

**Correlation of Glencoe TechCONNECT to  
Virginia History and Social Science Standards of Learning**

**United States History to 1877**  
**United States History: 1877 to the Present**  
**Civics and Economics**  
**World History and Geography to 1500 A.D.**  
**World History and Geography: 1500 A.D. to the Present**  
**World Geography**

**United States History to 1877**

Content Standard	Glencoe TechCONNECT Activities
<b>Skills</b>	
<b>USI.1 The student will develop skills for historical and geographical analysis, including the ability to</b>	
a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;	AC011, AC017, AC047, AC053, AC059, AC132, AC149, AC150, AC151, AC199, AC200, AC201
b) make connections between the past and the present;	AC011, AC025, AC045, AC059, AC088, AC150, AC199, AC201
c) sequence events in United States history from pre-Columbian times to 1877;	AC047, AC059, AC083, AC084, AC085, AC088, AC149, AC198, AC199
d) interpret ideas and events from different historical perspectives;	AC011, AC047, AC053, AC085, AC150, AC151, AC161, AC200, AC201
e) evaluate and discuss issues orally and in writing;	AC067, AC068, AC150
f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;	AC047, AC149, AC198, AC200, AC202
g) distinguish between parallels of latitude and meridians of longitude;	
h) interpret patriotic slogans and excerpts from notable speeches and documents.	AC011, AC045, AC132, AC150, AC151, AC199, AC200
<b>Geography</b>	

Content Standard	Glencoe TechCONNECT Activities
<b>USI.2 The student will use maps, globes, photographs, pictures, and tables to</b>	
a) locate the seven continents;	<a href="#">AC056, AC077, AC084</a>
b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	<a href="#">AC036, AC107, AC200, AC202</a>
c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.	<a href="#">AC105, AC198, AC200</a>
<b>Exploration to Revolution: Pre-Columbian Times to the 1770s</b>	
<b>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</b>	
a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);	<a href="#">AC161</a>
b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.	<a href="#">AC161</a>
<b>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</b>	
a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;	<a href="#">AC198</a>
b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;	
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	
<b>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</b>	

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Content Standard	Glencoe TechCONNECT Activities
a) describing the religious and economic events and conditions that led to the colonization of America;	
b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;	
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;	AC037, AC151
d) identifying the political and economic relationships between the colonies and England.	AC150
<b>Revolution and the New Nation: 1770s to the Early 1800s</b>	
<b>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</b>	
a) identifying the issues of dissatisfaction that led to the American Revolution;	AC087, AC150
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;	AC045, AC150, AC151, AC199
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;	AC011, AC045, AC149, AC150, AC151, AC199
d) explaining reasons why the colonies were able to defeat Britain.	AC149
<b>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</b>	
a) identifying the weaknesses of the government established by the Articles of Confederation;	
b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;	AC011, AC068, AC199

Content Standard	Glencoe TechCONNECT Activities
c) identifying the conflicts that resulted in the emergence of two political parties;	AC011
d) describing the major accomplishments of the first five presidents of the United States.	AC011, AC045
<b>Expansion and Reform: 1801 to 1861</b>	
<b>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</b>	
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	AC088, AC115, AC200
b) identifying the geographic and economic factors that influenced the westward movement of settlers;	AC059, AC200, AC202
c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;	AC202
d) identifying the main ideas of the abolitionist and suffrage movements.	AC200
<b>Civil War and Reconstruction: 1860s to 1877</b>	
<b>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</b>	
a) describing the cultural, economic, and constitutional issues that divided the nation;	AC017, AC201
b) explaining how the issues of states' rights and slavery increased sectional tensions;	AC017, AC201
c) identifying on a map the states that seceded from the Union and those that remained in the Union;	
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;	AC017, AC023, AC047, AC132

Content Standard	Glencoe TechCONNECT Activities
e) using maps to explain critical developments in the war, including major battles;	AC047
f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.	AC017, AC201
<b>USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by</b>	
a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;	AC064, AC068, AC201
b) describing the impact of Reconstruction policies on the South.	AC201

## United States History: 1877 to the Present

Content Standard	Glencoe TechCONNECT Activities
<b>Skills</b>	
<b>USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to</b>	
a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;	AC029, AC064, AC130, AC131, AC200, AC201
b) make connections between past and present;	AC009, AC012, AC025, AC029, AC030, AC040, AC048, AC050, AC063, AC064, AC201
c) sequence events in United States history from 1877 to the present;	AC018, AC040, AC048, AC050, AC059, AC088
d) interpret ideas and events from different historical perspectives;	AC008, AC023, AC028, AC029, AC064, AC200, AC201
e) evaluate and debate issues orally and in writing;	AC012, AC067, AC068
f) analyze and interpret maps that include major physical features;	AC016, AC050, AC105, AC080, AC200, AC202
g) use parallels of latitude and meridians of longitude to describe hemispheric location;	
h) interpret patriotic slogans and excerpts from notable speeches and documents.	AC018, AC064, AC130, AC131, AC200, AC201
<b>Geography</b>	
<b>USII.2 The student will use maps, globes, photographs, pictures, and tables for</b>	
a) explaining how physical features and climate influenced the movement of people westward;	AC200, AC202
b) explaining relationships among natural resources, transportation, and industrial development after 1877;	AC005, AC030, AC048, AC050, AC053, AC063, AC202
c) locating the 50 states and the cities most significant to the historical development of the United States.	AC025, AC053, AC080, AC199, AC200

Content Standard	Glencoe TechCONNECT Activities
<b>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</b>	
<b>USII.3 The student will demonstrate knowledge of how life changed after the Civil War by</b>	
a) identifying the reasons for westward expansion;	<a href="#">AC200, AC202</a>
b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;	<a href="#">AC040, AC048, AC053, AC059, AC175, AC176, AC177, AC202</a>
c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South;	<a href="#">AC023, AC131, AC201</a>
d) explaining the rise of big business, the growth of industry, and life on American farms;	<a href="#">AC053, AC131, AC202</a>
e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.	<a href="#">AC087, AC131, AC200</a>
<b>Turmoil and Change: 1890s to 1945</b>	
<b>USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</b>	
a) explaining the reasons for and results of the Spanish American War;	
b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.	<a href="#">AC059</a>
<b>USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</b>	
a) explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life;	<a href="#">AC048, AC050, AC073, AC175, AC176, AC177</a>

Content Standard	Glencoe TechCONNECT Activities
b) describing the social changes that took place, including prohibition, and the Great Migration north;	AC048
c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance;	AC008, AC023
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.	AC023, AC029, AC059, AC131
<b>USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</b>	
a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	AC131
b) describing the major events and turning points of the war in Europe and the Pacific;	AC131
c) describing the impact of World War II on the homefront.	AC012, AC029, AC059
<b>The United States since World War II</b>	
<b>USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</b>	
a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;	
b) describing the conversion from a wartime to a peacetime economy;	AC050
c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	AC018, AC050, AC059, AC130
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.	AC018, AC064

Content Standard	Glencoe TechCONNECT Activities
<b>USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by</b>	
a) examining the Civil Rights Movement and the changing role of women;	AC018, AC064, AC130
b) describing the development of new technologies and their impact on American life.	AC133, AC136, AC142, AC143, AC144, AC152, AC154, AC164, AC157, AC175, AC176, AC177

## Civics and Economics

Content Standard	Glencoe TechCONNECT Activities
<b>CE.1 The student will develop the social studies skills citizenship requires, including the ability to</b>	
a) examine and interpret primary and secondary source documents;	AC011, AC017, AC029, AC045, AC047, AC049, AC053, AC059, AC064, AC130, AC131, AC132, AC149, AC150, AC151, AC199, AC200, AC201
b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;	AC009, AC016, AC039, AC041, AC042, AC045, AC047, AC049, AC050, AC059, AC080, AC083, AC087, AC100, AC105, AC149, AC198, AC200, AC202
c) analyze political cartoons, political advertisements, pictures, and other graphic media;	AC011, AC012, AC018, AC029, AC037, AC048, AC059, AC064, AC088, AC143, AC145, AC154
d) distinguish between relevant and irrelevant information;	AC017
e) review information for accuracy, separating fact from opinion;	AC035, AC093
f) identify a problem and recommend solutions;	AC067, AC068
g) select and defend positions in writing, discussion, and debate.	AC022, AC035, AC067, AC068, AC095, AC096, AC097, AC130, AC131, AC181, AC182, AC183
<b>CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by</b>	
a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;	AC009, AC011, AC045, AC151
b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;	AC011, AC045, AC068, AC150, AC151, AC199
c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.	AC011

Content Standard	Glencoe TechCONNECT Activities
<b>CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by</b>	
a) describing the processes by which an individual becomes a citizen of the United States;	
b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;	AC011
c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;	AC009, AC023, AC045, AC068, AC087, AC100, AC190, AC191, AC192
d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;	AC011, AC018, AC035, AC067, AC068, AC095, AC096, AC097
e) evaluating how civic and social duties address community needs and serve the public good.	AC067, AC068, AC095, AC096, AC097
<b>CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</b>	
a) practicing trustworthiness and honesty;	AC187, AC188, AC189, AC190, AC191, AC192
b) practicing courtesy and respect for the rights of others;	AC169, AC170, AC171, AC172, AC173, AC174
c) practicing responsibility, accountability, and self-reliance;	AC178, AC179, AC180
d) practicing respect for the law;	AC187, AC188, AC189, AC190, AC191, AC192
e) practicing patriotism.	AC199
<b>CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by</b>	
a) describing the functions of political parties;	AC011
b) comparing the similarities and differences of political parties;	AC011
c) analyzing campaigns for elective office, with emphasis on the role of the media;	AC011, AC035

Content Standard	Glencoe TechCONNECT Activities
d) examining the role of campaign contributions and costs;	
e) describing voter registration and participation;	AC068
f) describing the role of the Electoral College in the election of the President and Vice President.	
<b>CE.6 The student will demonstrate knowledge of the American constitutional government by</b>	
a) explaining the relationship of state governments to the national government in the federal system;	AC011
b) describing the structure and powers of local, state, and national governments;	AC068
c) explaining the principle of separation of powers and the operation of checks and balances;	AC018, AC068
d) identifying the procedures for amending the Constitution of the United States.	AC011
<b>CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</b>	
a) explaining the lawmaking process;	AC018
b) describing the roles and powers of the executive branch;	AC018, AC068
c) examining the impact of the media on public opinion and public policy;	AC035, AC064, AC067, AC150
d) describing how individuals and interest groups influence public policy.	AC067, AC068, AC097
<b>CE.8 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by</b>	
a) describing the organization and jurisdiction of federal and state courts;	AC064
b) describing the exercise of judicial review;	AC064

Content Standard	Glencoe TechCONNECT Activities
c) explaining court proceedings in civil and criminal cases;	
d) explaining how due process protections seek to ensure justice.	AC011
<b>CE.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by</b>	
a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;	AC053, AC110, AC113, AC114, AC167, AC202
b) comparing the differences among free market, command, and mixed economies;	
c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.	AC049, AC113, AC114, AC166, AC167, AC202
<b>CE.10 The student will demonstrate knowledge of the structure and operation of the United States economy by</b>	
a) describing the types of business organizations and the role of entrepreneurship;	AC053, AC113, AC114, AC117, AC166, AC167
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;	AC086, AC114, AC166, AC167, AC202
c) explaining how financial institutions encourage saving and investing;	
d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.	AC049
<b>CE.11 The student will demonstrate knowledge of the role of government in the United States economy by</b>	
a) examining competition in the marketplace;	AC166, AC167
b) explaining the creation of public goods and services;	AC045, AC050, AC087, AC202
c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing;	AC045, AC087
d) explaining how the Federal Reserve System regulates the money supply;	

Content Standard	Glencoe TechCONNECT Activities
e) describing the protection of consumer rights and property rights.	AC187, AC188, AC189
<b>CE.12 The student will demonstrate knowledge of career opportunities by</b>	
a) identifying talents, interests, and aspirations that influence career choice;	
b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;	
c) identifying skills and education that careers require;	AC092
d) examining the impact of technological change on career opportunities.	AC098, AC135

## World History and Geography to 1500 A.D.

Content Standard	Glencoe TechCONNECT Activities
<b>WHI.1 The student will improve skills in historical research and geographical analysis by</b>	
a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.;	AC031, AC086
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.;	AC013, AC031, AC032, AC044, AC084, AC105, AC193, AC196, AC197, AC198
c) identifying major geographic features important to the study of world history to 1500 A.D.;	AC004, AC031, AC032, AC044, AC086, AC193
d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.;	AC197
e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.	AC083
<b>Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C.</b>	
<b>WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by</b>	
a) explaining the impact of geographic environment on hunter-gatherer societies;	AC004, AC013, AC032, AC044, AC083, AC161, AC193
b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;	AC013, AC044, AC083, AC161
c) describing technological and social advancements that gave rise to stable communities;	AC032, AC044, AC083, AC161, AC193
d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.	

Content Standard	Glencoe TechCONNECT Activities
<b>WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by</b>	
a) locating these civilizations in time and place;	<a href="#">AC032, AC044, AC193</a>
b) describing the development of social, political, and economic patterns, including slavery;	<a href="#">AC044, AC193</a>
c) explaining the development of religious traditions;	<a href="#">AC032, AC044, AC194</a>
d) describing the origins, beliefs, traditions, customs, and spread of Judaism;	
e) explaining the development of language and writing.	<a href="#">AC32, AC044, AC137, AC175, AC176, AC177, AC193</a>
<b>Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. to 500 A.D.</b>	
<b>WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by</b>	
a) describing Persia, with emphasis on the development of an imperial bureaucracy;	
b) describing India, with emphasis on the Aryan migrations and the caste system;	<a href="#">AC193, AC194</a>
c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;	<a href="#">AC194</a>
d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;	<a href="#">AC194</a>
e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;	<a href="#">AC193, AC194</a>
f) describing the impact of Confucianism, Taoism, and Buddhism.	<a href="#">AC194</a>
<b>WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</b>	

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Content Standard	Glencoe TechCONNECT Activities
a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;	
b) describing Greek mythology and religion;	AC024
c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;	
d) evaluating the significance of the Persian and Peloponnesian Wars;	
e) characterizing life in Athens during the Golden Age of Pericles;	
f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;	AC196
g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.	
<b>WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by</b>	
a) assessing the influence of geography on Roman economic, social, and political development;	AC195
b) describing Roman mythology and religion;	AC024
c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;	AC195
d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;	AC044
e) assessing the impact of military conquests on the army, economy, and social structure of Rome;	
f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;	

Content Standard	Glencoe TechCONNECT Activities
g) explaining the economic, social, and political impact of the Pax Romana;	
h) describing the origin, beliefs, traditions, customs, and spread of Christianity;	
i) explaining the development and significance of the Church in the late Roman Empire;	
j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;	AC024, AC195
k) citing the reasons for the decline and fall of the Western Roman Empire.	
<b>Era III: Postclassical Civilizations, 500 to 1000 A.D.</b>	
<b>WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by</b>	
a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;	
b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;	
c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;	
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;	
e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.	
<b>WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by</b>	
a) describing the origin, beliefs, traditions, customs, and spread of Islam;	AC197

Content Standard	Glencoe TechCONNECT Activities
b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;	AC196
c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;	
d) citing cultural and scientific contributions and achievements of Islamic civilization.	AC196
<b>WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by</b>	
a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;	
b) explaining the structure of feudal society and its economic, social, and political effects;	AC001, AC031, AC086
c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;	
d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.	
<b>Era IV: Regional Interactions, 1000 to 1500 A.D.</b>	
<b>WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by</b>	
a) locating major trade routes;	AC086
b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;	AC086, AC197, AC198
c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;	

Content Standard	Glencoe TechCONNECT Activities
d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.	
<b>WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by</b>	
a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;	AC016, AC083, AC084
b) describing cultural patterns and political and economic structures.	AC016, AC083, AC084
<b>WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by</b>	
a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;	AC198
b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;	AC197
c) identifying patterns of crisis and recovery related to the Black Death;	AC031
d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.	AC196
<b>WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by</b>	
a) identifying the economic foundations of the Renaissance;	
b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in <i>The Prince</i> ;	AC086
c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;	AC010, AC027, AC057
d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.	AC010, AC027, AC057

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United States History to 1877 \* United States History: 1877 to the Present \* Civics and Economics \*

World History and Geography to 1500 A.D. \* World History and Geography: 1500 A.D. to the Present \* World Geography

## World History and Geography: 1500 A.D. to the Present

Content Standard	Glencoe TechCONNECT Activities
<b>WHII.1 The student will improve skills in historical research and geographical analysis by</b>	
a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;	AC010, AC011, AC016, AC017, AC018, AC040, AC048, AC053, AC054, AC059, AC064, AC085, AC150, AC151, AC198, AC199, AC200, AC201, AC202
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;	AC013, AC016, AC048, AC050, AC054, AC056, AC080, AC105, AC198, AC200, AC202
c) identifying geographic features important to the study of world history since 1500 A.D.;	AC016, AC198, AC200, AC202
d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;	AC085, AC200
e) analyzing trends in human migration and cultural interaction from 1500 A.D. to the present.	AC010, AC085, AC198, AC200, AC202
<b>WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by</b>	
a) locating major states and empires;	AC010, AC084, AC085, AC086, AC198
b) describing artistic, literary, and intellectual ideas of the Renaissance;	AC010, AC057
c) describing the distribution of major religions;	AC010, AC083, AC196, AC197
d) analyzing major trade patterns;	AC086, AC197, AC198
e) citing major technological and scientific exchanges in the Eastern Hemisphere.	AC196
<b>Era V: Emergence of a Global Age, 1500 to 1650 A.D.</b>	
<b>WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by</b>	

Content Standard	Glencoe TechCONNECT Activities
a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;	AC010
b) describing the impact of religious conflicts, including the Inquisition, on society and government actions;	AC010
c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.	AC150, AC166, AC175, AC176, AC177
<b>WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</b>	
a) explaining the roles of explorers and conquistadors;	AC010, AC016, AC085, AC198
b) describing the influence of religion;	AC085
c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;	AC059, AC085
d) defining the Columbian Exchange;	AC085
e) explaining the triangular trade;	
f) describing the impact of precious metal exports from the Americas.	
<b>WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by</b>	
a) describing the location and development of the Ottoman Empire;	
b) describing India, including the Mughal Empire and coastal trade;	AC086
c) describing East Asia, including China and the Japanese shogunate;	AC086
d) describing Africa and its increasing involvement in global trade;	AC086
e) describing the growth of European nations, including the Commercial Revolution and mercantilism.	AC086
<b>Era VI: Age of Revolutions, 1650 to 1914 A.D.</b>	

Content Standard	Glencoe TechCONNECT Activities
<b>WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</b>	
a) describing the Scientific Revolution and its effects;	<a href="#">AC033, AC119, AC120</a>
b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great;	
c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;	
d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;	<a href="#">AC011, AC150, AC199</a>
e) describing the French Revolution;	
f) identifying the impact of the American and French Revolutions on Latin America;	
g) describing the expansion of the arts, philosophy, literature, and new technology.	<a href="#">AC033, AC119, AC120</a>
<b>WHII.7 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</b>	
a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;	
b) describing the influence of revolutions on the expansion of political rights in Europe;	
c) explaining events related to the unification of Italy and the role of Italian nationalists;	
d) explaining events related to the unification of Germany and the role of Bismarck.	
<b>WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</b>	

Content Standard	Glencoe TechCONNECT Activities
a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;	AC029, AC030, AC040, AC048, AC063, AC137, AC166, AC202
b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;	
c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;	AC131
d) explaining the rise of industrial economies and their link to imperialism and nationalism;	AC030
e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.	
<b>Era VII: Era of Global Wars, 1914 to 1945</b>	
<b>WHII.9 The student will demonstrate knowledge of the worldwide impact of World War I by</b>	
a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;	
b) explaining the outcomes and global effect of the war and the Treaty of Versailles;	AC059
c) citing causes and consequences of the Russian Revolution.	
<b>WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</b>	
a) describing the League of Nations and the mandate system;	
b) citing causes and assessing the impact of worldwide depression in the 1930s;	AC029, AC059

Content Standard	Glencoe TechCONNECT Activities
c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.	<a href="#">AC059</a>
<b>WHII.11 The student will demonstrate knowledge of the worldwide impact of World War II by</b>	
a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;	<a href="#">AC012</a> , <a href="#">AC023</a> , <a href="#">AC131</a>
b) examining the Holocaust and other examples of genocide in the twentieth century;	
c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.	
<b>Era VIII: The Post War Period, 1945 to the Present</b>	
<b>WHII.12 The student will demonstrate knowledge of major events and outcomes of the Cold War by</b>	
a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;	<a href="#">AC018</a> , <a href="#">AC050</a> , <a href="#">AC059</a> , <a href="#">AC130</a>
b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;	
c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.	<a href="#">AC018</a>
<b>WHII.13 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</b>	

Content Standard	Glencoe TechCONNECT Activities
a) describing the struggles for self-rule, including Gandhi's leadership in India;	
b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya;	
c) describing the end of the mandate system and the creation of states in the Middle East.	
<b>WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by</b>	
a) describing their beliefs, sacred writings, traditions, and customs;	AC194, AC196, AC197
b) locating the geographic distribution of religions in the contemporary world.	AC016
<b>WHII.15 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</b>	
a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;	AC059
b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;	AC059, AC145
c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.	AC049

## World Geography

Content Standard	Glencoe TechCONNECT Activities
<b>WG.1 The student will use maps, globes, photographs, and pictures in order to</b>	
a) obtain geographical information and apply the concepts of location, scale, and orientation;	AC013, AC016, AC031, AC044, AC047, AC050, AC054, AC056, AC080, AC105, AC149, AC198, AC200, AC202
b) develop and refine his or her mental maps of world regions;	AC013, AC016, AC031, AC032, AC036, AC054, AC056, AC077, AC084, AC193, AC198, AC200
c) create and compare political, physical, and thematic maps;	AC047, AC056, AC149
d) analyze and explain how different cultures develop different perspectives on the world and its problems;	AC031, AC032, AC044, AC054, AC084, AC104, AC193, AC196, AC197, AC200
e) recognize different map projections and explain the concept of distortion.	
<b>WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by</b>	
a) identifying regional climatic patterns and weather phenomena and their effects on people and places;	AC013, AC036, AC037, AC107, AC146, AC153, AC155
b) describing how humans influence the environment and are influenced by it;	AC063, AC102, AC145, AC154, AC158, AC159, AC163
c) explaining how technology affects one's ability to modify the environment and adapt to it	AC102, AC145, AC154
<b>WG.3 The student will apply the concept of a region by</b>	
a) explaining how characteristics of regions have led to regional labels;	AC016, AC032, AC107, AC193, AC198, AC200
b) explaining how regional landscapes reflect cultural characteristics of their inhabitants;	AC016, AC032, AC055, AC083, AC193, AC200
c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.	AC016, AC054, AC198

Content Standard	Glencoe TechCONNECT Activities
<b>WG.4</b> The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.	AC013, AC016, AC031, AC032, AC044, AC054, AC055, AC056, AC083, AC084, AC193
<b>WG.5</b> The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.	AC016, AC032, AC044, AC055, AC059, AC083, AC193, AC200
<b>WG.6</b> The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.	AC059, AC085, AC198, AC200, AC202
<b>WG.7</b> The student will identify natural, human, and capital resources and explain their significance by	
a) showing patterns of economic activity and land use;	AC032, AC044, AC055, AC083, AC193, AC202
b) evaluating perspectives and consequences regarding the use of resources.	AC013, AC056, AC063, AC137, AC146, AC163
<b>WG.8</b> The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.	AC016
<b>WG.9</b> The student will analyze the global patterns and networks of economic interdependence by	
a) identifying criteria that influence economic activities;	AC049
b) explaining comparative advantage and its relationship to international trade;	
c) describing ways that economic and social interactions have changed over time;	AC049, AC086, AC197
d) describing and evaluating the formation of economic unions.	

Content Standard	Glencoe TechCONNECT Activities
<b>WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by</b>	
a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels;	AC054, AC115, AC197, AC200
b) explaining and analyzing the different spatial divisions at the national and international levels;	AC016, AC115, AC150
c) analyzing ways cooperation occurs to solve problems and settle disputes.	AC013, AC053, AC063, AC146, AC154, AC158, AC163
<b>WG.11 The student will analyze the patterns of urban development by</b>	
a) applying the concepts of site and situation to major cities in each region;	AC016, AC055, AC086, AC195, AC202
b) explaining how the functions of towns and cities have changed over time;	AC016, AC032, AC053, AC055, AC080, AC083, AC084, AC085, AC086, AC145, AC193, AC195, AC200, AC202
c) describing the unique influence of urban areas and some challenges they face.	AC048, AC145
<b>WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by</b>	
a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;	AC067, AC102, AC145, AC146, AC154, AC158, AC159, AC163
b) relating current events to the physical and human characteristics of places and regions.	AC030, AC032, AC193, AC196, AC197