

## Modern World History Standards

Key Concepts	Standards
<b>Emergence of the Modern World</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.</p>
	<p><b>Enduring Understanding:</b> The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.1.CO</b> Compare and contrast the major political, social, and belief systems and their spatial distribution in the early modern world.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the mosaic of the modern world between 1300 and 1500 focusing on the foundational understanding of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism as well as highlight the development of early kingdoms, empires, and nation states.</p>
	<p><b>MWH.1.CE</b> Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world.</p>
	<p><b>MWH.1.P</b> Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the interactions between the European countries, pre-Columbian societies, the world-wide enslavement of native peoples, as well as individual Asian societies focusing on trade, exploration, and the emergence of an imperial world.</p>
	<p><b>MWH.1.CX</b> Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into how the emergence of the Indian Ocean trade route, the Silk Road, and the power shifts between different groups happened as a result of</p>

Key Concepts	Standards
	economies, politics, population, resources, and technology.
	<p><b>MWH.1.CC</b> Analyze continuities and changes within the rise and expansion of the Ottoman Empire and its implications on the world.</p> <p>This indicator was developed to encourage inquiry into the changes that are facilitated through shifts in economic systems, the strength of government, access to technology, and the strength of leaders in the Ottoman Empire. Further inquiry into the continuities and changes of the emergence, expansion, and significance of the Ottoman Empire, pre-Columbian societies, Asian societies, and Africa in the world during the period is also encouraged.</p>
	<p><b>MWH.1.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of global exchanges.</p>
<b>Commerce, Innovation, and Expansion</b>	<p><b>Standard 2:</b> Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.</p>
	<p><b>Enduring Understanding:</b> Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.2.CO</b> Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.</p> <p>This indicator was developed to encourage inquiry into political philosophies including monarchies, constitutional governments, autocracies, and democracies, and their impact on global affairs during the age of commerce, expansion, and innovation.</p>
	<p><b>MWH.2.CE</b> Summarize how major world revolutions created new global affairs and interactions.</p> <p>This indicator was developed to encourage inquiry into the causes of the new American democratic political institutions of the 18th century and their subsequent impact on the various political revolutions and institutions throughout the western hemisphere during the 19th century.</p>
<p><b>MWH.2.P</b> Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period</p>	

Key Concepts	Standards
	<p data-bbox="594 279 748 310">1765–1815.</p> <p data-bbox="594 352 1438 491">This indicator was developed to encourage inquiry into the European Enlightenment, and how the ideas of the Enlightenment led to the British, American, French, Haitian, and Latin American Revolutions.</p> <p data-bbox="384 506 548 537"><b>MWH.2.CX</b></p> <p data-bbox="594 506 1430 611">Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations.</p> <p data-bbox="594 653 1406 791">This indicator was developed to encourage inquiry into the revolutionary events, scientific and political innovators, and the philosophies surrounding the Scientific Revolution, the Enlightenment, and the Protestant Reformation in Europe.</p> <p data-bbox="384 842 548 873"><b>MWH.2.CC</b></p> <p data-bbox="594 842 1446 911">Examine the continuities and changes in the development of world trade networks and colonialism.</p> <p data-bbox="594 953 1458 1058">This indicator was developed to encourage inquiry into Atlantic exploration, colonialism, trade networks among African kingdoms and the increasing interaction between Asian countries due to trade.</p> <p data-bbox="384 1108 521 1140"><b>MWH.2.E</b></p> <p data-bbox="594 1108 1377 1178">Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.</p>
Nationalism and Industrialization	<p data-bbox="384 1226 1455 1331"><b>Standard 3:</b> Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.</p> <p data-bbox="384 1346 1438 1484"><b>Enduring Understanding:</b> The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.</p> <p data-bbox="384 1499 613 1530"><b>The student will:</b></p> <p data-bbox="384 1545 548 1577"><b>MWH.3.CO</b></p> <p data-bbox="594 1545 1377 1614">Compare the significant turning points in the development of nationalism and their implications on the world.</p> <p data-bbox="594 1656 1463 1726">This indicator was developed to encourage inquiry into imperialism, World War I and the development of nationalism on the world.</p> <p data-bbox="384 1776 548 1808"><b>MWH.3.CE</b></p> <p data-bbox="594 1776 1406 1845">Analyze industrialization as a catalyst for new immigration and migration patterns.</p>

Key Concepts	Standards
	<p>This indicator was developed to encourage inquiry into the causes and effects of immigration and forced migration throughout the world.</p> <p><b>MWH.3.P</b> Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution.</p> <p>This indicator is intended to encourage inquiry into revolution and the challenges faced by the Chinese, Russian, and Meiji following the adoption of new government systems.</p> <p><b>MWH.3.CX</b> Contextualize industrialization within the various cultural and political changes occurring during the 19th century.</p> <p>This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.</p> <p><b>MWH.3.CC</b> Analyze continuities and changes in the quality of life in Europe resulting from industrialization.</p> <p>This indicator was developed to encourage inquiry into the continuities and changes in the quality of life of various industrial countries, including changes caused by technology, the creation of new sports and leisure activities, and urbanization and work-life.</p> <p><b>MWH.3.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.</p>
<b>World Power Struggle</b>	<p><b>Standard 4:</b> Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.</p> <p><b>Enduring Understanding:</b> Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change.</p> <p><b>The student will:</b></p> <p><b>MWH.4.CO</b> Explain the motives for and effects of European countries in the Age of Imperialism.</p> <p>This indicator was developed to encourage inquiry into the demand for natural resources in order to fuel industrialization, the rise of</p>

Key Concepts	Standards
	<p>nationalism, and the increasing economic and political competition between countries. The indicator was also developed to promote inquiry into how countries competed for lands to imperialize in order to fulfill their economic needs.</p>
	<p><b>MWH.4.CE</b> Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts.</p> <p>This indicator is intended to encourage inquiry into the significant causes of World War I and the impacts of the Treaty of Versailles, including its failure to prevent future global conflicts.</p>
	<p><b>MWH.4.P</b> Summarize the significant technological innovations that led to the realignment of global powers.</p> <p>This indicator is intended to encourage inquiry into how the development of industrialization and wartime technologies led to the realignment of global powers.</p>
	<p><b>MWH.4.CX</b> Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.</p> <p>This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.</p>
	<p><b>MWH.4.CC</b> Analyze significant political and economic developments as catalysts for changing the global power structures.</p> <p>This indicator was developed to encourage inquiry into how new political ideas, events, leaders, and movements set the stage for a shift in power structures after World War II.</p>
	<p><b>MWH.4.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.</p>

Key Concepts	Standards
<b>Integration</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the Modern Age from 1933 to present day.</p>
	<p><b>Enduring Understanding:</b> The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.5.CO</b> Compare the cultural, economic, and political implications of the Cold War.</p> <p>This indicator was developed to encourage inquiry into the roots of democratic and communist ideals and how their influence spread through the modern world after the end of World War II.</p>
	<p><b>MWH.5.CE</b> Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975.</p> <p>This indicator was developed to encourage inquiry into how the effects of decolonization and the subsequent rebuilding of the once colonized world changed the landscape of economic, geographic, political, and social affairs.</p>
<p><b>MWH.5.P</b> Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.</p> <p>This indicator was developed to encourage inquiry into how various international organizations were created and impacted the world through their work and the interconnectedness between the fall of communism, the emergence of democracies, and the new threats to security from rogue groups.</p>	
<p><b>MWH.5.CX</b> Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights.</p> <p>This indicator was intended to encourage inquiry into the human experience by examining the nature of oppression, civil war, and genocide. This indicator also supports inquiry into the struggle for civil rights and international efforts to protect human rights in the modern world.</p>	

Key Concepts	Standards
	<p><b>MWH.5.CC</b> Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.</p> <p>This indicator was developed to encourage inquiry through three separate lenses: the core countries lens, the semi-periphery countries lens, and the periphery countries lens. This allows for the discovery of how major economic, geographic, political, religious, and social factors come together to create the modern world.</p>
	<p><b>MWH.5.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.</p>