



Correlation of  
**United States History and Geography: Modern Times**  
to the Revised NCSS Thematic Strands

The revised standards continue to be focused on ten themes, like the original standards. They represent a way of categorizing knowledge about the human experience, and they constitute the organizing strands that should thread through a social studies program.

| Theme and Learning Expectation |  | Student Edition Chapter/Lesson  |
|--------------------------------|--|---|
| <b>1. CULTURE</b>              |  |   |
| 1.                             | “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;                   | Chapter 1, Lessons 1–5; Chapter 2, Lessons 1–2; Chapter 4, Lesson 1; Chapter 18, Lesson 1 |
| 2.                             | Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;                                  | Chapter 4, Lesson 1; Chapter 11, Lesson 3   |
| 3.                             | That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values and behavior patterns; | Chapter 8, Lessons 1–5; Chapter 14, Lesson 2  |
| 4.                             | How culture develops and changes in ways that allow human societies to address their needs and concerns;   | Chapter 6, Lesson 1; Chapter 18, Lesson 1   |
| 5.                             | That individuals learn the elements of their culture through interpersonal and collective experience;  | Chapter 2, Lessons 1–3; Chapter 14, Lesson 2  |
| 6.                             | How people from different cultures develop diverse cultural perspectives and frames of reference;  | Chapter 17, Lesson 2  |
| 7.                             | That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross–cultural understanding;                                    | Chapter 2, Lessons 1–3; Chapter 5, Lesson 1; Chapter 6, Lesson 1                          |
| 8.                             | That awareness and knowledge of other cultures is important in a connected society and an interdependent world;  | Chapter 2, Lessons 1–3  |
| 9.                             | That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.                                     | Chapter 2, Lessons 1–3; Chapter 17, Lesson 2  |



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| Theme and Learning Expectation         |  | Student Edition Chapter/Lesson   |
|--|--|--|
| <b>2. TIME, CONTINUITY, AND CHANGE</b> |  |  |
| <b>1.</b>                              | Different interpretations of the history of societies, cultures, and humankind;  | Chapter 5, Lesson 1  |
| <b>2.</b>                              | Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives;   | Chapter 4, Lesson 1; Chapter 5, Lessons 1–3; Chapter 7, Lesson 2; Chapter 11, Lesson 3; Chapter 12, Lessons 1–4; Chapter 13, Lessons 1–4; Chapter 14, Lessons 1–3; Chapter 17, Lesson 1; Chapter 22, Lessons 1–4 |
| <b>3.</b>                              | That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian;  | Chapter 6, Lesson 1  |
| <b>4.</b>                              | Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g., the history of democratic principles and institutions, the development of political and economic philosophies; the rise of modern nation–states, and the establishment and breakdown of colonial systems); | Chapter 1, Lessons 1–2; Chapter 4, Lesson 3; Chapter 5, Lessons 1–3  |
| <b>5.</b>                              | The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;   | Chapter 1, Lessons 1–5; Chapter 11, Lessons 1–3; Chapter 17, Lessons 1–3; Chapter 18, Lessons 2–3; Chapter 19, Lessons 1–5; Chapter 20, Lesson 2; Chapter 21, Lessons 1–3; Chapter 22, Lesson 1                  |
| <b>6.</b>                              | Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world;   | Chapter 3, Lessons 1–4; Chapter 4, Lessons 1 & 4; Chapter 13, Lesson 1; Chapter 22, Lesson 1   |
| <b>7.</b>                              | The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;  | Chapter 1, Lessons 1–2; Chapter 3, Lessons 1–4; Chapter 4, Lesson 3; Chapter 11, Lessons 1–3; Chapter 16, Lessons 1–3; Chapter 19, Lesson 1; Chapter 22, Lesson 1  |
| <b>8.</b>                              | The importance of knowledge of the past to an understanding of the present and to informed decision–making about the future.   | Chapter 6, Lessons 1–3; Chapter 10, Lessons 1–3; Chapter 17, Lesson 3; Chapter 22, Lesson 1  |



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| Theme and Learning Expectation             |  | Student Edition Chapter/Lesson   |
|--|--|--|
| <b>3. PEOPLE, PLACES, AND ENVIRONMENTS</b> |  |  |
| 1.   | The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; | Chapter 2, Lessons 1–3; Chapter 3, Lesson 1; Chapter 9, Lesson 2; Chapter 17, Lesson 1   |
| 2.   | Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;  | Chapter 10, Lesson 1; Chapter 17, Lessons 1 & 3; Chapter 20, Lesson 1  |
| 3.   | Consequences of changes in regional and global physical systems, such as seasons, climate, and weather, and the water cycle;   | Chapter 2, Lessons 1–2; Chapter 9, Lesson 2  |
| 4.   | The causes and impact of resource management, as reflected in land use, settlement patterns, and ecosystem changes;  | Chapter 2, Lessons 1–3; Chapter 3, Lessons 1–2; Chapter 10, Lesson 1   |
| 5.   | The cultural diffusion of customs and ideas:   | Chapter 1, Lesson 1; Chapter 13, Lessons 3–4   |
| 6.   | The social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;  | Chapter 2, Lessons 1–2; Chapter 9, Lesson 2; Chapter 22, Lesson 3  |
| 7.   | Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;  | Chapter 2, Lessons 1–3; Chapter 5, Lessons 2–3; Chapter 12, Lessons 1–4; Chapter 13, Lessons 1–4; Chapter 15, Lessons 1–2; Chapter 16, Lessons 1–3; Chapter 20, Lesson 1; Chapter 21, Lesson 2     |
| 8.   | The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time.                            | Chapter 4, Lessons 1–5; Chapter 5, Lessons 1–3; Chapter 7, Lessons 1–4; Chapter 9, Lessons 1–3; Chapter 11, Lessons 1–3; Chapter 12, Lessons 2–3; Chapter 13, Lessons 1–4; Chapter 14, Lessons 1–3 |



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|---|--|--|
| <b>4. INDIVIDUAL DEVELOPMENT AND IDENTITY</b> |  |  |
| <b>1.</b>                                     | The theme of individual development and identity helps us know about different theories explaining individual development and identity;  | Chapter 2, Lesson 3                      |
| <b>2.</b>                                     | Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership; | Chapter 3, Lesson 4; Chapter 8, Lesson 3 |
| <b>3.</b>                                     | Factors, both genetic and environmental, that contribute to individual development and identity;   | Chapter 21, Lesson 2                     |
| <b>4.</b>                                     | That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity;                                       | Chapter 20, Lesson 1                     |
| <b>5.</b>                                     | The variety of factors that contribute to and harm the mental health of individuals;   | Chapter 2, Lesson 3                      |
| <b>6.</b>                                     | That each individual has personal connections to time and place.   | Chapter 2, Lesson 3                      |



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|---|---|--|
| <b>5. INDIVIDUALS, GROUPS, AND INSTITUTIONS</b> |   |  |
| <b>1.</b>                                       | This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions; | Chapter 15, Lesson 3; Chapter 21, Lesson 2   |
| <b>2.</b>                                       | Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender;          | Chapter 4, Lesson 5; Chapter 5, Lessons 1–3; Chapter 8, Lessons 1–5; Chapter 11, Lesson 3; Chapter 16, Lessons 1–3   |
| <b>3.</b>                                       | The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;  | Chapter 4, Lesson 1; Chapter 6, Lessons 1–3; Chapter 8, Lessons 1–5; Chapter 11, Lessons 1–2; Chapter 16, Lessons 1–3  |
| <b>4.</b>                                       | How the various forms of groups and institutions change over time;  | Chapter 16, Lessons 1–3  |
| <b>5.</b>                                       | The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;  | Chapter 6, Lessons 1–3; Chapter 8, Lessons 1–5; Chapter 17, Lesson 2; Chapter 21, Lesson 1; Chapter 22, Lesson 1   |
| <b>6.</b>                                       | How the beliefs of dominant groups tend to become norms in a society;   | Chapter 8, Lesson 3  |
| <b>7.</b>                                       | How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups;   | Chapter 15, Lesson 1; Chapter 16, Lessons 1–2; Chapter 18, Lessons 2–3; Chapter 19, Lesson 4   |
| <b>8.</b>                                       | How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.  | Chapter 6, Lessons 1–3; Chapter 8, Lesson 5; Chapter 9, Lesson 3; Chapter 14, Lesson 3; Chapter 16, Lesson 3; Chapter 18, Lessons 1–3; Chapter 19, Lessons 4 & 5; Chapter 20, Lesson 3 |



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|--|---|--|
| <b>6. POWER, AUTHORITY, AND GOVERNANCE</b> |   |  |
| <b>1.</b>                                  | The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified;   | Chapter 15, Lesson 1; Chapter 16, Lessons 1–2  |
| <b>2.</b>                                  | Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism); | Chapter 10, Lesson 1; Chapter 15, Lesson 1; Chapter 16, Lessons 1–3  |
| <b>3.</b>                                  | Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);   | Chapter 1, Lesson 2  |
| <b>4.</b>                                  | The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States;   | Chapter 7, Lesson 1; Chapter 11, Lesson 1  |
| <b>5.</b>                                  | Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;   | Chapter 4, Lesson 2; Chapter 6, Lessons 1–3; Chapter 10, Lessons 1–3; Chapter 12, Lessons 1–4; Chapter 13, Lessons 1–4; Chapter 15, Lesson 1; Chapter 16, Lessons 1–3; Chapter 17, Lessons 1–3; Chapter 18, Lessons 1–3; Chapter 19, Lessons 1 & 3; Chapter 20, Lesson 2 |
| <b>6.</b>                                  | Ideas, theories, and modes of inquiry drawn from political science.   | Chapter 4, Lesson 4  |



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|---|---|---|
| <b>7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b> |   |   |
| 1.  | Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict;             | Chapter 5, Lesson 3; Chapter 9, Lessons 1 & 3; Chapter 14, Lesson 3; Chapter 18, Lesson 3; Chapter 19, Lesson 3                     |
| 2.  | The causes and effects of inflation;  | Chapter 19, Lesson 3; Chapter 20, Lesson 2  |
| 3.  | That regulations and laws (for example, on property rights and contract enforcement) affect incentives for people to produce and exchange goods and services; | Chapter 7, Lesson 2; Chapter 9, Lesson 1; Chapter 10, Lessons 1–3; Chapter 12, Lesson 1; Chapter 14, Lesson 1; Chapter 20, Lesson 2 |
| 4.  | Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate;                        | Chapter 3, Lessons 1–4; Chapter 12, Lesson 1  |
| 5.  | The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank);                              | Chapter 6, Lesson 3; Chapter 8, Lesson 1; Chapter 9, Lessons 1 & 3; Chapter 10, Lessons 1–3   |
| 6.  | How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices of goods and services;                  | Chapter 3, Lessons 1–4; Chapter 9, Lessons 1 & 3; Chapter 14, Lessons 1–2; Chapter 19, Lesson 3; Chapter 20, Lesson 3               |
| 7.  | How interest rates rise and fall in order to maintain a balance between loans and amounts saved;  | Chapter 9, Lesson 1; Chapter 19, Lesson 3   |
| 8.  | How markets fail, and the government response to these failures;  | Chapter 3, Lessons 1–4; Chapter 9, Lessons 1–3; Chapter 10, Lessons 1–3; Chapter 11, Lesson 1; Chapter 22, Lesson 1                 |
| 9.  | Various measures of national economic health (e.g., GNP, GDP, and the unemployment rate).   | Chapter 10, Lessons 1–3; Chapter 22, Lesson 1   |



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|--|--|--|
| <b>8. SCIENCE, TECHNOLOGY, AND SOCIETY</b> |  |  |
| <b>1.</b>                                  | Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks;                                 | Chapter 3, Lessons 1–2   |
| <b>2.</b>                                  | Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;                       | Chapter 6, Lessons 1–2; Chapter 13, Lesson 4; Chapter 17, Lesson 1; Chapter 19, Lesson 5; Chapter 21, Lesson 3 |
| <b>3.</b>                                  | That the world is media saturated and technologically dependent;   | Chapter 20, Lesson 3   |
| <b>4.</b>                                  | Consequences of science and technology for individuals and societies;  | Chapter 1, Lesson 3; Chapter 3, Lessons 1–2; Chapter 7, Lesson 3; Chapter 14, Lesson 2                         |
| <b>5.</b>                                  | Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints; | Chapter 6, Lessons 1–2; Chapter 12, Lesson 4   |
| <b>6.</b>                                  | Prediction, modeling, and planning are used to focus advances in science and technology for positive ends;   | Chapter 3, Lessons 1–2   |
| <b>7.</b>                                  | Findings in science and advances in technology sometimes create ethical issues that test our standards and values;   | Chapter 12, Lesson 4   |
| <b>8.</b>                                  | The importance of the cultural contexts in which media are created and received;   | Chapter 14, Lesson 2   |
| <b>9.</b>                                  | Science, technology, and their consequences are unevenly available across the globe;   | Chapter 21, Lesson 3   |
| <b>10.</b>                                 | Science and technology have contributed to making the world increasingly interdependent;   | Chapter 21, Lesson 3   |





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| <b>8. SCIENCE, TECHNOLOGY, AND SOCIETY</b> |  |                                |
| <b>11.</b>                                 | That achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences; | Chapter 14, Lesson 2           |
| <b>12.</b>                                 | Developments in science and technology may help to address global issues.  | Chapter 21, Lesson 3           |

| Theme and Learning Expectation |  | Student Edition Chapter/Lesson  |
|--------------------------------|--|---|
| <b>9. GLOBAL CONNECTIONS</b>   |  |   |
| <b>1.</b>                      | Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;                                     | Chapter 21, Lesson 3  |
| <b>2.</b>                      | The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws); | Chapter 5, Lessons 1–3; Chapter 7, Lesson 4; Chapter 8, Lesson 1; Chapter 12, Lesson 4; Chapter 13, Lessons 2 & 4; Chapter 15, Lesson 2; Chapter 21, Lesson 3 |
| <b>3.</b>                      | Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface;   | Chapter 7, Lesson 1; Chapter 8, Lesson 1; Chapter 11, Lesson 1; Chapter 13, Lesson 1–4  |
| <b>4.</b>                      | The actions of people, communities, and nations have both short– and long–term effects on the biosphere and its ability to sustain life;   | Chapter 17, Lesson 1; Chapter 19, Lesson 5  |
| <b>5.</b>                      | The causes and consequences of various types of global connections;  | Chapter 5, Lessons 1–3; Chapter 7, Lesson 1; Chapter 8, Lesson 1; Chapter 11, Lesson 1; Chapter 20, Lesson 4  |
| <b>6.</b>                      | Technological advances can both improve and detract from the quality of life;  | Chapter 3, Lessons 1–3  |
| <b>7.</b>                      | Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.      | Chapter 7, Lesson 3; Chapter 8, Lesson 1; Chapter 20, Lesson 2; Chapter 21, Lessons 2–3   |



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|---------------------------------------|--|---|
| <b>10. CIVIC IDEALS AND PRACTICES</b> |  |   |
| <b>1.</b>                             | The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice;  | Chapter 16, Lessons 1–3   |
| <b>2.</b>                             | Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law;   | Chapter 7, Lessons 2 & 4; Chapter 15, Lesson 1; Chapter 18, Lessons 1–3; Chapter 19, Lesson 4 |
| <b>3.</b>                             | Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);   | Chapter 15, Lesson 1; Chapter 18, Lessons 1–3   |
| <b>4.</b>                             | Scholarly interpretations of key documents that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Declaration of Sentiments in Seneca Falls, New York, the Gettysburg Address, the Letter from Birmingham Jail; and international Documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children); | Chapter 1, Lessons 2–3  |
| <b>5.</b>                             | The origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals;  | Chapter 1, Lessons 1–5; Chapter 10, Lessons 1–3; Chapter 12, Lesson 4                         |
| <b>6.</b>                             | That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices;  | Chapter 10, Lessons 2; Chapter 18, Lessons 1–3  |
| <b>7.</b>                             | The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.   | Chapter 6, Lesson 1   |