<table>
<thead>
<tr>
<th>Course Understandings</th>
<th>Essential Questions</th>
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<th>Course Knowledge/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3500 BCE to 500 BCE:</strong> Foundations</td>
<td><strong>500 BCE to 500 BCE:</strong> Foundations</td>
<td><strong>Formative Assessments</strong></td>
<td>The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.</td>
</tr>
<tr>
<td>How did the geographic structure of the world influence the development of Civilizations?</td>
<td>1. How does the environment impact history?</td>
<td>1. Chapter Outlines</td>
<td>a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi’s law code.</td>
</tr>
<tr>
<td>What were the consequences of the agricultural revolution on early Societies?</td>
<td>2. How did agriculture and technology develop in preliterate societies?</td>
<td>2. Graphic Organizers</td>
<td>b. Describe the relationship of religion and political authority in Ancient Egypt.</td>
</tr>
<tr>
<td><strong>500 BCE-500CE: Classical Civilizations/ Codified?</strong></td>
<td>3. What were the basic features of early river valley civilizations?</td>
<td>3. Essay Writing: DBQs, Compare/Contrast, Change over time</td>
<td>c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism.</td>
</tr>
<tr>
<td>How were religious and cultural traditions developed and Codified?</td>
<td><strong>500 BCE-500CE: Classical Civilizations</strong></td>
<td>4. Vocabulary Cards/Quizzes</td>
<td>d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World.</td>
</tr>
<tr>
<td>What was the impact of the development of</td>
<td>1. What was the impact of the major belief systems of Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism?</td>
<td>5. Map pre-test</td>
<td>e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.</td>
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<td>6. Class discussion of assigned readings or reading check</td>
<td><strong>The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.</strong></td>
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<td>7. Graph/chart practice</td>
<td>c. Describe the development of Chinese civilization under the Zhou and Qin.</td>
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<tr>
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<td>8. Persuasive essay</td>
<td>e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.</td>
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<td>The student will demonstrate an understanding of the development of societies in Central and South America. Explain the rise and fall of the Olmec, Maya and Aztec.</td>
<td>The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the “Golden Age” under Gupta, and the emperor Ashoka.</td>
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<td></td>
<td>b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism.</td>
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<td></td>
<td>c. Describe the development of Chinese civilization under the Zhou and Qin.</td>
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<td></td>
<td>d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.</td>
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<td>The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.</td>
</tr>
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</table>
In what ways did communication and exchange networks expand and intensify? How did states and kingdoms maintain continuity and add innovation in state forms?

### 600 CE–1450: Regional and Transregional Interactions

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Course Knowledge/Skills</th>
</tr>
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<tbody>
<tr>
<td><strong>PART 3:</strong> The Post Classical Era, 500 to 1000 CE and <strong>PART 4:</strong> The Acceleration of Cross-Cultural Interaction, 1000 to 1500 CE</td>
<td>The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.</td>
<td></td>
</tr>
</tbody>
</table>

**Formative Assessments**
- 1. Chapter Outlines
- 2. Graphic Organizers
- 3. Essay Writing: DBQs, Compare/Contrast, Change over time
- 4. Vocabulary Cards/Quizzes
- 5. Map pre-test/test
- 6. Class discussion of assigned readings or reading check
- 7. Graph/chart practice
- 8. Persuasive essay
- 9. Current Events

**Summative Assessments**
- 1. Unit Multiple Choice Test

### Important Individuals
Include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle’s pupil Alexander the Great and the impact of Julius and Augustus Caesar.

### Contributions of Hellenistic and Roman Culture
Include law, gender, and science.

### Polytheism in the Greek and Roman World
And the origins and diffusion of Christianity in the Roman world.

### Analyze the factors that led to the collapse of the Western Roman Empire.

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**Second Quarter:**

**PART 3:** The Post Classical Era, 500 to 1000 CE and **PART 4:** The Acceleration of Cross-Cultural Interaction, 1000 to 1500 CE

Chapters 13-21 Traditions and Encounters, Bentley and Zeigler

**AP World Historical Period 3:** 600 to 1450, Regional and Transregional Interactions

**AP World Historical Period 4:** 1450 to 1750 Global Interactions

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**In what ways did communication and exchange networks expand and intensify?**

**How did states and kingdoms maintain continuity and add innovation in state forms?**
<table>
<thead>
<tr>
<th><strong>1450–1750:</strong> Global Interactions</th>
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</thead>
<tbody>
<tr>
<td>How did increased economic productive capacity develop and what were its consequences?</td>
<td>Delhi Sultanate and the Turkish Empires have?</td>
<td>How did global networks of communication and exchange develop?</td>
</tr>
<tr>
<td>4. What changes did the Mongols bring to Eurasia and Southwest Asia?</td>
<td>5. How did societies in Africa and the Americas develop?</td>
<td>What new forms of social organization and modes of production were developed?</td>
</tr>
<tr>
<td>6. How did trading networks in the post-Classical world change from previous periods?</td>
<td></td>
<td>How did nation-states consolidate power at home and extend imperial influence?</td>
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</tbody>
</table>

The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.

- Explain the origins of Islam and the growth of the Islamic Empire.
- Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.
- Explain the reasons for the split between Sunni and Shia Muslims.
- Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta).
- Describe the impact of the Crusades on both the Islamic World and Europe.
- Analyze the relationship between Judaism, Christianity, and Islam.

The student will describe the diverse characteristics of early African societies before 1800 CE.

- Identify the Bantu migration patterns and contribution to settled agriculture.
- Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, and Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.
- Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

The student will analyze European writings of Marco Polo.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</table>
| 1. What was the impact of the Atlantic Slave on West African demographics? | medieval society with regard to culture, politics, society, and economics.  
   a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.  
   b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).  
   c. Explain the role of the church in medieval society.  
   d. Describe how increasing trade led to the growth of towns and cities. |
| 2. What was the impact of Islam on sub-Saharan Africa? | The student will demonstrate an understanding of the development of societies in Central and South America.  
   a. Explain the rise and fall of the Mayan, Aztec, and Inca empires.  
   b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas. |
| 3. How do the imperial systems in Europe compare with and differ from those in Asia? | The student will analyze change and continuity in the Renaissance and Reformation.  
   a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.  
   b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.  
   c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.  
   d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.  
   e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.  
   f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.  
   g. Explain the importance of Gutenberg and the invention of the printing press. |
| 4. How were empire built in Asia, Africa, and Europe? |  
   a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.  
   b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).  
   c. Explain the role of the church in medieval society.  
   d. Describe how increasing trade led to the growth of towns and cities. |
| 5. Tokugawa empires? |  
   a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.  
   b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).  
   c. Explain the role of the church in medieval society.  
   d. Describe how increasing trade led to the growth of towns and cities. |
| 6. What was the impact of the Atlantic Slave on West African demographics? |  
   a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.  
   b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).  
   c. Explain the role of the church in medieval society.  
   d. Describe how increasing trade led to the growth of towns and cities. |
| 7. What was the impact of Islam on sub-Saharan Africa? |  
   a. Explain the rise and fall of the Mayan, Aztec, and Inca empires.  
   b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas. |
| 8. How do the imperial systems in Europe compare with and differ from those in Asia? | The student will demonstrate an understanding of the development of societies in Central and South America.  
   a. Explain the rise and fall of the Mayan, Aztec, and Inca empires.  
   b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas. |
| 9. How were empire built in Asia, Africa, and Europe? | The student will analyze change and continuity in the Renaissance and Reformation.  
   a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.  
   b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.  
   c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.  
   d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.  
   e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.  
   f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.  
   g. Explain the importance of Gutenberg and the invention of the printing press. |
The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.  

a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.  
b. Define the Columbian Exchange and its global economic and cultural impact.  
c. Explain the role of improved technology in European exploration; include the astrolabe.  

Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.  

a. Describe the policies of the Tokugawa and Qing rulers; include how Oda Nobunaga laid the groundwork for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China.  
b. Analyze the impact of population growth and its impact on the social structure of Japan and China.  

The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.  

a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar.  
b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.  

<table>
<thead>
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Third Quarter:  
PART 5: The Origins of Global Interdependence, 1500 to 1800 and PART 6: An Age of Revolution, 1750 to 1914  
Chapters 22 – 32 Traditions and Encounters, Bentley and Zeigler  

*AP WORLD Historical Period 4: 1450 to 1750, Global Interaction*
### 1450–1750: Global Interactions

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>What new forms of social organization and modes of production were developed?</td>
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<td>How did nation-states consolidate power at home and extend imperial influence?</td>
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### 1750–1900: Industrialization and Global Integration

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>How did the development of industrialization and global capitalism affect the world?</td>
</tr>
<tr>
<td>What were the effects of imperialism and nationalism on the world?</td>
</tr>
<tr>
<td>In what ways did nationalism and revolution bring about</td>
</tr>
</tbody>
</table>

### Formative Assessments

1. Chapter Outlines
2. Graphic Organizers
3. Essay Writing: DBQs, Compare/Contrast, Change over time
4. Vocabulary Cards/Quizzes
5. Map pre-test/test
6. Class discussion of assigned readings or reading check
7. Graph/chart practice
8. Persuasive essay
9. Current Events

### Summative Assessments

1. Unit Multiple Choice Test
2. Unit Time line
3. Compare and contrast essays
4. DBQ essays
5. Change over time essays
6. Project
7. Debate

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**Same as above for 1450 to 1750**

The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

1. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.
2. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

The student will analyze the Age of Revolutions and Revolutions.

1. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.
2. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
3. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.
4. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.

The student will be able to describe the impact of
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What were the effects of the Scientific Revolution &amp; Enlightenment on intellectual development?</td>
<td><strong>1750–1900:</strong> Industrialization and Global Integration</td>
</tr>
<tr>
<td>2. What factors led to and were the results of the English, American, French, Haitian, and Latin American Revolutions?</td>
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<tr>
<td>3. What changes in production and global impact did the Industrial Revolution have on the world?</td>
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<tr>
<td>4. How did imperialism affect Sub-Saharan Africa, South and Southeast Asia?</td>
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<tr>
<td>5. In what ways did nationalism and modernization effect changes?</td>
<td></td>
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<tr>
<td>6. How were the anti-slavery, suffrage, labor, and anti-imperialist</td>
<td>industrialization, the rise of nationalism, and the major characteristics of worldwide</td>
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</table>
movements
reactions to industrialization and modernization?

7. What factors led to the decline of Imperial China and the rise of Imperial Japan?

<table>
<thead>
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<th>Essential Questions</th>
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</tr>
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<tbody>
<tr>
<td><strong>Fourth Quarter:</strong></td>
<td><strong>PART 7: Contemporary Global Realignments, 1914 to the Present and Review and Test Prep</strong></td>
<td></td>
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<tr>
<td><strong>Chapters 33-38 Traditions and Encounters, Bentley and Zeigler</strong></td>
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<tr>
<td><strong>AP World Historical Period 6: 1900 to Present, Accelerated Global Change and Realignment</strong></td>
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**1900–2010: Accelerating Global Change and Realignments**

- How did changes in science impact global issues?
- What were the causes and consequences of the global conflicts during this time period?
- In what ways did the global economy and global culture change during the 20th century?

**1900–2010: Accelerating Global Change and Realignments**

1. What were the significant events of the Chinese, Mexican and Russian revolutions?
2. What were the causes of WWI and the wars impact on society?
3. What significant world events and ideological movements between WWI and WWII changed the world?
4. How did consumerism and the internationalization of culture impact the world?

**Formative Assessments**

1. Chapter Outlines
2. Graphic Organizers
3. Essay Writing: DBQs, Compare/Contrast, Change over time
4. Vocabulary Cards/Quizzes
5. Map pre-test/test
6. Class discussion of assigned readings or reading check
7. Graph/chart practice
8. Persuasive essay
9. Current Events

**Summative Assessments**

1. Unit Multiple Choice Test
2. Unit Time line
3. Compare and contrast essays
4. DBQ essays
5. Change over time essays
6. Project
7. Debate

**The student will demonstrate an understanding of long-term causes of World War I and its global impact.**

- a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.
- b. Describe conditions on the war front for soldiers; include the Battle of Verdun.
- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.

**The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

- a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.
- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan.
<table>
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<tr>
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<tbody>
<tr>
<td>5. What were the global social, economic and political impacts of WWII?</td>
<td>c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi. e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments. f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.</td>
</tr>
<tr>
<td>6. What was the role and influence of international organizations following WWII?</td>
<td>The student will demonstrate an understanding of the global political, economic, and social impact of World War II. a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia. b. Identify Nazi ideology, policies, and consequences that led to the Holocaust. c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe. d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.</td>
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<tr>
<td>7. What events and ideologies began the Cold War?</td>
<td>The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989. a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kaishek), and Ghana (Kwame Nkrumah). b. Describe the formation of the state of Israel and the importance of geography in its development.</td>
</tr>
<tr>
<td>8. What were the its economic, social and political effects of the Cold War on the world?</td>
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The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.

The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kaishek), and Ghana (Kwame Nkrumah).
- Describe the formation of the state of Israel and the importance of geography in its development.
c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

d. Compare and contrast the reforms of Khrushchev and Gorbachev.

e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**The student will examine change and continuity in the world since the 1960s.**

a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

**The student will analyze globalization in the contemporary world.**

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment.