

Standard Number: 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

**1.1 understand the complex nature of culture and how cultures influence the characteristics of places and regions.**

*W.19 Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution. (G, H)*

*W.98 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P)*

*US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)*

*US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)*

**1.2 understand the relationship between physical environments and culture.**

*W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)*

*W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.82 Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

**1.3 understand how cultural perspective impacts perceptions of places and regions.**

*W.82 Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)*

*W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)*

*US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism,*

*blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, H, P, TN)*

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

## **2.1 understand fundamental economic concepts and their application to a variety of economic systems, regionally and globally.**

*W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)*

*W.8 Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. (C, E, H, P)*

*W.12 Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (C, E)*

*W.77 Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)*

\*A separate Economics course (1/2 is also required)

## **2.2 understand the patterns and networks of economic interdependence on Earth's surface.**

*W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)*

*W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19<sup>th</sup> century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

*US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)*

\*A separate Economics course (1/2 is also required)

### **2.3 understand the changes that occur in the nature, use, distribution, and importance of resources.**

*W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)*

*W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19<sup>th</sup> century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)*

\*A separate Economics course (1/2 is also required)

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

### **3.1 understand the characteristics and uses of maps, globes, and other geographic tools and technologies.**

*W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)*

*W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)*

*US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)*

### **3.2 know the location of places, geographic features, and patterns of the environment, both physical and human, locally, regionally, and globally.**

*W.17 Compare the progression of imperialistic claims on the African continent using historical maps. (G, H, P)*

*W.24 Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)*

*W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)*

*W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)*

*US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)*

*US.9 Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G).*

*US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)*

*US.77 Describe the causes, course, and consequences of the Korean War, including the 38<sup>th</sup> parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)*

*US.109 Analyze the late 20<sup>th</sup> century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)*

### **3.3 understand the characteristics and uses of spatial organization of Earth’s surface.**

*W.25 Analyze the importance of geographic factors in military decisions and outcomes. (G)*

*W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)*

*W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)*

*W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

### **3.4 understand the physical and human characteristics of place.**

*W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)*

*W.17 Compare the progression of imperialistic claims on the African continent using historical maps. (G, H, P)*

*W.25 Analyze the importance of geographic factors in military decisions and outcomes. (G)*

*US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, G, H)*

*US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war’s impact on the location of American industry and use of resources. (E, G)*

### **3.5 understand that common physical, biological, and cultural characteristics create regions.**

*W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.84 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)*

### **3.6 understand how physical processes shape Earth's natural landscapes and affect environments.**

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### **3.7 understand how physical systems and environments affect human systems.**

*W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.84 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

*US.48 Analyze the causes and consequences of the Dust Bowl of the 1930's. (C, E, G, H)*

### **3.8 understand how human systems modify the physical environment.**

*W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison. (C, E, G, H)*

*W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas,*

*and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

*US.48 Analyze the causes and consequences of the Dust Bowl of the 1930's. (C, E, G, H)*

### **3.9 understand the nature, distribution and migration of human populations on Earth's surface.**

*W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)*

*W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)*

*W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)*

*US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)*

*US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)*

*US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)*

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

### **4.1 understand the nature, complexity, and influence of systems of governance.**

*W.13 Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)*

*W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19<sup>th</sup> century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)*

*W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles' economic and moral effects on Germany. (C, E, G, H, P)*

*W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)*

*W.60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, H, P)*

*US.22 Assess the causes of American imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)*

*US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. (G, H, P)*

*US.96 Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)*

*US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the "silent majority" and his successes in foreign affairs. (E, H, P)*

*US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, P)*

*US.109 Analyze the late 20<sup>th</sup> century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)*

#### **4.2 understand the forces of cooperation and conflict that shape the divisions of Earth's surface.**

*W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H, P)*

*W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles' economic and moral effects on Germany. (C, E, G, H, P)*

*W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)*

*W.60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, H, P)*

*W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)*

*US.22 Assess the causes of American imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)*

*US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. (G, H, P)*

*US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)*

*US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)*

#### **4.3 understand global development and environmental issues.**

*W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international*

*economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)*

*W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)*

*W.84 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)*

*US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)*

*US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)*

*US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)*

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

### **5.1 understand the patterns of human settlement.**

*W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)*

*W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)*

*W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)*

*US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)*

*US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)*

*US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)*

## **5.2 recognize that places change over time.**

*W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison. (C, E, G, H)*

*W.66 Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20<sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)*

*W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)*

*US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)*

*US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)*  
*US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)*

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

The student will

### **6.1 understand the impact of individual and group decisions on citizens and communities.**

*W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. (C)*

*W.11 Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)*

*W.22 Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P)*

*W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)*

*US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)*

- *Henry Bessemer*
- *George Pullman*
- *Alexander Graham Bell*
- *Andrew Carnegie*
- *Thomas Edison*
- *J.P. Morgan*
- *John D. Rockefeller*
- *Swift and Armour*
- *Cornelius Vanderbilt*

*US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)*

*US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of An American Family. (C, TN)*

## **6.2 understand how groups can effect change at local, regional, and global levels.**

*W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. (C)*

*W.11 Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)*

*W.22 Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P)*

*W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)*

*W.81 Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, Margaret Thatcher, and Lech Walesa, using multimedia resources. (H, P)*

*US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)*

- *Henry Bessemer*
- *George Pullman*
- *Alexander Graham Bell*
- *Andrew Carnegie*
- *Thomas Edison*
- *J.P. Morgan*
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- *Swift and Armour*
- *Cornelius Vanderbilt*

*US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)*

*US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of An American Family. (C, TN)*

*US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)*

### **6.3 understand how a geographic view is a significant tool in interpreting the present and planning for the future.**

*W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)*

*W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)*

*W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19<sup>th</sup> century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)*

*W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

*US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)*

*US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)*