

Tennessee - Social Studies Academic Standards 2017

In the Footsteps of History

6th Grade Social Studies:

World History and Geography: Early Civilizations Through the Fall of the Roman Empire

Course Description: Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

Social Studies Practices for Grades 6-8

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
- Artifacts
- Media and technology sources

SSP.02 Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas and relevant information
- Distinguish the difference between fact and opinion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and bias
- Assess the strengths and limitations of arguments

SSP.03 Synthesize data from multiple sources in order to:

- Recognize differences among multiple accounts
- Establish validity by comparing and contrasting multiple sources
- Frame appropriate questions for further investigation

SSP.04 Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.05 Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to the present

SSP.06 Develop a geographic awareness by:

- Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).
- Determining the use of diverse types of maps based on their origin, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships
- Analyzing interaction between humans and the physical environment

- Examining how geographic regions and perceptions of regions are fluid across time and space
-

Ancient India: c 2500-400 BCE

Isabella Bird unit

6.25 Identify and locate geographical features of ancient India, including: • Ganges River • Indus River • Himalayan Mountains • Monsoon winds • Indian Ocean • Subcontinent of India

6.29 Describe the origins and central features of Buddhism: • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana

Ancient China: c 2500-200 BCE

Marco Polo unit

6.31 Identify and locate geographical features of ancient China, including: • Gobi Desert • Plateau of Tibet • Himalayan Mountains • Yangtze River • Pacific Ocean • Yellow River

6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world.

6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.

6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.

7th Grade Social Studies:

World History and Geography: The Middle Ages to the Exploration of the Americas

Course Description: Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

East Asia: 400-1500s CE

Marco Polo and Isabella Bird (Buddhism lesson) unit

7.01 Identify and locate the geographical features of East Asia, including: • China • Gobi Desert • Korean Peninsula • Sea of Japan (East Sea) • Himalayan • Pacific Ocean • Yangtze River Mountains • Plateau of Tibet • Yellow River • Japan

7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.

7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.

7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.

7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.

Southwest Asia and North Africa: 400-1500s CE

Ibn Battuta and Marco Polo unit

7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: • Arabian Peninsula • Euphrates River • Persian Gulf • Arabian Sea • Mecca • Red Sea • Black Sea • Mediterranean • Tigris River • Caspian Sea

7.16 Describe the origins and central features of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars

7.17 Describe the diffusion of Islam, its culture, and the Arabic language.

7.18 Summarize the contributions of the region's scholars in the areas of: • Art • Medicine • Geography • Philosophy • Literature • Science • Mathematics

7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.

7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.

West Africa: 400-1500s CE

Ibn Battuta unit

7.21 Identify and locate the geographical features of West Africa, including: • Atlantic Ocean • Niger River • Djenne • The Sahara • Gulf of Guinea • Timbuktu

7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.

7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.

7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.

7.25 Explain the importance of griots in the transmission of West African history and culture.

7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

Middle Ages in Western Europe: 400-1500s CE

Walkabouts

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: • Agricultural improvements • A merchant class • Commerce • Technological improvements • Growth of banking • Towns

Early Modern Europe: 1400-1700s CE

Walkabouts

7.43 Explain the development of Renaissance art, including the significance of: • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage

7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.

7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.

Indigenous Civilizations of the Americas: 400-1500s CE

Walkabouts

7.55 Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures.

7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.

7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).

The Age of Exploration: 1400-1700s CE

Walkabouts

Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).

Grades 9-12:

Social Studies Practices for Grades 6-12

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation.

Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

Collect data and information from a variety of primary and secondary sources, including:

- Printed materials
- Graphic representations
- Field observations/ Landscape analysis
- Artifacts
- Media and technology sources

Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

Construct and communicate arguments by citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction

- Identifying patterns of continuity and change over time, making connections to the present

Develop geographic awareness by:

- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
 - Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales
 - Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
 - Examining how geographers use regions and how perceptions of regions are fluid across time and space
 - Analyzing interaction between humans and the physical environment
-

African American History 9-12

Course Description: Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

The Beginnings of Slavery and the Slave Trade (pre-1619)

Ibn Battuta unit

AAH.01 Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the roles of: Africans, Europeans, and colonists.

AAH.02 Analyze the role of geography on the growth and development of slavery.

Ancient History 9-12

Course Description: Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

Early Civilizations and the Rise of Religious Traditions: 1000 BCE-500 CE

Isabella Bird and Marco Polo units

AH.14 Describe the origins and central features of Buddhism: • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana

AH.16 Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty.

Post-Classical Civilizations: 300-1000 CE

Ibn Battuta and Marco Polo units

AH.40 Describe the origins, central features, and diffusion of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars

AH.41 Analyze the role geography played in the economic, social, and political development of Islamic civilizations.

AH.42 Identify historical turning points that affected the diffusion and influence of Islam, with emphasis on the Sunni-Shi'a division and Battle of Tours.

AH.43 Describe cultural and scientific contributions and achievements of Islamic civilizations.

Regional Interactions: 1000-1500 CE

Marco Polo and Ibn Battuta units, Walkabouts

AH.48 Describe the characteristics of civilizations in the Americas, with emphasis on the Maya and Incas, in terms of geography, society, economy, and religion.

AH.49 Describe the characteristics of the continuation of civilizations in Africa, with emphasis on Axum, Ghana, and Mali, in terms of geography, society, economy/trade, and religion.

AH.51 Analyze the causes, experiences, and consequences of the Crusades during the medieval period.

AH.52 Explain later conflicts in the Eurasian region, with emphasis on the Mongol conquests, the Hundred Years War, and the fall of Constantinople.

AH.53 Identify patterns of crisis and recovery related to the Black Death (i.e. Bubonic Plague).

AH.55 Describe how preservation and integration of Greek, Roman, Chinese, and Arabic knowledge influenced developments in Western Europe (e.g., philosophy, medicine, and technology).

AH.60 Describe how economic and technological advances led to networks of trade and cultural interactions between major European civilizations.

Contemporary Issues 9-12

Course Description: Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

Geography

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time. Geography is always the largest factor in the way a culture develops.

CI.01 Explain the five themes of geography (i.e., location, place, human environment and interaction, movement, region).

CI.02 Locate world regions, and explain how location affects events (e.g., climate, place, resources, globalization, urbanization, cultural diffusion).

CI.03 Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions.

CI.04 Explain and analyze reasons and methods for the creation of different political divisions (e.g., state, nation-state, federal states, electoral districts, multi-national organizations).

CI.05 Explain how technology and globalization shape new methods of human interaction.

CI.06 Identify how geography shapes culture, economics, politics, and history.

History

All *In the Footsteps* units encourage students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Past events and values are always linked to today's world and events.

CI.07 Analyze the relationship between historical facts and historical interpretation.

CI.08 Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts.

Politics

Marco Polo (world trade extensions)

CI.15 Compare and contrast current economic issues, such as wealth disparity, trade imbalances, developed and developing nations, and over-consumption.

Culture

Marco Polo, Isabella Bird, and Ibn Battuta units

CI.18 Compare and contrast world religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism), and analyze how they complement or conflict with each other in the contemporary world.

Economics 9-12

Course Description: Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision making.

Trade

Marco Polo, Isabella Bird, and Ibn Battuta units

E.45 Explain the benefits of trade among individuals, regions, and countries.

E.46 Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage.

E.47 Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers.

E.48 Define trade deficit, and identify reasons why trade deficits exist.

E.49 Explain how changes in exchange rates impact the purchasing power of people in the U.S. and other countries.

E.50 Evaluate the arguments for and against free trade

Psychology 9-12

Course Description: Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

Sociocultural Diversity

Marco Polo, Isabella Bird, Ibn Battuta, Inuit units

P.43 Define culture and diversity.

P.44 Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.

P.45 Explain how social power structures relate to stereotypes, prejudice, and discrimination.

P.46 Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.

Sociology 9-12

Course Description: Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association (ASA National Standards for High School Sociology).

The Role of Culture in Society

Inuit, Marco Polo, Isabella Bird, and Ibn Battuta units

S.07 Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).

S.08 Explain how the various components of culture form a whole culture.

S.09 Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, manners).

S.10 Compare and contrast various cultures of the world.

S.11 Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences).

S.12 Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values).

S.13 Describe how the social structure of a culture affects social interaction.

Functions and Structures of Social Institutions

Inuit (traditional vs modern life and values), Ibn Battuta (modern life for traditional nomads)

S.14 Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government).

S.15 Evaluate the role and effectiveness of social institutions.

S.16 Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty).

S.17 Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements.

World Geography 9-12

Course Description: Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization.

Geographic Skills and Tools

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time. Geography is always the largest factor in the way a culture develops.

WG.01 Explain geography as a field of inquiry, differentiate between physical and human geography, describe the importance of the spatial perspective, and use spatial thinking skills to analyze global issues.

WG.02 Synthesize geographic information from a variety of sources to analyze both human and physical processes in the world's regions, countries, and cities.

WG.03 Explain the use of major geographic concepts (e.g., globalization, location, pattern, place, region, scale, site, and situation).

WG.04 Define the concept of region, identify different types (e.g., formal, functional, perceptual), and give examples.

WG.06 Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title.

WG.11 Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

WG.12 Relate current events to the physical and human characteristics of place and regions.

Marco Polo, Inuit, and Ibn Battuta units, in particular

Physical Process, Natural Resources, and the Environment

Ibn Battuta, Marco Polo, Isabella Bird, and Inuit units

WG.13 Describe ways in which different types of physical and natural processes create and shape the surface of the Earth.

WG.14 Describe how unique weather patterns impact geography and population distribution of a region (e.g., drought, earthquakes, floods, hurricanes, tornadoes).

WG.15 Describe how societies modify and adapt to the environment, and explain how technology impacts the ability to do so.

WG.16 Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges (e.g., access to fresh water, energy resources, irrigation, transportation, type of housing).

WG.17 Explain how humans are affected by and depend on the physical environment and its resources.

WG.18 Analyze the distribution of natural resources, how they have impacted the economies of various world regions, and their connections to global trade.

WG.19 Identify examples of scarcity in and around specific world regions.

Cultural Geography

Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units, Walkabouts

WG.20 Define the concept of culture and its components (e.g., culture hearth, culture traits, material and nonmaterial culture).

WG.21 Explain how physical geography and economic practices shape the cultural landscapes of various regions.

WG.28 Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies.

WG.29 Describe the challenges of clearly defining cultural regions around the world

Population and Migration

Marco Polo, Inuit, and Ibn Battuta units

WG.35 Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources.

WG.37 Define and give examples of economic, social, political, and environmental push and pull factors.

WG.39 Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental).

Economic Development and Interdependence

Marco Polo (world trade Extensions) unit

WG.41 Differentiate between developed and developing countries, and evaluate how economic and social indicators are used to determine a country's level of development.

WG.42 Analyze the spatial distribution and patterns of developed and developing countries.

WG.43 Define comparative advantage, and evaluate how a country leverages its access to land, labor, and capital to expand trade.

WG.44 Identify physical, economic, cultural, and political factors that influence the locations and patterns of economic activities, trade, and economic development.

WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation.

WG.46 Interpret and analyze a chart, graph, or resource map of major imports and exports of goods and services.

WG.47 Analyze the global patterns and networks of economic interdependence (e.g., dependence on resources, use of low cost labor, the new international division of labor).

WG.48 Locate, describe, and evaluate the formation of trade blocs throughout the world (e.g., EU, NAFTA, ASEAN, CARICOM).

World History and Geography 9-12

Course Description: Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

Nationalism and Imperialism (1850-1914)

Ibn Battuta, Isabella Bird (British colonialism in India) units, Walkabouts

W.20 Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade.

W.23 Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India's reaction to British rule.

Understanding the Contemporary World (1980s-present)

Marco Polo (world trade Extensions) unit

W.83 Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system.