

## Modern History: 9-12

**Course Description:** In Modern History, students will focus on the world wide chronological events, and significant persons from the Great Depression era to today. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different learning methods to research, discuss, debate and formulate opinions on modern historical events as it relates not only to America's developing history but also the world's unfolding events.

### Era 8 – World Depression and World War II (1920-1945)

#### Standard Number: 1.0 Culture

**Standard:** Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

#### **Learning Expectations:**

The student will

- 1.1 Identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.
- 1.2 Identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture.

#### **Performance Indicators:**

1.1 Identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.

*At Level 1, the student is able to*

- explain the effect of poverty on people's lives and attitudes regarding cultural events.

*At Level 2, the student is able to*

- explore changes in art and music that resulted from economic depression and political changes.

*At Level 3, the student is able to*

- analyze the role of anti-Semitism in the rise of Fascism as a cultural phenomenon.

1.2 Identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

- list popular artists, writers, architects, and composers of the Depression Era.

*At Level 2, the student is able to*

- examine different personal stories or accounts about Depression events, people, places, or situations, identifying how they contribute to the overall understanding of the era.

*At Level 3, the student is able to*

- compare and contrast religious beliefs and religious importance in the United States, Western Europe, and in Communist and Fascist regimes.

### **Standard Number: 2.0 Economics**

**Standard:** Globalization of the economy, technological changes, the explosion of population growth, technological changes, and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

### **Learning Expectations:**

The student will

- 2.1 understand and identify economic connections, conflicts, and interdependence during the Great Depression.
- 2.2 understand the rapid change of the global economy during World War II.

### **Performance Indicators:**

2.1 understand and identify economic connections, conflicts, and interdependence during the Great Depression.

*At Level 1, the student is able to*

- list the economic causes of the worldwide Great Depression around the globe.

*At Level 2, the student is able to*

- compare the impact of Roosevelt's New Deal on the American economy with Stalin's 5-Year Plans on the Soviet economy.

*At Level 3, the student is able to*

- evaluate the effectiveness of the Dawes Plan in Europe and the impact of the discontinuance of this plan

2.2 understand the rapid change of the global economy during World War II.

*At Level 1, the student is able to*

- describe the implications of America's Lend-Lease program.

*At Level 2, the student is able to*

- explain the financial, material, and human costs of the war and its economic consequences.

*At Level 3, the student is able to*

- analyze the wartime economic boom in America and its impact on the nations of war-torn Europe.

### **Standard Number: 3.0 Geography**

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

#### **Learning Expectations:**

The student will

- 3.1 identify how physical and human processes shape the characteristics of a place.
- 3.2 identify the various theaters of war during World War II.

#### **Performance Indicators:**

3.1 Identify how physical and human processes shape the characteristics of a place.

*At Level 1, the student is able to*

- define and give examples of tyranny;
- identify the countries affected by the totalitarian states.

*At Level 2, the student is able to*

- diagram the Axis and the Allied powers and detail Axis aggression in Europe, Africa, and Asia;
- identify acts of aggression and expansion considering geographic location.

*At Level 3, the student is able to*

- evaluate the impact of appeasement and neutrality.

3.2 identify the various theaters of war during World War II.

*At Level 1, the student is able to*

- explain how a typical battle occurred prior to World War II.

*At Level 2, the student is able to*

- define the island-hopping Pacific strategy of the Allied forces;
- examine the strategy and execution of the European theater.

*At Level 3, the student is able to*

- analyze the scope of physical destruction;
- evaluate the transformation of political boundaries as a result of World War II.

## **Standard Number: 4.0 Governance and Civics**

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

The student will

- 4.1 understand the development of major systems of world governance.
- 4.2 understand how individuals and communities are affected differently by varied forms of governance.
- 4.3 understand the development of nation-state governments and world governmental organizations.

## **Performance Indicators**

4.1 understand the development of major systems of world governance.

*At Level 1, the student is able to*

- define the major systems of world governance after World War I;

identify the countries which exemplified these systems.

*At Level 2, the student is able to*

- describe the development of Fascist states in Europe.

*At Level 3, the student is able to*

- analyze the effects of nationalism outside of Europe as a result of World War II.

4.2 understand how individuals and communities are affected differently by varied forms of governance.

*At Level 1, the student is able to*

- recognize various groups negatively impacted by divergent forms of government.

*At Level 2, the student is able to*

- describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

*At Level 3, the student is able to*

- compare and analyze the results of national and organizational responses to conflicts among forces of unity and diversity.

4.3 understand the development of nation-state governments and world governmental organizations.

*At Level 1, the student is able to*

- identify countries that gained independence, became nations, or experienced radical changes in government after World War I;
- describe the goals of the League of Nations.

*At Level 2, the student is able to*

- explain the failure of the League of Nations to prevent escalating conflicts leading up to World War II.

*At Level 3, the student is able to*

- analyze the economic, social, and political conditions that led to the rise of totalitarian governments.

### **Standard Number: 5.0 History**

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

The student will

- 5.1 investigate the causes, effects, and attempts to deal with worldwide depression after World War I.
- 5.2 understand the world events leading to World War II.
- 5.3 understand how to use historic information acquired from a variety of sources.

### **Performance Indicators:**

5.1 identify the causes, effects, and attempts to deal with worldwide depression after World War I.

*At Level 1, the student is able to*

- recognize the effect of economic depression on the lives of people around the world.

*At Level 2, the student is able to*

- explain how the depression developed into a worldwide event from the end of World War I until the beginning of World War II.

*At Level 3, the student is able to*

- compare depression conditions in various countries with conditions created by the military and industrial build-up in those countries before World War II.

5.2 understand the world events leading to World War II

*At Level 1, the student is able to*

- create a timeline of political and military events from 1929 to 1945.

*At Level 2, the student is able to*

- trace the causes of World War II to the failings of the global community to adequately deal with the end of World War I.

*At Level 3, the student is able to*

- create historically plausible solutions that would have prevented World War II from starting.

5.3 understand how to use historic information acquired from a variety of sources.

*At Level 1, the student is able to*

- recognize primary and secondary sources from the time period.

*At Level 2, the student is able to*

- compare pictures or written primary sources to secondary source accounts of the time period.

*At Level 3, the student is able to*

- synthesize primary source information to draw conclusions about World War II events.

## **Standard Number: 6.0 Individuals, Groups, and Interactions**

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

### **Learning Expectations:**

The student will

- 6.1 understand the impact of individual and government decisions on citizens and communities.
- 6.2 understand how individual leaders can dominate groups and influence the circumstances of history.

### **Performance Indicators:**

6.1 understand the impact of individual and government decisions on citizens and communities.

*At Level 1, the student is able to*

- list governmental programs and/or policies enacted to deal with economic conditions after World War I.

*At Level 2, the student is able to*

- discuss changes that occurred in the lives of groups and individuals as a result of governmental programs and policies worldwide.

*At Level 3, the student is able to*

- analyze the effects of individual leaders' and governments' decisions on ethnicities within various nations.

6.2 understand how individual leaders can dominate groups and influence the circumstances of history.

*At Level 1, the student is able to*

- identify major world leaders and their countries.

*At Level 2, the student is able to*

- discuss the many paths to power of various world leaders.

*At Level 3, the student is able to*

- analyze how leaders exploited the circumstances of history to control the populations of their countries.

**Sample Tasks:** Discuss the effect of media and propaganda upon world perceptions of the events of World War II. The students are assigned into groups specifically for the task of finding and evaluating different forms of propaganda. The students will evaluate the effect of the propaganda in both positive and negative terms.

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## **Era 9 – Post World War II Era (1945 – 1989)**

**Standard Number: 1.0 Culture**

**Standard:** Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

**Learning Expectations:**

The student will

- 1.1 identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.
- 1.2 identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture.

**Performance Indicators:**

1.1 identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.

*At Level 1, the student is able to*

- identify a variety of artistic and musical styles, and artists from the post-war era.

*At Level 2, the student is able to*

- describe ways in which language, art, music, belief systems, and cultural elements developed in one region or cultural group crossed national boundaries in the post-World War II world.

*At Level 3, the student is able to*

- analyze the effects of language, art, music, belief systems and cultural elements in both creating and breaking down cultural boundaries in the post-war era.

1.2 identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

- identify the emergence of newer forms of mass media that disseminate cultural trends.

*At Level 2, the student is able to*

- explain how American culture impacted other world cultures as a result of newer forms of mass media.

*At Level 3, the student is able to*

- analyze America's role as a world leader as a result of the transmission of American culture throughout Europe and Asia.

## **Standard Number: 2.0 Economics**

**Learning Expectations:** Globalization of the economy, technological changes, the explosion of population growth, technological changes, and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

The student will

- 2.1 understand and identify economic connections, conflicts, and interdependence.
- 2.2 understand the rapid change of the global economy.

### **Performance Indicators:**

2.1 understand and identify economic connections, conflicts, and interdependence.

*At Level 1, the student is able to*

- describe the different economic systems around the world after World War II.

*At Level 2, the student is able to*

- explain the emergence of U.S. government strategies and worldwide efforts to regulate the global economy;
- explain the fundamental differences between the two predominate economic systems of the Cold War era.

*At Level 3, the student is able to*

- analyze the effectiveness of attempts to globalize the economy.

2.2 understand the rapid change of the global economy.

*At Level 1, the student is able to*

- chart trends in global economic expansions and recessions.

*At Level 2, the student is able to*

- describe factors that cause economic expansions and recessions.

*At Level 3, the student is able to*

- analyze reasons for the rapid shift from communist to capitalist economies in Eastern Europe;
- analyze the emergence of free-market economies in communist Asian nations.

### **Standard Number: 3.0 Geography**

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

#### **Learning Expectations:**

The student will

- 3.1 identify how physical and human processes shape the characteristics of a place.
- 3.2 understand the importance of population growth and distribution for the world's development in the 20<sup>th</sup> Century.

#### **Performance Indicators:**

3.1 identify how physical and human processes shape the characteristics of a place.

*At Level 1, the student is able to*

- identify areas of urban growth in the late 20<sup>th</sup> Century.

*At Level 2, the student is able to*

- explain how human and natural disasters have shaped the landscape and populations of countries throughout the world.

*At Level 3, the student is able to*

- model and predict how physical and human processes will shape the characteristics of place.

3.2 understand the importance of population growth and distribution for the world's development in the 20<sup>th</sup> Century.

*At Level 1, the student is able to*

- create population pyramids from different geographic regions.

*At Level 2, the student is able to*

- trace migration patterns in the late 20<sup>th</sup> Century.

*At Level 3, the student is able to*

- draw conclusions about future population growth and problems associated with that growth by comparing population data over several decades of the late 20<sup>th</sup> Century.

### **Standard Number: 4.0 Governance and Civics**

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

The student will

- 4.1 understand the development of major systems of world governance.
- 4.2 understand how individuals and communities are affected differently by varied forms of governance.
- 4.3 understand the development of nation-state governments and world governmental organizations.

### **Performance Indicators:**

4.1 understand the development of major systems of world governance.

*At Level 1, the student is able to*

- identify the contemporary major systems of world governance.

*At Level 2, the student is able to*

- compare the effectiveness of different forms of government in the late 20<sup>th</sup> Century.

*At Level 3, the student is able to*

- analyze cause for the successes and failures of various systems of world governance.

4.2 understand how individuals and communities are affected differently by varied forms of governance.

*At Level 1, the student is able to*

- list and define basic human rights.

*At Level 2, the student is able to*

- differentiate between the effectiveness of different forms of government for guaranteeing basic human rights to its citizens.

*At Level 3, the student is able to*

- analyze causes for citizens' revolts and coups throughout the postwar world.

4.3 understand the development of nation-state governments and world governmental organizations.

*At Level 1, the student is able to*

- list and describe several world governmental organizations, (e.g., U.N., NATO, Warsaw Pact, OPEC, SEATO).
- list nations created in the wake of World War II.

*At Level 2, the student is able to*

- compare the structure and powers of world governmental organizations to that of their member nations.

*At Level 3, the student is able to*

- assess the successes and shortcomings of world governmental organizations.

### **Standard Number: 5.0 History**

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

## **Learning Expectations:**

The student will

- 5.1 understand the nature and major events of the Cold War.
- 5.2 understand the role of the Middle East, Asia, and Africa in world events.
- 5.3 understand how to use historic information acquired from a variety of sources.

## **Performance Indicators:**

5.1 understand the nature and major events of the Cold War.

*At Level 1, the student is able to*

- create a timeline of Cold War events.

*At Level 2, the student is able to*

- explain how Cold War tensions between the superpowers led to conflicts around the globe.

*At Level 3, the student is able to*

- evaluate whether Cold War tensions limited the scope and scale of military engagements around the world.

5.2 understand the role of the Middle East, Asia, and Africa in world events.

*At Level 1, the student is able to*

- recognize artificially created states after World War II in the Middle East, Asia, and Africa.

*At Level 2, the student is able to*

- discuss the destabilizing nature of artificially created states in regions around the world.

*At Level 3, the student is able to*

- assess the world community's decision to create new states by evaluating reasons for creation and subsequent problems their existence has caused.

5.3 understand how to use historic information acquired from a variety of sources.

*At Level 1, the student is able to*

- recognize primary and secondary sources from the time period.

*At Level 2, the student is able to*

- compare pictures or written primary sources to secondary source accounts of the time period.

*At Level 3, the student is able to*

- synthesize primary source information to draw conclusions about Cold War events.

### **Standard Number: 6.0 Individuals, Groups, and Interactions**

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

#### **Learning Expectations:**

The student will

- 6.1 understand the impact of individual and group decisions on citizens and communities.

#### **Performance Indicators:**

6.1 understand the impact of individual and group decisions on citizens and communities.

*At Level 1, the student is able to*

- recognize various individual and group movements to create change in communities throughout the world.

*At Level 2, the student is able to*

- compare the effectiveness of various movements to affect change on citizen and community policies and beliefs.

*At Level 3, the student is able to*

- weigh the relative strength of forces for continuity present within communities and citizen groups against the forces for change within individual and group movements, (e.g. civil rights, independence movements).

**Sample Tasks:** Students will, in groups, create a “Decade” magazine in which they will include major events, trends, “eye-witness” stories, and pictures to represent accomplishments of the various learning expectations. Each group will be assigned one decade from the postwar era.

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## **Era 10 – The Contemporary World (1989 to the present)**

### **Standard Number: 1.0 Culture**

**Standard:** Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

### **Learning Expectations:**

The student will

- 1.1 identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.
- 1.2 identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture.

### **Performance Indicators:**

1.1 identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.

*At Level 1, the student is able to*

- recognize various cultural groups and their characteristics in the modern world.

*At Level 2, the student is able to*

- discover the re-emergence of competing cultures in the world stage.

*At Level 3, the student is able to*

- analyze factors that have re-energized cultural conflicts around the world, specifically in the former Soviet bloc and the Middle East.

### **Standard Number: 2.0 Economics**

**Standard:** Globalization of the economy, technological changes, the explosion of population growth, technological changes, and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

### **Learning Expectations:**

The student will

- 2.1 understand and identify economic connections, conflicts, and interdependence.
- 2.2 understand the rapid change of the global economy.

### **Performance Indicators:**

2.1 understand and identify economic connections, conflicts, and interdependence.

*At Level 1, the student is able to*

- identify countries of the European Union, NAFTA, and other multinational economic organizations.

*At Level 2, the student is able to*

- discuss forces towards increased economic cooperation.

*At Level 3, the student is able to*

- assess the effectiveness of the European Union and the switch to the Euro on the nations of Europe.

2.2 understand the rapid change of the global economy.

*At Level 1, the student is able to*

- identify ways in which new technologies have localized the global economy.

*At Level 2, the student is able to*

- explain how the global economy allows for disparities in the distribution of wealth.

*At Level 3, the student is able to*

- assess the feasibility of a global currency.

### **Standard Number: 3.0 Geography**

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

### **Learning Expectations:**

The student will

- 3.1 identify how physical and human processes shape the characteristics of a place.
- 3.2 understand the importance of population growth and distribution on world historic events.

### **Performance Indicators:**

3.1 identify how physical and human processes shape the characteristics of a place.

*At Level 1, the student is able to*

- identify areas of urban growth since 1989.

*At Level 2, the student is able to*

- explain how human and natural disasters and the shifting of political boundaries shape the landscape and populations of countries throughout the world.

*At Level 3, the student is able to*

- predict how physical and human processes will shape the characteristics of place.

3.2 understand the importance of population growth and distribution for the world's development since 1989.

*At Level 1, the student is able to*

- create population pyramids from different geographic regions.

*At Level 2, the student is able to*

- trace migration patterns since 1989.

*At Level 3, the student is able to*

- draw conclusions about future population growth consistent with recent population growth and decline.

### **Standard Number: 4.0 Governance and Civics**

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

#### **Learning Expectations:**

The student will

- 4.1 understand how individuals and communities are affected differently by varied forms of governance.
- 4.2 understand the growing importance of the United Nations for the endorsement of world political and military action.
- 4.3 understand the impact of terrorist actions on increased government control of its civilian populations, especially in the wake of the events of September 11, 2001.

#### **Performance Indicators:**

4.1 understand how individuals and communities are affected differently by varied forms of governance.

*At Level 1, the student is able to*

- identify changes in governance throughout the world since 1989.

*At Level 2, the student is able to*

- describe differences in the lives of citizens around the world because of governance changes that have occurred since 1989.

*At Level 3, the student is able to*

- evaluate the quality of life of individuals around the world since 1989 in the wake of governance changes.

4.2 understand the growing importance of the United Nations for the endorsement of world political and military action.

*At Level 1, the student is able to*

- list conflicts in which the United Nations has mediated or intervened militarily since 1989.

*At Level 2, the student is able to*

- evaluate the effectiveness of the United Nations in solving world conflict since 1989.

*At Level 3, the student is able to*

- compare and contrast the Gulf War with interventions in the Middle East in the early years of the 21<sup>st</sup> Century.

4.3 understand the impact of terrorist actions on increased government control of its civilian populations, especially in the wake of the events of September 11, 2001.

*At Level 1, the student is able to*

- list major terrorist organizations and actions since the 1970's.

*At Level 2, the student is able to*

- describe changes in civil liberties in countries throughout the world since September 11, 2001.

*At Level 3, the student is able to*

- weigh the relative importance of personal security versus civil liberties in the contemporary world.

### **Standard Number: 5.0 History**

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

The student will

- 5.1 understand the nature of major world events since 1989.
- 5.2 understand how to use historic information acquired from a variety of sources.

**Performance Indicators:**

5.1 understand the nature of major world events since 1989

*At Level 1, the student is able to*

- create a timeline of world events since 1989.

*At Level 2, the student is able to*

- distinguish between the belief that the end of the Cold War meant the beginning of peace, and the reality of renewed conflicts of the 1990's.

*At Level 3, the student is able to*

- weigh the role of the United States as peacekeepers or warmongers.

5.2 understand how to use historic information acquired from a variety of sources.

*At Level 1, the student is able to*

- recognize primary and secondary sources from the time period.

*At Level 2, the student is able to*

- compare pictures or written primary sources to secondary source accounts of the time period.

*At Level 3, the student is able to*

- synthesize primary source information to draw conclusions about events since 1989.

**Standard Number: 6.0 Individuals, Groups, and Interactions**

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

- 6.1 understand the impact of individual and group decisions on citizens and communities.
- 6.2 understand how groups can effect change

**Performance Indicators:**

6.1 understand the impact of individual and group decisions on citizens and communities.

*At Level 1, the student is able to*

- recognize individuals and groups that have reemerged as dominant in the post Cold War world particularly ethnic and religious groups.

*At Level 2, the student is able to*

- compare the viability of groups decisions to effect the global communities in the Cold War and post Cold War eras.

*At Level 3, the student is able to*

- analyze the destabilizing forces created by the re-emergence of ethnic factions within communities.

6.2 understand how groups can effect change

*At Level 1, the student is able to*

- identify methods that groups use to effect change in the post Cold War world.

*At Level 2, the student is able to*

- describe various groups that have impacted the global political community.

*At Level 3, the student is able to*

- evaluate the political and social consequences of re-emergent ideological groups in the post Cold War world.

**Sample Tasks:** The student will label a blank map of the world showing changed political boundaries, ideological movements, and various areas that have experienced social, political and military upheavals since 1989.