

## Regions of the World Standards Alignment

See how the Regions of the World unit can be used to fulfill social studies standards for 10 states below. Our standards correlation is a work in progress. If you see an error, have other feedback, or would like to see your state added, please email us at [world101@cfcr.org](mailto:world101@cfcr.org).

### California

#### History

- Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. (WH.10.10)
- Students analyze U.S. foreign policy since World War II. (US.11.9)

### Florida

#### History

- Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. (SS.912.A.7.11)
- Identify major economic, political, social, and technological trends beginning in the 20th century. (SS.912.W.9)

### Georgia

#### Geography

- Describe the factors and processes that contribute to the differences between developing and developed regions of the world. (SS.912.G.2.2)
- Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. (SS.912.G.2.3)
- Understand the characteristics, distribution, and migration of human populations. (SS.912.G.4)

### Georgia

#### History

- The student will explain America's evolving relationship with the world at the turn of the twentieth century. (SSUSH14)

# Standards

- Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur’s plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact. (SSWH19.d)
- Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations. (SSUSH23)
- Explain conflict and change in Latin America. (L.SS6H1)
- Explain conflict and change in Europe. (E.SS6H3)
- Analyze continuity and change in Africa. (A.SS7H1)
- Analyze continuity and change in Southwest Asia (Middle East). (SWA.SS7H2)
- Analyze continuity and change in Southern and Eastern Asia. (SEA.SS7H3)
- Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825). (SSWH14.b)

## Geography

- Analyze the diverse cultural characteristics of the people who live in Africa. (A.SS7G4)

## Indiana

### History

- Identify and explain the significance of historical events in the Middle East since the end of World War II. (7.1.13)
- Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. (7.2.1)
- Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities. (USH.3.9)
- Explain the role of World War II as a catalyst for social change. (USH.5.8)
- Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980. (USH.7.8)
- Analyze the foreign and domestic consequences of U.S. involvement in Vietnam. (USH.7.9)

# Standards

- Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s. (USH.7.10)
- Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world. (USH.8.6)
- Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy. (USH.8.8)

## Geography

- Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. (7.3.3)
- Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (GHW.4.5)
- Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. (USG.4.8)
- Explain how the concept of “region” is used as a way of categorizing, interpreting and ordering complex information about Earth. (WG.2.3)
- Develop maps of human migration and settlement patterns at different times in history and compare them to the present. (WG.4.2)
- Evaluate the impact of human migration on physical and human systems. (WG.4.4)
- Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results. (WG.4.11)

## Massachusetts

### History

- Physical and political geography of modern Western Asia, the Middle East, and North Africa (6.T3a)
- Physical and political geography of Sub-Saharan Africa (6.T4a)
- Physical and political geography and indigenous populations of Central America and the Caribbean Islands (6.T5a)
- Physical and political geography of South America (6.T5b)
- Physical and political geography of Central and South Asia (7.T1a)
- Physical and political geography of East Asia (7.T2a)
- Physical and political geography of Southeast Asia and Oceania (7.T3a)

- Physical and political geography of Europe (7.T4a)

## Michigan

### History

- Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences. (WHG ERA 6 6.2.1)
- Global Crisis and Achievement, 1900-Present (7 WHG Era 7)
  - World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide. (7.2)
- Foreign Policy During the Cold War– compare the causes and consequences of the American policy of containment including: (USHG ERA 8 8.1.2)
  - the development and growth of a U.S. national security establishment and intelligence community.
  - the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
  - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
  - indirect (or proxy) confrontations within specific world regions.
  - the arms race and its implications on science, technology, and education.

## New Jersey

### History

- Explain how the Arab-Israeli conflict influenced American foreign policy. (6.1.12.A.12.c)
- Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure. (6.1.12.A.15.a)
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. (6.1.12.A.15.c)
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. (6.1.12.A.15.f)

# Standards

- Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. (6.1.12.D.12.a)

## North Carolina

### History

- Use historical thinking to analyze various modern societies. (NCES.7.H.1)
- Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization). (NCES.7.H.2.1)
- Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time. (NCES.AH1.H.1)
- Understand how imperialism and colonialism impacts culture. (NCES.WHUM.C.7)
- Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations). (NCES.8.C.1.1)

## Ohio

### History

- The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II. (MWH.AC.14)
- The American and French Revolutions influenced Latin American revolutions for independence. (MWH.AR.7)
- Industrialization had social, political and economic effects on Western Europe and the world. (MWH.AR.8)
- The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges. (MWH.G.27)
- The consequences of imperialism were viewed differently by the colonizers and the colonized. (MWH.I.11)

# Standards

## Texas

### History

- Describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror. (STAAR 1.11.A)

### Geography

- Analyze the causes and effects of changing demographic patterns resulting from immigration to the United States. (STAAR 2.13.B)
- The student understands the concept of region as an area of Earth's surface with related geographic characteristics. (TEKS WG.9)

## Virginia

### History

- The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries. (VUS.9)
- The student will apply social science skills to understand the United States' foreign policy during the Cold War era. (VUS.12)
- Examining the effects of the (WWII)war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948). (WHII.11.e)
- Describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh. (WHII.12.c)

### Geography

- The student will apply the concept of a region by (WG.3):
  - explaining how characteristics of regions have led to regional labels (WG.3.a);
  - describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants (WG.3.b);
  - developing and refining mental maps of world regions (WG.5.c);

# Standards

- recognizing cultural influences and landscapes (WG.5.d).
- The student will analyze the characteristics of the Latin American and Caribbean regions by (WG.6):
  - explaining important economic characteristics (WG.6.c);
  - recognizing cultural influences and landscapes (WG.6.d).
- The student will analyze the characteristics of the European region by (WG.7):
  - explaining important economic characteristics (WG.7.c);
  - recognizing cultural influences and landscapes (WG.7.d).
- The student will analyze the characteristics of the Russian and Central Asian regions by (WG.8):
  - explaining important economic characteristics (WG.8.c);
  - recognizing cultural influences and landscapes (WG.8.d).
- The student will analyze the characteristics of the Sub-Saharan African region by (WG.9):
  - explaining important economic characteristics (WG.9.c);
  - recognizing cultural influences and landscapes (WG.9.d).
- The student will analyze the characteristics of the North African and Southwest Asian regions by (WG.10):
  - explaining important economic characteristics (WG.10.c);
  - recognizing cultural influences and landscapes (WG.10.d).
- The student will analyze the characteristics of the South Asian and Southeast Asian regions by (WG.11):
  - explaining important economic characteristics (WG.11.c);
  - recognizing cultural influences and landscapes (WG.11.d).
- The student will analyze the characteristics of the East Asian region by (WG.12):
  - explaining important economic characteristics (WG.12.c);
  - recognizing cultural influences and landscapes (WG.12.d).
- The student will analyze the characteristics of the Australian and Pacific Islands regions by (WG.13):
  - explaining important economic characteristics (WG.13.c);
  - recognizing cultural influences and landscapes (WG.13.d).
- The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by (WG.14):
  - examining demographic data to determine the relative level of development (WG.14.a);
  - distinguishing between developed and developing countries

# Standards

- The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by (WG.15 – Geography):
  - determining how human migration and cultural diffusion influence the current human characteristics of places and regions (WG.15.b).