

Correlation to the AP[®] World History: Modern Course and Exam Description (effective Fall 2019)

Correlation to the Historical Thinking Skills

Historical Thinking Skills	Text Pages
1: Developments and Processes—Identify and explain historical developments and processes.	
1.A: Identify a historical concept, development, or process.	12, 22, 50, 82, 165, 195, 215, 230, 340, 385, 426, 490, 586, 612, 638, 664
1.B: Explain a historical concept, development, or process.	22, 52, 63, 64, 83, 94, 101, 109, 110, 125, 197, 206, 216, 231, 240, 250, 258, 302, 303, 309, 315, 316, 330, 340, 405, 415, 428, 437, 438, 459, 468, 477, 492, 530, 552, 561, 577, 596, 606, 614, 639, 677
2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.	
2.A: Identify a source's point of view, purpose, historical situation, and/or audience.	30, 83, 92, 119, 174, 206, 239, 257, 295, 302, 307, 395, 406, 436, 459, 477, 501, 605, 654, 704
2.B: Explain the point of view, purpose, historical situation, and/or audience of a source.	40, 63, 176, 231, 268, 342, 502, 510, 607, 666, 687
2.C: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	20, 120, 185, 268, 397, 607, 704
3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.	
3.A: Identify and describe a claim and/or argument in a text-based or non-text-based source.	32, 41, 217, 230, 241, 258, 315, 342, 373, 386, 427, 436, 613, 686, 693
3.B: Identify the evidence used in a source to support an argument.	134, 152, 206, 217, 322, 479, 560, 576, 647
3.C: Compare the arguments or main ideas of two sources.	134, 284, 296, 500, 577, 695, 705
3.D: Explain how claims or evidence support, modify, or refute a source's argument.	41, 93, 175, 259, 302, 323, 479, 520, 569, 597
4: Contextualization—Analyze the context of historical events, developments, or processes.	
4.A: Identify and describe a historical context for a specific historical development or process.	13, 32, 84, 108, 166, 197, 198, 283, 314, 316, 348, 372, 467, 528, 559, 587, 614, 622, 647, 685, 703
4.B: Explain how a specific historical development or process is situated within a broader historical context.	14, 63, 154, 309, 349, 350, 374, 387, 396, 416, 460, 501, 553, 613, 648, 655, 656, 666, 678, 694
5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	
5.A: Identify patterns among or connections between historical developments and processes.	13, 51, 102, 126, 164, 198, 207, 230, 242, 248, 257, 294, 373, 501, 529, 535, 640, 646, 655
5.B: Explain how a historical development or process relates to another historical development or process.	13, 16, 31, 52, 68, 94, 110, 119, 133, 152, 153, 175, 207, 208, 216, 217, 241, 249, 283, 295, 296, 308, 322, 324, 331, 341, 356, 386, 405, 428, 442, 490, 510, 518, 529, 561, 568, 569, 570, 577, 578, 587, 588, 606, 622, 640, 655, 665, 677, 687, 705, 715

Historical Thinking Skills	Text Pages
6: Argumentation—Develop an argument.	
6.A: Make a historically defensible claim.	71, 72, 134, 136, 137, 182, 185, 265, 267, 268, 357, 360, 361, 443, 445, 446, 536, 538, 539, 597, 623, 625, 626, 713, 715, 716
6.B: Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	42, 71, 72, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716
6.C: Use historical reasoning to explain relationships among pieces of historical evidence.	71, 72, 134, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716
6.D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	71, 72, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716

Correlation to the AP[®] World History: Modern Course and Exam Description (effective Fall 2019)

Correlation to the Reasoning Processes

Reasoning Processes	Text Pages
Reasoning Process 1: Comparison	
1.i: Describe similarities and/or differences between different historical developments or processes.	68, 133, 136, 361, 622
1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	68, 71, 133, 184, 267, 360, 622, 625, 715
1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	69, 360, 445, 715
Reasoning Process: Causation	
2.i: Describe causes and/or effects of a specific historical development or process.	185, 442, 535
2.ii: Explain the relationship between causes and effects of a specific historical development or process.	13, 71, 264, 360, 442, 445, 715
2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	267, 446, 538, 625
2.iv: Explain how a relevant context influenced a specific historical development or process.	181, 625
2.v: Explain the relative historical significance of different causes and/or effects.	136, 268, 535, 626
Reasoning Process: Continuity and Change	
3.i: Describe patterns of continuity and/or change over time.	184, 445
3.ii: Explain patterns of continuity and/or change over time.	13, 71, 267, 356, 539
3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	14, 136, 264, 356, 538, 625, 712

Correlation to the AP[®] World History: Modern Course and Exam Description (effective Fall 2019)

Correlation to the Themes

Themes	Text Pages
THEME 1: HUMANS AND THE ENVIRONMENT (ENV)	
The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	67-68, 78-79, 96, 121-123, 132, 209-210, 214, 297-298, 346, 401-402, 634-635, 649-653, 674-675, 712
THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)	
The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.	8-9, 16-17, 25, 26-27, 56-58, 99-100, 111-113, 167-173, 236-238, 251-253, 275-281, 333-334, 368-370, 599-600, 669, 679-680, 684
THEME 3: GOVERNANCE (GOV)	
A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	3-4, 9-10, 15-16, 28-29, 34-35, 106-107, 145-151, 157-158, 178-180, 285-290, 316-320, 336-337, 377-384, 453-455, 485-487, 503-506, 521-522, 555-556, 571-572, 579-585, 601-602
THEME 4: ECONOMIC SYSTEMS (ECN)	
As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	4-6, 15-16, 17, 53-54, 79-81, 96, 162-163, 199-201, 211, 222-226, 232-234, 261-264, 304-306, 312-313, 325-327, 407-413, 417-419, 480-483, 532-533, 619-620, 659-661
THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)	
The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.	6-7, 18, 23-24, 47-48, 131-132, 327-328, 343-346, 354-356, 423-424, 434-435, 618-619, 641-644, 667-669, 670-674
THEME 6: TECHNOLOGY AND INNOVATION (TEC)	
Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.	194, 298-299, 310-311, 398-399, 469-471, 492, 557, 633-634, 635-636, 707-709

Correlation to the AP® World History: Modern Course and Exam Description (effective Fall 2019)

Correlation to the Course Content

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective A—Explain the systems of government employed by Chinese dynasties and how they developed over time.		
	TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.2.I.A —Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.	3
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective B—Explain the effects of Chinese cultural traditions on East Asia over time.		
	TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.1.III.D.i —Chinese cultural traditions continued, and they influenced neighboring regions.	7
		KC-3.1.III.D.ii —Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.	8-9
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
Unit 1: Learning Objective C—Explain the effects of innovation on the Chinese economy over time.			
TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS		
	KC-3.3.III.A.i —The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.	4-5	
	KC-3.1.I.D —The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.	4-5	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective D—Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.		
	TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.1.III.D.iii —Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.	15
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective E—Explain the causes and effects of the rise of Islamic states over time.		
	TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.2.I —As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.	16
		KC-3.1.III.A —Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.	15-16
	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
Unit 1: Learning Objective F—Explain the effects of intellectual innovation in Dar al-Islam.			
TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS		
	KC-3.2.II.A.i —Muslim states and empires encouraged significant intellectual innovations and transfers.	17-18	
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective G—Explain how the various belief systems and practices of South and Southeast Asia affected society over time.		
	TOPIC 1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.1.III.D.iv —Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.	24-25
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective H—Explain how and why various states of South and Southeast Asia developed and maintained power over time.		
	TOPIC 1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS	
		KC-3.2.I.B.i —State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.	28-29

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective I—Explain how and why states in the Americas developed and changed over time.		
	TOPIC 1.4: State Building in the Americas	HISTORICAL DEVELOPMENTS KC-3.2.I.D.i—In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.	33-39
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective J—Explain how and why states in Africa developed and changed over time.		
	TOPIC 1.5: State Building in Africa	HISTORICAL DEVELOPMENTS KC-3.2.I.D.ii—In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.	43-49
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective K—Explain how the beliefs and practices of the predominant religions in Europe affected European society.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS KC-3.1.III.D.v—Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.	56-58
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective L—Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS KC-3.2.I.B.ii—Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.	53-56
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 1: Learning Objective M—Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	HISTORICAL DEVELOPMENTS KC-3.3.III.C—Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.	54

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	Unit 1: Learning Objective N—Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.		
	TOPIC 1.7: Comparison in the Period from c. 1200 to c. 1450	REVIEW: UNIT 1 KEY CONCEPTS	
		KC-3.2 —State formation and development demonstrated continuity, innovation, and diversity in various regions.	3
		KC-3.2.I —As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.	16
		KC-3.2.I.A —Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.	3
		KC-3.2.I.B.i —State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Budd	28-29
		HIST states that emerged in South and Southeast Asia.	24-25
		KC-3.2.I.D.i —In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.	33-39
KC-3.2.I.D.ii —In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.	43-49		
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 2: Learning Objective A—Explain the causes and effects of growth of networks of exchange after 1200.		
	TOPIC 2.1: The Silk Roads	HISTORICAL DEVELOPMENTS	
		KC-3.1.I.A.i —Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes— including the Silk Roads—promoting the growth of powerful new trading cities.	77-78
		KC-3.1.I.C.i —The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.	78-80
KC-3.3.I.B —Demand for luxury goods increased in Afro- Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.	81		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 2: Learning Objective B—Explain the process of state building and decline in Eurasia over time.			
	TOPIC 2.2: The Mongol Empire and the Making of the Modern World	HISTORICAL DEVELOPMENTS		85-87
		KC-3.2.I.B.iii —Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.		
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 2: Learning Objective C—Explain how the expansion of empires influenced trade and communication over time.			
	TOPIC 2.2: The Mongol Empire and the Making of the Modern World	HISTORICAL DEVELOPMENTS		87-90
		KC-3.1.I.E.i —The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors’ economies and trade networks.		
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 2: Learning Objective D—Explain the significance of the Mongol Empire in larger patterns of continuity and change.			
TOPIC 2.2: The Mongol Empire and the Making of the Modern World	HISTORICAL DEVELOPMENTS		90-91	
	KC-3.2.II.A.ii —Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.			

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 2: Learning Objective E—Explain the causes of the growth of networks of exchange after 1200.			
	TOPIC 2.3: Exchange in the Indian Ocean	HISTORICAL DEVELOPMENTS		
		KC-3.1.I.A.ii—Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.	95-96, 98	
		KC-3.1.I.C.ii—The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.	97	
		KC-3.1.I.A.iii—The Indian Ocean trading network fostered the growth of states.	97	
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 2: Learning Objective F—Explain the effects of the growth of networks of exchange after 1200.			
	TOPIC 2.3: Exchange in the Indian Ocean	HISTORICAL DEVELOPMENTS		
		KC-3.1.III.B—In key places along important trade routes, merchants set up diasporic comm		
		Unities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.	97-98	
		KC-3.2.II.A.iii—Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.	99-100	
Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.				
Unit 2: Learning Objective G—Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.				
TOPIC 2.3: Exchange in the Indian Ocean	HISTORICAL DEVELOPMENTS			
	KC-3.1.II.A.i—The expansion and intensification of longdistance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.	96		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 2: Learning Objective H—Explain the causes and effects of the growth of trans-Saharan trade.		
	TOPIC 2.4: Trans-Saharan Trade Routes	HISTORICAL DIFFERENCES	
		KC-3.1.II.A.ii—The growth of interregional trade was encouraged by innovations in existing transportation technologies.	103-105
		KC-3.1.I.A.iv—Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.	105
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
Unit 2: Learning Objective I—Explain how the expansion of empires influenced trade and communication over time.			
TOPIC 2.4: Trans-Saharan Trade Routes	HISTORICAL DEVELOPMENTS		
	KC-3.1.I.E.ii—The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.	105-107	
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 2: Learning Objective J—Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.		
	TOPIC 2.5: Cultural Consequences of Connectivity	HISTORICAL DEVELOPMENTS	
		KC-3.1.III.D—Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.	111-114
		KC-3.3.II—The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.	114-115
	KC-3.1.III.C—As exchange networks intensified, an increasing number of travelers within Afro- Eurasia wrote about their travels.	115-116	
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 2: Learning Objective K—Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.		
	TOPIC 2.6: Environmental Consequences of Connectivity	HISTORICAL DEVELOPMENTS	
KC-3.1.IV—There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.		121-123	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450	Unit 2: Learning Objective L—Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.		
	TOPIC 2.7: Comparison of Economic Exchange	REVIEW: UNIT 2 KEY CONCEPTS	
		KC-3.1 —A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.	131-132
		KC-3.1.I.A.i —Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.	127-128
		KC-3.1.I.C.i —The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.	129-131
		KC-3.3 —Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.	132
	KC-3.3.I.B —Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.	131	
UNIT 3: Land-Based Empires c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 3: Learning Objective A—Explain how and why various land-based empires developed and expanded from 1450 to 1750.		
	TOPIC 3.1: Empires Expand	HISTORICAL DEVELOPMENTS	
		KC-4.3.II —Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.	143
KC-4.3.II.B —Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.		145-149	
	KC-4.3.III.i —Political and religious disputes led to rivalries and conflict between states.	146, 149-151	
UNIT 3: Land-Based Empires c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 3: Learning Objective B—Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.		
	TOPIC 3.2: Empires: Administration	HISTORICAL DEVELOPMENTS	
		KC-4.3.I.C —Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.	155-160
		KC-4.3.I.A —Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.	160-162
	KC-4.3.I.D —Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.	162-163	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 3: Land-Based Empires c. 1450 to c. 1750	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 3: Learning Objective C—Explain continuity and change within the various belief systems during the period from 1450 to 1750.			
	TOPIC 3.3: Empires: Belief Systems	HISTORICAL DEVELOPMENTS		
		KC-4.1.VI.i —The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.	167-170	
KC-4.1.VI.ii —Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.		172-173		
	KC-4.1.VI.iii —Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.	172		
UNIT 3: Land-Based Empires c. 1450 to c. 1750	Unit 3: Learning Objective D—Compare the methods by which various empires increased their influence from 1450 to 1750.			
	TOPIC 3.4: Comparison in Land-Based Empires	REVIEW: UNIT 3 KEY CONCEPTS		
		KC-4.1 —The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.	177	
		KC-4.1.VI —In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.	177-178	
		KC-4.3 —Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.	181	
		KC-4.3.II —Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.	178	
		KC-4.3.II.B —Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.	178-179	
	KC-4.3.III.i —Political and religious disputes led to rivalries and conflict between states.	178		
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.			
	Unit 4: Learning Objective A—Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.			
	TOPIC 4.1: Technological Innovations from 1450 to 1750	HISTORICAL DEVELOPMENTS		
KC-4.1.II —Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.		192-193		
	KC-4.1.II.A —The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.	193-194		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 4: Learning Objective B—Describe the role of states in the expansion of maritime exploration from 1450 to 1750.			
	TOPIC 4.2: Exploration: Causes and Events from 1450 to 1750	HISTORICAL DEVELOPMENTS		199-200
		KC-4.1.III—New state-supported transoceanic maritime exploration occurred in this period.		
	Economics Systems [ECN]: —As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 4: Learning Objective C—Explain the economic causes and effects of maritime exploration by the various European states.			
TOPIC 4.2: Exploration: Causes and Events from 1450 to 1750	HISTORICAL DEVELOPMENTS		200-201	
	KC-4.1.III.A—Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.			
	KC-4.1.III.B—Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.			201-203
	KC-4.1.III.C—Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.			203-205
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.			
	Unit 4: Learning Objective D—Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.			
	TOPIC 4.3: Columbian Exchange	HISTORICAL DEVELOPMENTS		209, 213
		KC-4.1.V—The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.		
		KC-4.1.V.A—European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.		209-210
		KC-4.1.V.B—American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.		210-211
		KC-4.1.V.C—Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.		211
KC-4.1.V.D—Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.		213		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 4: Learning Objective E—Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.			
	TOPIC 4.4: Maritime Empires Established	HISTORICAL DEVELOPMENTS		
		KC-4.3.II.A.i —Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.	218-219, 220	
		KC-4.3.II.C —Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.	220	
		KC-4.3.II.A.ii —The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.	219	
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 4: Learning Objective F—Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.			
	TOPIC 4.4: Maritime Empires Established	HISTORICAL DEVELOPMENTS		
		KC-4.3.II.A.iii —Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.	221-223	
		KC-4.2.II.D —Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.	223-224	
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.			
	Unit 4: Learning Objective G—Explain changes and continuities in systems of slavery in the period from 1450 to 1750.			
TOPIC 4.4: Maritime Empires Established	HISTORICAL DEVELOPMENTS			
	KC-4.2.II.B —Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.	225		
	KC-4.2.II.C —The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.	225-228		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 4: Learning Objective H—Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.			
	TOPIC 4.5: Maritime Empires Maintained and Developed	HISTORICAL DEVELOPMENTS		
		KC-4.1.IV.C —Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.	232-234	
		KC-4.3.III.ii —Economic disputes led to rivalries and conflict between states.	235	
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 4: Learning Objective I—Explain the continuities and changes in networks of exchange from 1450 to 1750.			
	TOPIC 4.5: Maritime Empires Maintained and Developed	HISTORICAL DEVELOPMENTS		
		KC-4.1.IV.D.i —The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.	232	
		KC-4.1.IV —The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.	235	
		KC-4.2.II.A —Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.	235	
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.			
	Unit 4: Learning Objective J—Explain how political, economic, and cultural factors affected society from 1450 to 1750.			
	TOPIC 4.5: Maritime Empires Maintained and Developed	HISTORICAL DEVELOPMENTS		
		KC-4.2.III.C —Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.	235-236	
		KC-4.1.IV.D.ii —The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.	235	
Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.				
Unit 4: Learning Objective K—Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.				
TOPIC 4.5: Maritime Empires Maintained and Developed	HISTORICAL DEVELOPMENTS			
	KC-4.1.VI —In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.	237-238		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 4: Learning Objective L—Explain the effects of the development of state power from 1450 to 1750.		
	TOPIC 4.6: Internal and External Challenges to State Power from 1450 to 1750	HISTORICAL DEVELOPMENTS	
		KC-4.3.III.iii —State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.	243-245
	KC-5.3.III.C —Slave resistance challenged existing authorities in the Americas.	246	
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 4: Learning Objective M—Explain how social categories, roles, and practices have been maintained or have changed over time.		
	TOPIC 4.7: Changing Social Hierarchies from 1450 to 1750	HISTORICAL DEVELOPMENTS	
		KC-4.3.I.B —Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups’ roles in society, politics, or the economy.	251-253
		KC-4.2.III.A —Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.	253-254, 255-256
	KC-4.2.III.B —The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.	254-255	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	Unit 4: Learning Objective N—Explain how economic developments from 1450 to 1750 affected social structures over time.		
	TOPIC 4.8: Continuity and Change from 1450 to 1750	REVIEW: UNIT 4 KEY CONCEPTS	
		KC-4.1— The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.	261-262
		KC-4.1.II— Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.	261
		KC-4.1.II.A— The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.	261
		KC-4.2— Although the world’s productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.	263-264
		KC-4.2.II— The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.	264
		KC-4.3— Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.	263-264
KC-4.3.III.ii— Economic disputes led to rivalries and conflict between states.	262		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 5: Revolutions c. 1750 to c. 1900	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 5: Learning Objective A—Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.			
	TOPIC 5.1: The Enlightenment	HISTORICAL DEVELOPMENTS		
		KC-5.3.I.A—Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.	276-281	
		KC-5.3.I—The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.	275	
		KC-5.3.II.i—Nationalism also became a major force shaping the historical development of states and empires.	275	
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.			
	Unit 5: Learning Objective B—Explain how the Enlightenment affected societies over time.			
	TOPIC 5.1: The Enlightenment	HISTORICAL DEVELOPMENTS		
		KC-5.3.I.C—Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.	279-280	
	KC-5.3.IV.B—Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.	279		

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 5: Revolutions c. 1750 to c. 1900	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 5: Learning Objective C—Explain causes and effects of the various revolutions in the period from 1750 to 1900.			
	TOPIC 5.2: Nationalism and Revolutions in the Period from 1750 to 1900	HISTORICAL DEVELOPMENTS		
		KC-5.3.II.ii —People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.	285-293	
		KC-5.3 —The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	285	
		KC-5.3.IV.A.i —Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.	285	
		KC-5.3.III.B —Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.	287-289	
KC-5.3.I.B —The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.		285-286, 288		
KC-5.3.II.iii —Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.	290-293			

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 5: Learning Objective D—Explain how environmental factors contributed to industrialization from 1750 to 1900.		
	TOPIC 5.3: Industrial Revolution Begins	HISTORICAL DEVELOPMENTS	
		KC-5.1.I.A A —variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including: <ul style="list-style-type: none"> Proximity to waterways; access to rivers and canals Geographical distribution of coal, iron, and timber Urbanization Improved agricultural productivity Legal protection of private property § Access to foreign resources Accumulation of capital 	297, 299-300
	KC-5.1.I.C —The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.	298	
UNIT 5: Revolutions c. 1750 to c. 1900	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 5: Learning Objective E—Explain how different modes and locations of production have developed and changed over time.		
	TOPIC 5.4: Industrialization Spreads in the Period from 1750 to 1900	HISTORICAL DEVELOPMENTS	
		KC-5.1.II.B —The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.	304-306
	KC-5.1.I.D —As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.	304-305	
UNIT 5: Revolutions c. 1750 to c. 1900	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 5: Learning Objective F—Explain how technology shaped economic production over time.		
	TOPIC 5.5: Technology of the Industrial Age	HISTORICAL DEVELOPMENTS	
		KC-5.1.I.B —The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.	310-312
		KC-5.1.I.E —The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.	312-313
	KC-5.1.IV —Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.	313	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 5: Learning Objective G—Explain the causes and effects of economic strategies of different states and empires.		
	TOPIC 5.6: Industrialization: Government’s Role from 1750 to 1900	HISTORICAL DEVELOPMENTS	
		KC-5.1.V.C —As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own statesponsored visions of industrialization.	317-319
	KC-5.2.II.A —The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.	319-321	
UNIT 5: Revolutions c. 1750 to c. 1900	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 5: Learning Objective H—Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.		
	TOPIC 5.7: Economic Developments and Innovations in the Industrial Age	HISTORICAL DEVELOPMENTS	
		KC-5.1.III.A —Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith’s theories of laissez-faire capitalism and free markets.	325
		KC-5.1.III.B —The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.	325-327
KC-5.1 —The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.		327-328	
UNIT 5: Revolutions c. 1750 to c. 1900	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 5: Learning Objective I—Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.		
	TOPIC 5.8: Reactions to the Industrial Economy from 1750 to 1900	HISTORICAL DEVELOPMENTS	
		KC-5.1.V.D —In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.	332
		KC-5.1.V.A —In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers’ movements and political parties emerged in different areas, promoting alternative visions of society.	332-333
		KC-5.3.IV.A.ii —Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.	333-334
KC-5.1.V.B —In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.		334-338	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 5: Learning Objective J—Explain how industrialization caused change in existing social hierarchies and standards of living.		
	TOPIC 5.9: Society and the Industrial Age	HISTORICAL DEVELOPMENTS	
		KC-5.1.VI.A —New social classes, including the middle class and the industrial working class, developed.	343-345
KC-5.1.VI.B —While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.		345-346	
	KC-5.1.VI.C —The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.	343-344	
UNIT 5: Revolutions c. 1750 to c. 1900	Unit 5: Learning Objective K—Explain the extent to which industrialization brought change from 1750 to 1900.		
	TOPIC 5.10: Continuity and Change in the Industrial Age	REVIEW: UNIT 5 KEY CONCEPTS	
		KC-5.1 —The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.	351-354
		KC-5.1.IV —Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.	351
		KC-5.3 —The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	354
		KC-5.3.I.A —Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.	352-353
		KC-5.3.I —The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.	353-355
		KC-5.3.II.i —Nationalism also became a major force shaping the historical development of states and empires.	354
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 6: Learning Objective A—Explain how ideologies contributed to the development of imperialism from 1750 to 1900.		
	TOPIC 6.1: Rationales for Imperialism from 1750 to 1900	HISTORICAL DEVELOPMENTS	
KC-5.2.III —A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.		368-370	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 6: Learning Objective B—Compare processes by which state power shifted in various parts of the world from 1750 to 1900.			
	TOPIC 6.2: State Expansion from 1750 to 1900	HISTORICAL DEVELOPMENTS		
		KC-5.2.I.A— Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.	375	
		KC-5.2.I.B— European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.	379-381	
		KC-5.2.I.C— Many European states used both warfare and diplomacy to expand their empires in Africa.	375-379	
		KC-5.2.I.D— Europeans established settler colonies in some parts of their empires.	376	
KC-5.2.II.B— The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.	382-384			
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 6: Learning Objective C—Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.			
	TOPIC 6.3: Indigenous Responses to State Expansion from 1750 to 1900	HISTORICAL DEVELOPMENTS		
		KC-5.3.III.D— Increasing questions about political authority and growing nationalism contributed to anticolonial movements.	388	
		KC-5.2.II.C— Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.	389-393	
	KC-5.3.III.E— Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.	394		
	UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
Unit 6: Learning Objective D—Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.				
TOPIC 6.4: Global Economic Development from 1750 to 1900		HISTORICAL DEVELOPMENTS KC-5.1.II.A— The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.	401-402	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 6: Learning Objective E—Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.		
	TOPIC 6.5: Economic Imperialism from 1750 to 1900	HISTORICAL DEVELOPMENTS	
		KC-5.2.I.E —Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.	407-413
	KC-5.1.II.C —Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.	412-413	
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 6: Learning Objective F—Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.		
	TOPIC 6.6: Causes of Migration in an Interconnected World	HISTORICAL DEVELOPMENTS	
		KC-5.4.I —Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.	417
		KC-5.4.I.B —Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.	423-424
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 6: Learning Objective G—Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.		
	TOPIC 6.6: Causes of Migration in an Interconnected World	HISTORICAL DEVELOPMENTS	
		KC-5.4.II.A —Many individuals chose freely to relocate, often in search of work.	420-423
		KC-5.4.II.B —The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.	417-419
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 6: Learning Objective H—Explain how and why new patterns of migration affected society from 1750 to 1900.		
	TOPIC 6.7: Effects of Migration	HISTORICAL DEVELOPMENTS	
		KC-5.4.III.A —Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.	429-430
		KC-5.4.III.B —Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.	430-434
KC-5.4.III.C —Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.		434-435	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	Unit 6: Learning Objective I —Explain the relative significance of the effects of imperialism from 1750 to 1900.		
	TOPIC 6.8: Causation in the Imperial Age	REVIEW: UNIT 6 KEY CONCEPTS	
		KC-5.1 —The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.	439-440
		KC-5.2 —As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.	440-441
		KC-5.3 —The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	441
		KC-5.4 —As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.	442
UNIT 7: Global Conflict c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE A —Explain how internal and external factors contributed to change in various states after 1900.		
	TOPIC 7.1 Shifting Power After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.2.I —The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.	453
		KC-6.2.I.A —The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.	453-456
		KC-6.2.II.D —States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.	456-457
UNIT 7: Global Conflict c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE B —Explain the causes and consequences of World War I.		
	TOPIC 7.2 Causes of World War I	HISTORICAL DEVELOPMENTS	
	KC-6.2.IV.B.i —The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.	461-464	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 7: Global Conflict c. 1900 to the present	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 7: LEARNING OBJECTIVE C—Explain how governments used a variety of methods to conduct war.		
	TOPIC 7.3 Conducting World War I	HISTORICAL DEVELOPMENTS	
		KC-6.2.IV.A.i—World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.	471
	KC-6.1.III.C.i—New military technology led to increased levels of wartime casualties.	469-471	
UNIT 7: Global Conflict c. 1900 to the present	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 7: LEARNING OBJECTIVE D—Explain how different governments responded to economic crisis after 1900.		
	TOPIC 7.4 Economy in the Interwar Period	HISTORICAL DEVELOPMENTS	
		KC-6.3.I.B—Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.	480-483
	KC-6.3.I.A.i—In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.	483-484	
UNIT 7: Global Conflict c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE E—Explain the continuities and changes in territorial holdings from 1900 to the present.		
	TOPIC 7.5 Unresolved Tensions After World War I	HISTORICAL DEVELOPMENTS	
		KC-6.2.I.B—Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.	493-495, 497, 498-499
UNIT 7: Global Conflict c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE F—Explain the causes and consequences of World War II.		
	TOPIC 7.6 Causes of World War II	HISTORICAL DEVELOPMENTS	
		KC-6.2.IV.B.ii—The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.	503-506

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
UNIT 7: Global Conflict c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 7: LEARNING OBJECTIVE G—Explain similarities and differences in how governments used a variety of methods to conduct war.			
	TOPIC 7.7 Conducting World War II	HISTORICAL DEVELOPMENTS		
KC-6.2.IV.A.ii—World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.		511-516		
	KC-6.1.III.C.ii—New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.	516-517		
UNIT 7: Global Conflict c. 1900 to the present	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.			
	Unit 7: LEARNING OBJECTIVE H—Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.			
	TOPIC 7.8 Mass Atrocities After 1900	HISTORICAL DEVELOPMENTS		
KC-6.2.III.C—The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.		522, 523-527		
UNIT 7: Global Conflict c. 1900 to the present	Unit 7: LEARNING OBJECTIVE I—Explain the relative significance of the causes of global conflict in the period 1900 to the present.			
	TOPIC 7.9 Causation in Global Conflict	REVIEW: UNIT 7 KEY CONCEPTS		
		KC-6.1—Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.	533	
		KC-6.2—Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	534-535	
		KC-6.2.I—The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.	535	
		KC-6.2.I.A—The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.	531	
		KC-6.2.II.D—States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.	534	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE A—Explain the historical context of the Cold War after 1945.		
	TOPIC 8.1 Setting the Stage for the Cold War and Decolonization	HISTORICAL DEVELOPMENTS	
		KC-6.2.II—Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.	550
	KC-6.2.IV.C.i—Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.	548-550	
Unit 8: Cold War and Decolonization c. 1900 to the present	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 8: LEARNING OBJECTIVE B—Explain the causes and effects of the ideological struggle of the Cold War.		
	TOPIC 8.2 The Cold War	HISTORICAL DEVELOPMENTS	
		KC-6.2.IV.C.ii—The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.	554-557
	KC-6.2.V.B—Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.	557-558	
Unit 8: Cold War and Decolonization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE C—Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.		
	TOPIC 8.3 Effects of the Cold War	HISTORICAL DEVELOPMENTS	
		KC-6.2.IV.D—The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.	563-567

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 8: LEARNING OBJECTIVE D—Explain the causes and consequences of China’s adoption of communism.		
	TOPIC 8.4 Spread of Communism After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.2.I.i—As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.	571
		KC-6.3.I.A.ii—In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.	571-572
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 8: LEARNING OBJECTIVE E—Explain the causes and effects of movements to redistribute economic resources.		
TOPIC 8.4 Spread of Communism After 1900	HISTORICAL DEVELOPMENTS		
	KC-6.2.II.D.i—Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.	573-575	
Unit 8: Cold War and Decolonization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE F—Compare the processes by which various peoples pursued independence after 1900.		
	TOPIC 8.5 Decolonization After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.2.II—A Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.	579-582
		KC-6.2.I.C—After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.	579, 582, 583-585
	KC-6.2.II.B—Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.	584-585	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages	
Unit 8: Cold War and Decolonization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 8: LEARNING OBJECTIVE G—Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.			
	TOPIC 8.6 Newly Independent States	HISTORICAL DEVELOPMENTS		
		KC-6.2.III.A.i—The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.	589	
		KC-6.2.III.A.ii—The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.	589-591, 592-593	
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 8: LEARNING OBJECTIVE H—Explain the economic changes and continuities resulting from the process of decolonization.			
	TOPIC 8.6 Newly Independent States	HISTORICAL DEVELOPMENTS		
KC-6.3.I.C—In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.		593-594		
KC-6.2.III.B—The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.		594		
Unit 8: Cold War and Decolonization c. 1900 to the present	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 8: LEARNING OBJECTIVE I—Explain various reactions to existing power structures in the period after 1900.			
	TOPIC 8.7 Global Resistance to Established Power Structures After 1900	HISTORICAL DEVELOPMENTS		
		KC-6.2.V—Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.	599	
		KC-6.2.V.A—Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.	599-600	
		KC-6.2.V.C—Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.	600-602, 603-604	
		KC-6.2.V.D—Some movements used violence against civilians in an effort to achieve political aims.	602-603	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE J—Explain the causes of the end of the Cold War.		
	TOPIC 8.8 End of the Cold War	HISTORICAL DEVELOPMENTS KC-6.2.IV.E —Advances in U.S. military and technological development, the Soviet Union’s costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.	608-611
Unit 8: Cold War and Decolonization c. 1900 to the present	Unit 8: LEARNING OBJECTIVE K—Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.		
	TOPIC 8.9 Causation in the Age of the Cold War and Decolonization	REVIEW: UNIT 8 KEY CONCEPTS	
		KC-6.2 —Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	615
		KC-6.2.II —Hopes for greater self-government were largely unfulfilled following the World War I; however, in the years following the World War II, increasing antiimperialist sentiment contributed to the dissolution of empires and the restructuring of states.	617-618
		KC-6.2.IV.C —The Cold War conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.	615-617
		KC-6.3 —The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.	618-619
	KC-6.3.I —States responded in a variety of ways to the economic challenges of the 20th century.	620	
Unit 9: Globalization c. 1900 to the present	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 9: LEARNING OBJECTIVE A—Explain how the development of new technologies changed the world from 1900 to present.		
	TOPIC 9.1 Advances in Technology and Exchange After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.1.I.A —New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.	633-634
		KC-6.1.I.D —Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	635
		KC-6.1.III.B —More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.	636
KC-6.1.I.B —The Green Revolution and commercial agriculture increased productivity and sustained the earth’s growing population as it spread chemically and genetically modified forms of agriculture.		634-635	
	KC-6.1.I.C —Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	635-636	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 9: LEARNING OBJECTIVE B—Explain how environmental factors affected human populations over time.		
	TOPIC 9.2 Technological Advances and Limitations After 1900: Disease	HISTORICAL DEVELOPMENTS	
		KC-6.1.III —Diseases, as well as medical and scientific developments, had significant effects on populations around the world.	641
	KC-6.1.III.A —Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.	641-645	
Unit 9: Globalization c. 1900 to the present	Humans and the Environments [ENV]: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 9: LEARNING OBJECTIVE C—Explain the causes and effects of environmental changes in the period from 1900 to present.		
	TOPIC 9.3 Technological Advances: Debates About the Environment After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.1.II.A —As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.	649-652
	KC-6.1.II.B —The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.	652-653	
Unit 9: Globalization c. 1900 to the present	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 9: LEARNING OBJECTIVE D—Explain the continuities and changes in the global economy from 1900 to present.		
	TOPIC 9.4 Economics in the Global Age	HISTORICAL DEVELOPMENTS	
		KC-6.3.I.D I—n a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.	657-658
KC-6.3.I.E —In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.		659-661	
	KC-6.3.II.B —Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.	661-663	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 9: LEARNING OBJECTIVE E—Explain how social categories, roles, and practices have been maintained and challenged over time.		
	TOPIC 9.5 Calls for Reform and Responses After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.3.III.i —Rights-based discourses challenged old assumptions about race, class, gender, and religion.	667-669
KC-6.3.III.ii —In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.		669-674	
	KC-6.3.II.C.i —Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.	674-675	
Unit 9: Globalization c. 1900 to the present	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 9: LEARNING OBJECTIVE F—Explain how and why globalization changed culture over time.		
	TOPIC 9.6 Globalized Culture After 1900	HISTORICAL DEVELOPMENTS	
		KC-6.3.IV.i —Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.	679-680
KC-6.3.IV.ii —Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.		680-684	
	KC-6.3.IV.iii —Consumer culture became globalized and transcended national borders.	682	
Unit 9: Globalization c. 1900 to the present	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 9: LEARNING OBJECTIVE G—Explain the various responses to increasing globalization from 1900 to present.		
	TOPIC 9.7 Resistance to Globalization After 1900	HISTORICAL DEVELOPMENTS	
KC-6.3.IV.iv —responses to rising cultural and economic globalization took a variety of forms.		688-692	
Unit 9: Globalization c. 1900 to the present	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 9: LEARNING OBJECTIVE H—Explain how and why globalization changed international interactions among states.		
	TOPIC 9.8 Institutions Developing in a Globalized World	HISTORICAL DEVELOPMENTS	
KC-6.3.II.A —New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.		696-702	

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present	Unit 9: LEARNING OBJECTIVE I—Explain the extent to which science and technology brought change in the period from 1900 to the present.		
	TOPIC 9.9 Continuity and Change in a Globalized World	REVIEW: UNIT 9 KEY CONCEPTS	
		KC-6.1 —Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.	707
		KC-6.1.I.A —New modes of communication— including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.	708-709
		KC-6.1.I.D —Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	708
		KC-6.1.III.B —More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.	709
		KC-6.1.I.B —The Green Revolution and commercial agriculture increased productivity and sustained the earth’s growing population as it spread chemically and genetically modified forms of agriculture.	709, 712
		KC-6.1.I.C —Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	707-708
		KC-6.3.I —States responded in a variety of ways to the economic challenges of the 20th century.	711
		KC-6.3.III.i —Rights-based discourses challenged old assumptions about race, class, gender, and religion.	711
		KC-6.3.III.ii —In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.	711
		KC-6.3.IV.i —Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.	711-712
		KC-6.3.IV.ii —Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	711-712
KC-6.3.IV.iii —Consumer culture became globalized and transcended national borders.	712		