Pathogen</li> <li>▪ commerce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the geographic trade routes used in European exploration and conquest that led to exchange of plants animals and pathogens between the continents in the late 15<sup>th</sup> and early 16<sup>th</sup> centuries</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explain how migration (forced and voluntary) and exchange of plants, animals and pathogens impacted               <ul style="list-style-type: none"> <li>○ Europe</li> <li>○ Asia</li> <li>○ Africa</li> <li>○ The Americas</li> </ul>               Including the impact on               <ul style="list-style-type: none"> <li>○ Natural environment</li> <li>○ Political institutions</li> <li>○ Society</li> <li>○ Commerce</li> </ul> </li> <li>▪ Analyze the demographic, environmental and political consequences of European exploration and conquest and the Columbian Exchange in this Era</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	1
Standard: 5.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.2.2	<p><b>Trans-African and Trans-Atlantic Slave Systems</b> – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by</p> <ul style="list-style-type: none"> <li>▪ using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage (<i>Nat. Geo. Stdr. 11, p. 206</i>)</li> <li>▪ comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trans-African</li> <li>▪ Trans-Atlantic</li> <li>▪ Diffusion</li> <li>▪ Middle Passage</li> </ul> <p><b>e.g. vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Serfdom</li> <li>▪ Indentured servitude</li> <li>▪ Corvee labor</li> <li>▪ Wage labor</li> </ul>			<ul style="list-style-type: none"> <li>▪ Analyze the emerging trans-Atlantic slave system in this era. This analysis should include the use of historical and modern maps along with other data to analyze the causes and development of the Atlantic trade system with attention to               <ul style="list-style-type: none"> <li>○ Economic exchanges</li> <li>○ The diffusion of Africans in the Americas</li> <li>○ The Middle Passage</li> </ul> </li> <li>▪ Compare and contrast the trans-Atlantic slave system to               <ul style="list-style-type: none"> <li>○ the African slave system</li> <li>○ another system of labor from this era</li> </ul> </li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	3
5.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.1	<p><b>Ottoman Empire through the 18th Century</b> Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> <li>▪ using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (<i>National Geography Standard 13, p. 210</i>)</li> <li>▪ analyzing the impact of the Ottoman rule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ottoman Empire</li> <li>▪ Turkic migration</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the major political, religious economic and cultural transformation in the Ottoman Empire by               <ul style="list-style-type: none"> <li>○ Using maps to describe origins, expansion and contraction of the empire</li> <li>○ Analyzing the impact of Ottoman rule</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	3
5.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.2	<p><b>East Asia through the 18th Century</b> – Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> <li>▪ analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (<i>National Geography Standard 5, p. 192</i>)</li> <li>▪ analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (<i>National Geography Standard 4, p. 190</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ming Dynasty</li> <li>▪ Qing Dynasty</li> <li>▪ Confucianism</li> <li>▪ Civil service</li> <li>▪ Oceanic</li> <li>▪ Tokugawa Shogunate</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the major political, religious economic and cultural transformation in East Asia by               <ul style="list-style-type: none"> <li>○ Analyzing the main reasons for continuity in Chinese Society including the role of                   <ul style="list-style-type: none"> <li>◇ Confucianism</li> <li>◇ Civil service</li> <li>◇ Chinese oceanic exploration</li> </ul> </li> <li>○ Analyzing the changes in Japanese Society including                   <ul style="list-style-type: none"> <li>◇ Describing the role of geography in Japan's development</li> <li>◇ Policies of the Tokugawa Shogunate</li> <li>◇ Influence of China on Japanese society</li> </ul> </li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	3
Standard: 5.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.3	<p><b>South Asia/India through the 18th Century</b> – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (<i>National Geography Standard 4, p. 190</i>)</p>	<ul style="list-style-type: none"> <li>▪ Mughal Empire</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze the major political, religious economic and cultural transformation in India by               <ul style="list-style-type: none"> <li>○ Analyzing the global economic significance of India in this era</li> <li>○ Analyzing the role of foreign influence, including the Mughal Empire and the beginnings of European contact</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	



# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	2
Standard: 5.3 Regional Content Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.5	<p><b>Europe through the 18th Century</b> – Analyze the major political, religious, cultural and economic transformations in Europe by</p> <ul style="list-style-type: none"> <li>▪ explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas</li> <li>▪ analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism</li> <li>▪ analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society</li> <li>▪ analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maritime</li> <li>▪ Bureaucratic</li> <li>▪ Absolutism</li> <li>▪ Renaissance</li> <li>▪ Reformation</li> <li>▪ Enlightenment</li> <li>▪ Mercantilism</li> <li>▪ Capitalism</li> <li>▪ Wage labor</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the major political, religious economic and cultural transformation in Europe by               <ul style="list-style-type: none"> <li>○ Explaining origins, growth and consequences of European expansion                   <ul style="list-style-type: none"> <li>◇ Maritime power in Asia</li> <li>◇ Land control in the Americas</li> </ul> </li> <li>○ Analyzing the changing state structure                   <ul style="list-style-type: none"> <li>◇ Military, bureaucratic and nationalistic power</li> <li>◇ Absolutism</li> </ul> </li> <li>○ Analyzing the contributions of major movements                   <ul style="list-style-type: none"> <li>◇ Renaissance</li> <li>◇ Reformation</li> <li>◇ Scientific revolution</li> <li>◇ Enlightenment</li> </ul> </li> <li>○ Analyzing changing economic structures and relationships                   <ul style="list-style-type: none"> <li>◇ Mercantilism</li> <li>◇ Capitalism</li> <li>◇ Wage labor</li> </ul> </li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 5 - The Emergence of the First Global Age, 15 <sup>th</sup> to 18 <sup>th</sup> Centuries						Priority:	2
Standard: 5.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
5.3.6	<p><b>Latin America through the 18th Century</b> – Analyze colonial transformations in Latin America, including</p> <ul style="list-style-type: none"> <li>▪ the near-elimination of American Indian civilizations and peoples</li> <li>▪ social stratifications of the population (e.g., peninsulares, creoles, mestizos)</li> <li>▪ the regional and global role of silver and sugar</li> <li>▪ resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (<i>National Geography Standard 12, p. 208</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stratification</li> <li>▪ Extraction</li> </ul> <p><b>e.g. vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Peninsulares</li> <li>▪ Creoles</li> <li>▪ Mestizos</li> <li>▪ Mita</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze colonial transformations in Latin America including               <ul style="list-style-type: none"> <li>○ Near elimination of Indian civilizations and peoples</li> <li>○ Organization of the population into a hierarchy</li> <li>○ Role of silver and sugar regionally and globally</li> <li>○ Resource extraction and the labor system that developed</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century - 1914						Priority:	1
Standard: 6.1 Global or Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.1	<b>Global Revolutions</b> – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) ( <i>National Geography Standard 13, p. 210</i> )	<ul style="list-style-type: none"> <li>▪ Political revolution</li> <li>▪ Industrial revolution</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the causes and consequences of major political revolutions and industrial revolutions in this era focusing on relative changes in                             <ul style="list-style-type: none"> <li>○ political power</li> <li>○ military power</li> <li>○ economic production</li> <li>○ commerce</li> </ul> </li> </ul>	▪	



# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century - 1914						Priority:	1
Standard: 6.1 Global or Cross-temporal Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.3	<p><b>Increasing Global Interconnections</b> Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including</p> <ul style="list-style-type: none"> <li>▪ constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (<i>National Geography Standard 10, p. 203</i>)</li> <li>▪ the global spread of major innovations, technologies, and commodities via new global networks (<i>National Geography Standard 11, p. 206</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Global interconnections</li> <li>▪ Innovations</li> <li>▪ Commodities</li> <li>▪ Constitutionalism</li> <li>▪ Communism</li> <li>▪ Socialism</li> <li>▪ Capitalism</li> <li>▪ Human rights</li> <li>▪ Secularization</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Describe how the spread of ideas, innovations and commodities in this era led to increased global interconnectedness in this era. Include in this description               <ul style="list-style-type: none"> <li>○ Constitutionalism</li> <li>○ Communism and socialism</li> <li>○ Republicanism</li> <li>○ Capitalism</li> <li>○ Human rights</li> <li>○ Secularization</li> <li>○ Global networks as a means of transferring innovations, technologies and commodities</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century - 1914						Priority:	1
Standard: 6.1 Global or Cross-temporal Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.4	<b>Changes in Economic and Political Systems</b> – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	<ul style="list-style-type: none"> <li>▪ Absolutism</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare this era with era 5 by               <ul style="list-style-type: none"> <li>○ Comparing economic systems - industrialism with agriculture</li> <li>○ Comparing political systems - democracy with absolutism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century - 1914						Priority:	1
Standard: 6.1 Global or Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.1.5	<p><b>Interpreting Europe's Increasing Global Power</b> Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (<i>National Geography Standard 13, p. 210</i>)</p>	<ul style="list-style-type: none"> <li>▪ Renaissance</li> <li>▪ Reformation</li> <li>▪ Mughal</li> <li>▪ Ottoman</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Describe Europe's increasing global power between 1500 and 1900.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate conflicting arguments – was Europe's increasing global power caused by internal factors (within Europe) or external factors (developments outside of Europe)?</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914						Priority:	2
Standard: 6.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.1	<b>Political Revolutions</b> Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) ( <i>National Geography Standard 13, p. 210</i> )	▪	▪	▪	▪ Compare and contrast the political, social and economic causes and consequences of three specific revolutions in this era. Use this specific comparing and contrasting to analyze the age of revolutions.	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914						Priority:	2
Standard: 6.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.2	<p><b>Growth of Nationalism and Nation-states</b>            Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan).            (See 6.1.1; 6.3.1; 6.3.2)  <i>(National Geography Standard 10, p. 203)</i></p>	▪	▪	▪	▪ Compare and contrast the rise of a western nation state with that of a non-western nation state	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914					Priority:	1
Standard: 6.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.2.3	<p><b>Industrialization</b> Analyze the origins, characteristics and consequences of industrialization across the world by</p> <ul style="list-style-type: none"> <li>▪ comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France</li> <li>▪ describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (<i>National Geography Standard 11, p. 206</i>)</li> <li>▪ describing the environmental impacts of industrialization and urbanization (<i>National Geography Standard 14, p. 212</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Industrialization</li> <li>▪ Urbanization</li> <li>▪ Organized labor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the social and economic impacts of industrialization, particularly the impact on               <ul style="list-style-type: none"> <li>○ Women</li> <li>○ Children</li> <li>○ The rise of organized labor</li> </ul> </li> <li>▪ Describe the environmental impacts of industrialization and urbanization</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compare and contrast the process and impact of industrialization in three countries: Russia, Japan and one of the following western powers               <ul style="list-style-type: none"> <li>○ Britain</li> <li>○ Germany</li> <li>○ United States</li> <li>○ France</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the descriptions and comparison/contrasts to analyze the characteristics and consequences of industrialization across the world</li> </ul>

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914						Priority:	1
Standard: 6.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.2.4	<p><b>Imperialism</b> Analyze the political, economic, and social causes and consequences of imperialism by</p> <ul style="list-style-type: none"> <li>▪ using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (<i>Nat. Geo. Stnd 16, p. 216</i>)</li> <li>▪ describing the connection between imperialism and racism, including the social construction of race</li> <li>▪ comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (<i>Nat. Geo. Stnd. 13, p. 210</i>)</li> <li>▪ analyzing the responses to imperialism by African and Asian peoples (See 6.6.3) (<i>Nat. Geo. Standard 13, p. 210</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the connection between imperialism and racism, demonstrating an understanding of the social construct of race</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compare the following:               <ul style="list-style-type: none"> <li>○ British policies in South Africa and India</li> <li>○ French policies in Indochina</li> <li>○ Japanese policies in Asia</li> </ul> </li> <li>▪ Analyze the response to imperialism by African and Asian peoples</li> <li>▪ Use historical and modern maps to analyze and explain the causes and consequences on imperialism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the descriptions, comparison/ contrasts and analyses to analyze the political, social and economic consequences of imperialism.</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914						Priority:	2
Standard: 6.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.3.1	<p><b>Europe</b> – Analyze the economic, political, and social transformations in Europe by</p> <ul style="list-style-type: none"> <li>▪ analyzing and explaining the impact of economic development on European society (<i>Nat. Geo. Std 11, p206</i>)</li> <li>▪ explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women</li> <li>▪ using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (<i>National Geography Standard 13, p. 210</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Napoleonic</li> </ul>			<ul style="list-style-type: none"> <li>▪ Analyze the economic, political and social transformation in Europe during this era by               <ul style="list-style-type: none"> <li>○ Analyzing and explaining the impact of economic development</li> <li>○ Explaining the impact of democratic ideas and revolutionary conflicts particularly on                   <ul style="list-style-type: none"> <li>◇ Religious institutions</li> <li>◇ Family life</li> <li>◇ Legal and political position of women</li> </ul> </li> <li>○ Describing with maps the political geography of Europe and other regions as changed by the French revolutionary and Napoleonic wars and growing nationalism</li> </ul> </li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914					Priority:	3
Standard: 6.3 Regional Content Expectations		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
6.3.2	<p><b>East Asia</b> Analyze the political, economic, and social transformations in East Asia by</p> <ul style="list-style-type: none"> <li>• explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (<i>National Geography Standard 13, p. 210</i>)</li> <li>• describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meiji Restoration</li> <li>▪ Russo Japanese War</li> <li>▪ Qing China</li> <li>▪ Opium Wars</li> <li>▪ Taiping Rebellion</li> <li>▪ Boxer Rebellion</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the political, economic and social transformation in East Asia during this era by               <ul style="list-style-type: none"> <li>○ Explaining key events in the modernization of Japan</li> <li>○ Explaining the impact of the Russo-Japanese War</li> <li>○ Describing key events in the decline of Qing China including                   <ul style="list-style-type: none"> <li>◇ The Opium Wars</li> <li>◇ Taiping and Boxer Rebellions</li> </ul> </li> </ul> </li> </ul>	▪

# Understanding the Expectations

## Critical Targets

WHG Era 6 - An Age of Global Revolutions, 18 <sup>th</sup> Century-1914						Priority:	3
Standard: 6.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
6.3.3	<b>Africa</b> Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). <i>(National Geography Standard 16, p. 216)</i>	<ul style="list-style-type: none"> <li>▪ Sahara</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate the different experiences with Imperialism had by African societies north of the Sahara and South of the Sahara</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.1 Global or Cross-temporal Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.1	<p><b>Increasing Government and Political Power</b>            Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (<i>National Geography Standard 13, p. 210</i>)</p>	<ul style="list-style-type: none"> <li>▪ Social environments</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the expanding role of state power in managing               <ul style="list-style-type: none"> <li>○ Economies</li> <li>○ Transportation</li> <li>○ Technologies</li> <li>○ Social environments</li> </ul> </li> <li>▪ Understand the impact of increasing state management on the daily lives of citizens</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.1 Global or Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.2	<p><b>Comparative Global Power</b> Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). <i>(National Geography Standard 13, p. 210)</i></p>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Use historical and modern maps to analyze and explain changes in global balance of power in this era, including               <ul style="list-style-type: none"> <li>○ Political power</li> <li>○ Military power</li> <li>○ Economic power</li> <li>○ The changing role of the United States</li> <li>○ The resistance by some of foreign domination</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.1 Global or Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.3	<p><b>Twentieth Century Genocide</b> Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)</p>	<ul style="list-style-type: none"> <li>▪ Armenians</li> <li>▪ Romas</li> <li>▪ Ukrainians</li> <li>▪ Jews</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the following genocides or mass exterminations                             <ul style="list-style-type: none"> <li>○ Armenians</li> <li>○ Romas (gypsies)</li> <li>○ Jews</li> <li>○ Ukrainians</li> <li>○ Chinese</li> </ul> </li> <li>Using a variety of sources including                             <ul style="list-style-type: none"> <li>○ Works of journalists</li> <li>○ Journals</li> <li>○ Oral histories</li> <li>○ Films</li> <li>○ Interviews</li> <li>○ Writings of participants</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.1 Global or Cross-temporal Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.4	<b>Global Technology</b> Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. <i>(National Geography Standard 11, p. 206)</i>	▪	▪ Describe significant technological innovations and scientific breakthroughs in this era in the areas of <ul style="list-style-type: none"> <li>○ Transportation</li> <li>○ Communication</li> <li>○ Medicine</li> <li>○ warfare</li> </ul>	▪	▪ Analyze how the innovations and breakthroughs of this era both benefited and imperiled humanity	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.1 Global or Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.1.5	<b>Total War</b> Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) ( <i>National Geography Standard 13, p. 210</i> )	<ul style="list-style-type: none"> <li>▪ civilian</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Compare and contrast warfare in this era with previous eras, including analysis of the role of technology and civilians</li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.1	<p><b>World War I</b> – Analyze the causes, characteristics, and long-term consequences of World War I by</p> <ul style="list-style-type: none"> <li>• analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li> <li>• analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li> <li>• explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (<i>Nat. Geo. Standard 13, p. 210</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nationalism</li> <li>▪ Industrialism</li> <li>▪ Imperialism</li> <li>▪ Alliances</li> <li>▪ Imperialism</li> <li>▪ Militarism</li> <li>▪ Versailles</li> <li>▪ Mandate system</li> <li>▪ Reparations</li> <li>▪ National self-determination</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the causes of WWI including               <ul style="list-style-type: none"> <li>○ Nationalism</li> <li>○ Industrialization</li> <li>○ Territorial disputes</li> <li>○ Alliances systems</li> <li>○ Imperialism</li> <li>○ Militarism</li> </ul> </li> <li>▪ Analyze unique characteristics and impacts of WWI on               <ul style="list-style-type: none"> <li>○ Soldiers</li> <li>○ People at home</li> </ul> </li> <li>▪ Explain the major decisions of the Versailles Treaty, analyzing its spatial and political consequences including               <ul style="list-style-type: none"> <li>○ The mandate system</li> <li>○ Reparations</li> <li>○ National self-determination</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.2	<p><b>Inter-war Period</b> Analyze the transformations that shaped world societies between World War I and World War II by</p> <ul style="list-style-type: none"> <li>• examining the causes and consequences of the economic depression on different regions, nations, and the globe</li> <li>• describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)</li> <li>• comparing and contrasting the rise of nationalism in China, Turkey, and India (<i>National Geography Standard 10, p. 203</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ depression</li> <li>▪ Fascism</li> <li>▪ Communism</li> <li>▪ Nationalism</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Examine the causes and consequences of economic depression in different regions in this era</li> <li>▪ Describe and explain the rise of fascism in this era</li> <li>▪ Describe and explain the spread of communism in this era</li> <li>▪ Compare and contrast the rise of nationalism in the following                             <ul style="list-style-type: none"> <li>○ China</li> <li>○ Turkey</li> <li>○ India</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the examinations, descriptions and comparison/ contrasts to analyze the transformations that shaped world societies in this era</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	1
Standard: 7.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.3	<p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"> <li>▪ explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria &amp; Sudetenland) (<i>Nat. Geo. Standard 13, p. 210</i>)</li> <li>▪ explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>Nat. Geo. Standard 10, p. 203</i>)</li> <li>▪ analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>Nat. Geo. Standard 17, p. 219</i>)</li> </ul> <p>(Continued on next page)</p>	<ul style="list-style-type: none"> <li>▪ Aggression</li> <li>▪ Appeasement</li> <li>▪ Nazi</li> <li>▪ Ideology</li> <li>▪ Holocaust</li> <li>▪ Shoah</li> <li>▪ Allies</li> <li>▪ Atomic age</li> <li>▪ Superpower</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Explain the causes of WWII including aggression and appeasement</li> <li>▪ Explain Nazi Ideology and policies including the consequences of the holocaust</li> <li>▪ Analyze major turning points in WWII</li> <li>▪ Analyze unique characteristics of WWII</li> <li>▪ Explain the spatial and political impact of wartime negotiations on Eastern Europe and the world</li> <li>▪ Analyze the immediate world situation at the end of the war including               <ul style="list-style-type: none"> <li>○ Effects on population</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

<p>7.2.3 (cont.)</p>	<ul style="list-style-type: none"> <li>▪ explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>Nat. Geo. Standard 13, p. 210</i>)</li> <li>▪ analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li> <li>▪ describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li> </ul>				<ul style="list-style-type: none"> <li>○ Beginning of the atomic age</li> <li>○ Occupation of Germany and Japan</li> <li>▪ Describe how the United States and the Soviet Union emerged from WWII as global super powers</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.2.4	<b>Revolutionary and/or Independence Movements</b> Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). ( <i>National Geography Standard 13, p. 210</i> )	<ul style="list-style-type: none"> <li>▪ Revolutionary</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Compare two revolutionary or independence movements from this era with one from the previous era</li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.3.1	<b>Russian Revolution</b> Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. ( <i>National Geography Standard 6, p. 195</i> )	<ul style="list-style-type: none"> <li>▪ Bolsheviks</li> <li>▪ Collectivization</li> <li>▪ Military purges</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Determine the causes and results of the Russian Revolution including               <ul style="list-style-type: none"> <li>○ Five-year plans</li> <li>○ Collectivization</li> <li>○ Military purges</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.3.2	<p><b>Europe and Rise of Fascism and Totalitarian States</b> Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)</p>	<ul style="list-style-type: none"> <li>▪ Fascism</li> <li>▪ Dictatorial regime</li> <li>▪ Ideology</li> <li>▪ Policy</li> <li>▪ Absolutist</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Compare ideologies, policies and governing methods of two 20<sup>th</sup> century dictatorial regimes with an absolutist state from an earlier era</li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.3 Regional Content Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.3.3	<b>Asia</b> Analyze the political, economic, and social transformations that occurred in this era, including ( <i>National Geography Standard 13, p. 210</i> ) <ul style="list-style-type: none"> <li>▪ Japanese imperialism</li> <li>▪ Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)</li> <li>▪ Indian independence struggle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communism</li> </ul>			<ul style="list-style-type: none"> <li>▪ Analyze political, economic and social transformation in this era including               <ul style="list-style-type: none"> <li>○ Japanese imperialism</li> <li>○ Chinese nationalism and the emergence of communism there</li> <li>○ The struggle for Indian independence</li> </ul> </li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.3 Regional Content Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.3.4	<p><b>The Americas</b> Analyze the political, economic and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>▪ economic imperialism (e.g., dollar diplomacy)</li> <li>▪ foreign military intervention and political revolutions in Central and South America</li> <li>▪ nationalization of foreign investments</li> </ul> <p><i>(National Geography Standard 13, p. 210)</i></p>	<ul style="list-style-type: none"> <li>▪ Nationalization</li> </ul>			<ul style="list-style-type: none"> <li>▪ Analyze political, economic and social transformation in this era including               <ul style="list-style-type: none"> <li>○ Economic imperialism</li> <li>○ Military intervention and political revolution in Central and South America</li> <li>○ Nationalization of foreign investment</li> </ul> </li> </ul>		

# Understanding the Expectations

## Critical Targets

WHG Era 7 - Global Crisis and Achievement, 1900-1945						Priority:	2
Standard: 7.3 Regional Content Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
7.3.5	<p><b>Middle East</b> Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>▪ the decline of the Ottoman Empire</li> <li>▪ changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples</li> <li>▪ the role of the Mandate system</li> <li>▪ the discovery of petroleum resources</li> </ul> <p><i>(National Geography Standard 13, p. 210)</i></p>	<ul style="list-style-type: none"> <li>▪ Mandate system</li> <li>▪ Petroleum</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze political, economic and social transformation in this era including               <ul style="list-style-type: none"> <li>○ Decline of the Ottoman Empire</li> <li>○ Changes in the Arab world                   <ul style="list-style-type: none"> <li>◇ Nationalism and the rise of nation-states</li> <li>◇ Increasing complexity of the Arab people in this era</li> </ul> </li> <li>○ The mandate system</li> <li>○ Discovery of petroleum resources</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945						Priority:	1
Standard: 8.1 Global and Cross-temporal Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.1	<p><b>Origins of the Cold War</b> Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3) <i>(National Geography Standard 13, p. 210)</i></p>	<ul style="list-style-type: none"> <li>▪ Cold War</li> <li>▪ Ideology</li> <li>▪ Policy</li> <li>▪ Soviet Bloc</li> <li>▪ "The West"</li> <li>▪ Communism</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Describe factors that contributed to the Cold War including               <ul style="list-style-type: none"> <li>○ Ideological and policy differences between the Soviet bloc and the West</li> <li>○ Political, economic and military struggles of the 1940s and 1950s</li> <li>○ Development of communism in China</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945					Priority:	1
Standard: 8.1 Global and Cross-temporal Expectations		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
8.1.2	<p><b>Cold War Conflicts</b> Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"> <li>▪ the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li> <li>▪ ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li> <li>▪ the arms and space race <i>(National Geography Standard 13, p. 210)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Arms race</li> <li>▪ Space race</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Describe major cold war conflicts including               <ul style="list-style-type: none"> <li>○ Attempts to expand power and influence in                   <ul style="list-style-type: none"> <li>◇ Korea</li> <li>◇ Vietnam</li> </ul> </li> <li>○ Ideological and military competition in three of the following                   <ul style="list-style-type: none"> <li>◇ Congo</li> <li>◇ Cuba</li> <li>◇ Mozambique</li> <li>◇ Angola</li> <li>◇ Nicaragua</li> <li>◇ Guatemala</li> <li>◇ Bolivia</li> <li>◇ Chile</li> <li>◇ Indonesia</li> <li>◇ Berlin</li> </ul> </li> <li>○ The arms race and space race</li> </ul> </li> </ul>	▪

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945					Priority:	2
Standard: 8.1 Global and Cross-temporal Expectations		What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes			
			Recall	Relate	Connect	Create
8.1.3	<p><b>End of the Cold War</b> Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. <i>(National Geography Standard 13, p. 210)</i></p>	<ul style="list-style-type: none"> <li>▪ Subsequent</li> <li>▪ Bi-polar</li> <li>▪ Multi-polar</li> </ul>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Develop an argument               <ul style="list-style-type: none"> <li>○ To explain the end of the Cold War</li> <li>○ The significance of the Cold War</li> <li>○ The transition from two to multiple world power centers the end of the Cold War brings</li> </ul> </li> </ul>

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945						Priority:	1
Standard: 8.1 Global and Cross-temporal Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.1.4	<p><b>Mapping the 20th Century</b> Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) (<i>National Geography Standard 13, p. 210</i>)</p>	<ul style="list-style-type: none"> <li>▪ Configuration</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using maps, explain the changing political boundaries of the 20<sup>th</sup> century world emphasizing those caused by               <ul style="list-style-type: none"> <li>○ World Wars</li> <li>○ The Cold War</li> <li>○ Nationalist driven changes including Israel, Jordan and Palestine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945						Priority:	1
Standard: 8.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.1	<p><b>The Legacy of Imperialism</b> Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). <i>(National Geography Standards 11 and 16, pp. 206 and 216)</i></p>	<ul style="list-style-type: none"> <li>▪ Legacy</li> <li>▪ Imperialism</li> <li>▪ Exploitation</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the legacy of Imperialism in               <ul style="list-style-type: none"> <li>○ Africa</li> <li>○ Southeast Asia</li> <li>○ Latin America</li> </ul>               Include civil wars in Nigeria, Vietnam, Cuba or Guatemala and the changing nature of exploitation of resources             </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945						Priority:	1
Standard: 8.2 Interregional or Comparative Expectations			What Students Need to Know and Be Able to Do				
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.2	<p><b>Independence, Decolonization, and Democratization Movements</b> Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. <i>(National Geography Standards 13 and 17, pp. 210 and 219)</i></p>	<ul style="list-style-type: none"> <li>▪ Decolonization</li> <li>▪ Democratization</li> <li>▪ Indian Subcontinent</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Compare the independence movements and formation of new nations during and after the Cold War in                             <ul style="list-style-type: none"> <li>○ The Indian subcontinent</li> <li>○ Africa</li> <li>○ Eastern Europe</li> <li>○ Southeast Asia</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG Era 8 - The Cold War and Its Aftermath: The 20 <sup>th</sup> Century Since 1945						Priority:	1
Standard: 8.2 Interregional or Comparative Expectations		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
8.2.3	<p><b>Middle East</b> Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (<i>National Geography Standards 13 and 17, pp. 210 and 219</i>)</p>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze interregional causes and consequences of conflict in the Middle east including               <ul style="list-style-type: none"> <li>○ Development of the state of Israel</li> <li>○ Arab-Israeli disputes</li> <li>○ Palestine</li> <li>○ The Suez Crisis</li> <li>○ The nature of the continuing conflict</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG - Contemporary Global Issues						Priority:	2
Standard: CG1 Population		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
CG1	<p><b>Population</b> – Explain the causes and consequences of population changes over the past 50 years by analyzing the</p> <ul style="list-style-type: none"> <li>▪ population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)</li> <li>▪ distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)</li> <li>▪ relationship of the population changes to global interactions, and their impact on three regions of the world <i>(National Geography Standards 9 and 17, pp. 201 and 219)</i></li> </ul>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Explain the causes and consequences on population changes in the last 50 years by analyzing               <ul style="list-style-type: none"> <li>○ Basic population change factors</li> <li>○ Population distribution</li> <li>○ The relationship of changes to global interactions and the impact this has on three world regions</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG - Contemporary Global Issues						Priority:	2
Standard: CG2 Resources		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
CG2	<p><b>Resources</b> – Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating</p> <ul style="list-style-type: none"> <li>▪ change in spatial distribution and use of natural resources</li> <li>▪ the differences in ways societies have been using and distributing natural resources</li> <li>▪ social, political, economic, and environmental consequences of the development, distribution, and use of natural resources</li> <li>▪ major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Org., Red Cross, Red Crescent)</li> <li>▪ the impact of humans on the global environment</li> </ul> <p><i>(Nat. Geo. Standard 16, p. 216)</i></p>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Describe and Evaluate the following to explain the impact on human life, settlement and interactions in the last 50 years               <ul style="list-style-type: none"> <li>○ Change in spatial distribution and use of natural resources</li> <li>○ Differences in how societies have been using natural resources</li> <li>○ Social, political, economic and environmental consequences of the development distribution and use of natural resources</li> <li>○ Changes in networks for producing, distributing and consuming natural resources</li> <li>○ The impact humans have on the global environment</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG - Contemporary Global Issues						Priority:	2
Standard: CG3 Patterns of Global Interactions		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
CG3	<p><b>Patterns of Global Interactions</b> – Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</p> <ul style="list-style-type: none"> <li>▪ economic interdependence of the world’s countries and world trade patterns</li> <li>▪ the exchanges of scientific, technological, and medical innovations</li> <li>▪ cultural diffusion and the different ways cultures/ societies respond to “new” cultural ideas and patterns</li> <li>▪ comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li> <li>▪ distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li> </ul> <p><i>(Nat. Geo. Standards. 6 and 11, pp. 195 and 206)</i></p>	▪	<ul style="list-style-type: none"> <li>▪ Using the analysis described, define the process of globalization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using the analysis described, evaluate the merits of globalization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze the following               <ul style="list-style-type: none"> <li>○ Economic interdependence of the world’s countries and trading patterns</li> <li>○ The exchange of scientific, technological and medical innovations</li> <li>○ Cultural diffusion and reactions to cultural changes</li> <li>○ Comparative economic advantage of world regions</li> <li>○ Differences of wealth and efforts to address inequitable distribution of resources</li> </ul> </li> </ul>	▪	

# Understanding the Expectations

## Critical Targets

WHG - Contemporary Global Issues						Priority:	2
Standard: CG4 Conflict, Cooperation, and Security		What Students Need to Know and Be Able to Do					
CE Number	CE Text	KNOW - Nouns: Content Vocabulary	BE ABLE TO DO - Verbs and Verb phrases: Skills and Processes				
			Recall	Relate	Connect	Create	
CG4	<p><b>Conflict, Cooperation and Security</b> – Analyze the causes and challenges of continuing and new conflicts by describing</p> <ul style="list-style-type: none"> <li>▪ tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)</li> <li>▪ causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)</li> <li>▪ local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights</li> <li>▪ the type of warfare used in these conflicts, including terrorism, private militias, and new technologies</li> </ul> <p>(Nat. Geo. Standards10 and 13, pp. 203 and 210)</p>	▪	▪	▪	<ul style="list-style-type: none"> <li>▪ Analyze the causes and continuing challenges of new world conflicts by describing               <ul style="list-style-type: none"> <li>○ Ethnic, territorial religious or nationalistic differences</li> <li>○ Causes and responses to ethnic cleansing, genocide or mass extermination</li> <li>○ Peacekeeping, security, democratizing and international justice and human rights efforts</li> <li>○ Modern warfare techniques</li> </ul> </li> </ul>	▪	