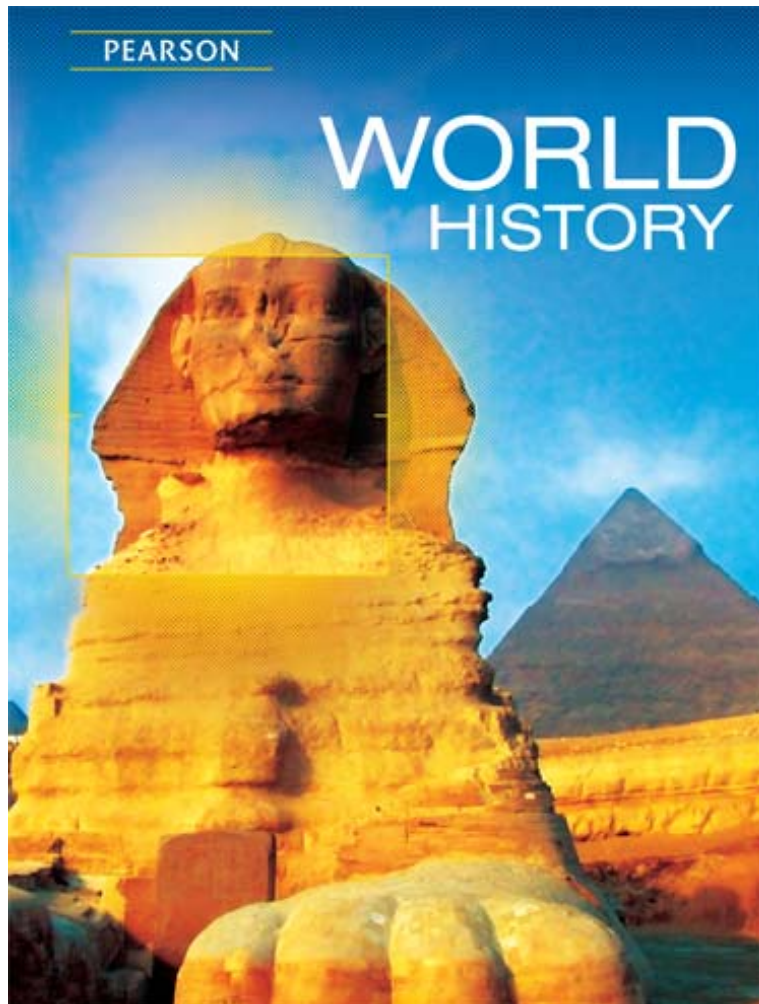


A Correlation of



**To the
Oregon Social Sciences Academic
Content Standards, History
High School**



**A Correlation of World History, Survey Edition, to the
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| History (Local, State, National, and World) [United States History Post Reconstruction – present & World History] | |
| Historical Knowledge | |
| HS.54 Evaluate continuity and change over the course of world and United States history. | <p>SE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; Sequence Events, 72, 74, 257, 619, 679, 872; Analyze Timeline, 7, 20, 166, 740; Cause and Effect (examples), 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 416, 418, 421, 434, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 690, 692, 694, 696, 77, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 877, 879, 880</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>21st Century Skills: Sequence, 959; Categorize, 960–961; Analyze Cause and Effect, 961–962; Draw Inferences, 966–967</p> <p><u>Digital Resources:</u> 21st Century Skills: Sequence; Categorize; Analyze Cause and Effect; Draw Inferences</p> |

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| <p>HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.</p> | <p>SE: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Recognize Ideologies, 320, 378; Evaluate Data, 331; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 568, 657, 885</p> <p>21st Century Skills: Analyze Cause and Effect, 961–962; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p>Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 434, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 603, 604, 609, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 690, 692, 694, 696, 701, 706, 709, 712, 716, 720, 724, 730, 761, 777, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 877, 879, 880, 883, 899, 904</p> <p>TE only: Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><u>Digital Resources:</u> 21st Century Skills: Analyze Cause and Effect; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> |

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| <p>HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.</p> | <p>SE: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74 ; Democracy Evolves in Athens, 134–136; Greek Thinkers, Artists, and Writers, 142–147; The Origins of Christianity, 178–184; The Medieval Christian Church, 203–210; New Knowledge Reaches Europe, 233–234; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; Christianity Takes Hold & Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu–Muslim Differences, 310; Renaissance Humanism, 351; The Enlightenment, 452–459 Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512</p> <p>Topic 2 Assessment; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (11. Identify Origins, Influences, and Contributions), 491; Topic 13 Assessment (1. Identify the Historical Origins, Characteristics, and Influences), 530; (2. Identify the Historical Origins and Characteristics), 530; (4. Explain the Collapse), 530; (16. Identify the Contributions and Influence), 532</p> <p>TE only: Topic Inquiry: Create a Graphic Novel Spread About Medieval Christian Europe, 176–177; The Battle of Tours, 232–233</p> <p><u>Digital Resources:</u> Social Studies Core Concepts: Culture – What Is Culture?; Religion Interactive Primary Sources: Analects, Confucius; Psalm 23; The Quran; The Republic, Plato; Politics, Aristotle</p> |

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| <p>HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.</p> | <p>SE: Democracy Evolves in Athens, 134–136; Myths and Beliefs, 137; Legacy of Greek Myths, 137 ; Greek Thinkers, Artists, and Writers, 142–147; The Early Roman Republic, 159–160; The Legacy of Rome, 173–177; Learning Literature and Arts of the Middle Ages, 231–237; Achievements of Muslim Civilization, 269–275; Literature and the Arts, 278; A Center of Art and Trade, 279; The Scientific Revolution, 374–378; The Enlightenment, 452–459; The Industrial Revolution Begins, 496–503; Social Impact of Industrialism, 504–512; The Second Industrial Revolution, 513–519; Advances in Transportation and Communication, 514–515; City Life Changes, 517–518; The Industrialized World, 873–880; Advances in Science and Technology, 900–904</p> <p>Topic 3 Assessment (8. Identify the Diffusion of Major Ideas in Technology), 97; Topic 5 Assessment (9. Identify the Contribution of Scientists; Interpret Written Presentations), 154; (10. Identify the Origin and Diffusion of Major Ideas), 154; Topic 6 Assessment (13. Identify Diffusion of Major Ideas), 186; Topic 7 Assessment (22. Explain Contributions), 253; Topic 15 Assessment (12. Explain the Roles of Military Technology), 642; (13. Explain the Roles of Transportation Technology), 642; (15. Explain the Role of Medical Advancements), 642; (16. Explain the Role of Communication Technology), 642</p> <p><u>Digital Resources:</u> Core Concepts–Culture: Science and Technology; Geography: People's Impact on the Environment</p> |

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| <p>HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.</p> | <p>SE: The Feudal Monarchs and the Church, 221–230; The Late Middle Ages: A Time of Upheaval, 239–243; European Conquests in the Americas, 397–405; Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Latin American Nations Win Independence, 545–549; The Unification of Germany, 550–556; The Unification of Italy, 557–560; Revolution in Russia, 667–672; Revolution and Nationalism in Latin America, 678–683; Nationalist Movements in Africa and the Middle East, 684–690; India Seeks Self-Rule, 691–694; Aggression, Appeasement, and War, 738–743; A New Global Conflict, 774–782; African Nations Win Independence, 821–828; Challenges for African Nations, 855–860; Latin American Nations Move Toward Democracy, 868–872; Terrorism and International Security, 894–899</p> <p>Topic 9 Assessment (10. Explain the Political and Social Impact), 347; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (7. Identify the Influence and Explain the Development), 490; (9. Explain Political Philosophies of Individuals), 491; Topic 13 Assessment (6. Explain Political and Economic Changes), 530; Topic 14 Assessment (1. Explain Political Changes), 587; Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 642</p> <p>TE only: Topic Inquiry: What Rights Should Everyone Have?, 404–405</p> <p><u>Digital Resources:</u> Core Concepts: Government and Civics – Conflict and Cooperation Interactive Primary Sources (examples): English Petition of Right; Two Treatises of Government; Anti-Federalist Papers; Federalist Papers; Glory and Hope; Tear Down This Wall</p> |

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| <p>HS.59 Analyze ideas critical to the development of social, labor, and political movements in history</p> | <p>SE: Early Greece, 126–130; The Greek City–States, 131–141; Greek Thinkers, Artists, and Writers, 142–147; Learning Literature and Arts of the Middle Ages, 231–238; The Late Middle Ages: A Time of Upheaval, 239–243; The Italian Renaissance, 350–356; The Renaissance in Northern Europe, 357–361; The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; The Scientific Revolution, 374–378; Triumph of Parliament in England, 444–451; The Enlightenment, 452–459; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Social Impact of Industrialism, 504–512; Latin American Nations Win Independence, 545–549; Nationalism in Eastern Europe and Russia, 579–586; The New Imperialism, 592–597; Revolution in Russia, 667–672; India Seeks Self–Rule, 691–694; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730; The Holocaust, 750–755; Latin American Nations Move Toward Democracy, 868– 872</p> <p>TE only: Topic Inquiry: What Rights Should Everyone Have?, 404–405</p> <p><u>Digital Resources:</u> Core Concepts: Government and Civics – Foundations of Government; Political Systems</p> <p>Interactive Primary Sources (examples): <i>English Petition of Right; Two Treatises of Government; Anti-Federalist Papers; Federalist Papers</i></p> |

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| <p>HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.</p> | <p>SE: The Peoples of North America, 116–120; Native American Allies, 406; Native Americans and Pilgrims, 401; Native American populations, 418</p> <p>Topic 4 Assessment (5. Compare Major Economic Developments and Create Graphs), 121; Topic 11 Assessment (6. Explain the Impact and Describe the Effects), 422</p> <p><u>Digital Resources:</u> Interactive Primary Sources: <i>Iroquois Constitution</i>; <i>I Will Fight No More Forever</i></p> |
| <p>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p> | <p>SE: Social Classes, 16; Hammurabi's Code, 33; Civil Law and Woman, 33–34; Organization of Egyptian Society, 52–53; The Caste System, 71–72; Democracy Evolves in Athens, 134–136, 139–140; The Early Roman Republic, 159–160; Roman Society, 160–161; Feudalism and the Manor Economy, 198–202; The Slave Trade and Its Impact on Africa, 411–416; The Enlightenment, 452–459; The American Revolution, 460–465; The Working Class Wins New Rights, 518–519; Democratic Reforms in Britain, 561–568; The New Imperialism, 592–597; European Colonies in Africa, 598–604 ; India Becomes a British Colony, 610–614; The Americas in the Age of Imperialism, 632–640; The Holocaust, 750–755; UN Charter and Human Rights, 889; Convention on Rights of the Child, 890</p> <p>Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p>TE only: Topic Inquiry: What Rights Should Everyone Have?, 404–405</p> |

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| <p>(Continued) HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p> | <p>(Continued) Digital Resources: Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p> <p>Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |
| <p>HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</p> | <p>SE: Europeans Gain Footholds in Asia, 390–396; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; World War I Begins, 646–651; The Rise of Nazi Germany, 725–737; Aggression, Appeasement, and War, 738–743; A New Global Conflict, 774–782; War in Southeast Asia, 796–800; The Cold War Ends, 801–806; African Nations Win Independence, 821–828; Conflicts in the Middle East, 837–849; Terrorism and International Security, 894–899</p> <p>Topic 11 Assessment (10. Explain Impact), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 15 Assessment (6. Identify Influences on European Imperialism), 641; (7. Explain Characteristics of European Imperialism), 641; (14. Identify Economic Motivations for European Imperialism), 642</p> |

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| <p>(Continued) HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</p> | <p>(Continued) Digital Resources: Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p> <p>Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |
| <p>HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</p> | <p>SE: The Caste System Shapes India, 71; Persecution of Christians, 181; Persecution (of Jewish communities), 208–209; Inquisition, 220; Native American Allies, 406; Native Americans and Pilgrims, 401; The Slave Trade and Its Impact on Africa, 411–416; Native American populations, 418; Ethnicity, 524, 814, 845, 877; Social Darwinism, 593; Impact of Slave Trade, 600; Paternalism, 600; African Resistance, 603; Armenian Genocide, 607; Diverse Views on Culture, 613; Maori Struggles, 631; Holocaust, 750–755; The Civil Rights Movement, 785; Other Groups Demand Equality, 786; Ethnic Cleansing, 873, 878–879; Threats to Indigenous Peoples, 891</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422; (12. Explain Impact), 422; (15. Explain Development and Impact), 423; Topic 15 Assessment (9. Explain Impact), 641; Topic 16 Assessment (11. Identify Examples), 674; Topic 20 Assessment (5. Identify Examples), 844; (16. Summarize the Reasons), 846; Topic 21 Assessment (17. Identify Examples), 907</p> |

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| <p>(Continued) HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</p> | <p>(Continued) Digital Resources: Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |
| <p>HS.64 Examine the development of the concepts of ethnicity and race.</p> | <p>SE: Ethnicity, 524, 814, 845, 877; Social Darwinism, 593; Impact of Slave Trade, 600; Paternalism, 600; African Resistance, 603; A New African Elite, 604; Armenian Genocide, 607; Diverse Views on Culture, 613; Maori Struggles, 631; A Rising Tide of African Nationalism, 685–686; The Rise of Pan–Arabism, 688; The Harlem Renaissance, 705–706; Holocaust, 750–755; The Civil Rights Movement, 785; Other Groups Demand Equality, 786; Ethnic Cleansing, 873, 878–879; Threats to Indigenous Peoples, 891</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422; (12. Explain Impact), 422; (15. Explain Development and Impact), 423; Topic 15 Assessment (9. Explain Impact), 641; Topic 16 Assessment (11. Identify Examples), 674; Topic 20 Assessment (5. Identify Examples), 844; (16. Summarize the Reasons), 846; Topic 21 Assessment (17. Identify Examples), 907</p> <p>Digital Resources: Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p> |

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| <p>(Continued) HS.64 Examine the development of the concepts of ethnicity and race.</p> | <p>(Continued) Interactive Primary Sources (examples): <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>Ain't I a Woman</i>, Sojourner Truth; <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe; <i>I Have a Dream</i>, Dr. Martin Luther King, Jr.; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |
| <p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.</p> | <p>SE: The Slave Trade and Its Impact on Africa, 411–416; Social Darwinism, 593; Impact of Slave Trade, 600; Paternalism, 600; Armenian Genocide, 607; Maori Struggles, 631; Holocaust, 750–755; The Civil Rights Movement, 785; Other Groups Demand Equality, 786; Ethnic Cleansing, 873, 878–879; The UN Charter and Human Rights, 889; Threats to Indigenous Peoples, 891; Convention on Rights of the Child, 890</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422; (12. Explain Impact), 422; (15. Explain Development and Impact), 423; Topic 15 Assessment (9. Explain Impact), 641; Topic 16 Assessment (11. Identify Examples), 674; Topic 20 Assessment (5. Identify Examples), 844; (16. Summarize the Reasons), 846; Topic 21 Assessment (17. Identify Examples), 907</p> <p>TE only: Topic Inquiry: What was the Impact of Imperialism on India, 550–551</p> <p><u>Digital Resources:</u> Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |

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| <p>HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.</p> | <p>SE: Primary Sources: <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 941–942; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 945–946; <i>The Diary of a Young Girl</i>, Anne Frank, 952–953; <i>Autobiography</i>, Kwame Nkrumah, 956; <i>Glory and Hope</i>, Nelson Mandela, 958</p> <p>The Slave Trade and Its Impact on Africa, 411–416; Ethnicity, 524, 814, 845, 877; Social Darwinism, 593; Impact of Slave Trade, 600; Paternalism, 600; African Resistance, 603; A New African Elite, 604; Armenian Genocide, 607; Diverse Views on Culture, 613; Maori Struggles, 631; A Rising Tide of African Nationalism, 685–686; The Rise of Pan–Arabism, 688; The Harlem Renaissance, 705–706; Holocaust, 750–755; The Civil Rights Movement, 785; Other Groups Demand Equality, 786; Ethnic Cleansing, 873, 878–879; Threats to Indigenous Peoples, 891</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422; (12. Explain Impact), 422; (15. Explain Development and Impact), 423; Topic 15 Assessment (9. Explain Impact), 641; Topic 16 Assessment (11. Identify Examples), 674; Topic 20 Assessment (5. Identify Examples), 844; (16. Summarize the Reasons), 846; Topic 21 Assessment (17. Identify Examples), 907</p> <p>TE only: Topic Inquiry: What was the Impact of Imperialism on India, 550–551</p> <p>Digital Resources: Interactive Primary Sources (examples): <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>Ain't I a Woman</i>, Sojourner Truth; <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe; <i>I Have a Dream</i>, Dr. Martin Luther King, Jr.; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p> |

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| HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context. | <p>SE: Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Primary Sources are embedded within the text (examples): 174, 180, 204, 217, 272, 329–330, 364, 445, 551, 653–654, 742, 745, 751, 797</p> <p>Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–780; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p>TE only: Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><u>Digital Resources:</u> 21st Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</p> |

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| <p>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</p> | <p>SE: <i>Topic Assessment questions related to research and developing written and oral presentations: (examples):</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Interpret Sources, 968; Create Databases, 968–969; Compare Viewpoints, 979–980; Participate in a Discussion or Debate, 983; Give an Effective Presentation, 983–984; Write an Essay, 984</p> <p>TE only: Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><u>Digital Resources:</u> 21st Century Skills: Analyze Primary and Secondary Sources; Interpret Sources; Create Databases; Compare Viewpoints; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources</p> |

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| <p>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</p> | <p>SE: <i>Arguments and Starting Points for Position Papers on Major Events</i>: Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; Participate in a Discussion or Debate, 983; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p> |

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| <p>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</p> | <p>SE: Learning About Our Past, 4–8; Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; Write about the Essential Question, 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p>21st Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> Core Concepts: History – How Do Historians Study History?</p> |
| Social Science Analysis | |
| <p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p> | <p>SE: <i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (16. Summarize Impact and Use a Problem–Solving Process), 906</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; Participate in a Discussion or Debate, 983; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> |

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| (Continued) HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses. | (Continued) Digital Resources: 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias |
| HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical). | SE: Write an Essay, 984; also see: Write about the Essential Question, 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907 Digital Resources: 21st Century Skills: Write an Essay; Publish Your Work; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence |
| HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information. | SE: <i>Primary Sources are often included with the Topic Assessment activities:</i> Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907 Primary Sources are embedded within the text (examples): 174, 180, 204, 217, 272, 329–330, 364, 445, 551, 653–654, 742, 745, 751, 797 Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743 Critical Thinking Questions: Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 657, 885 |

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| <p>(Continued) HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p> | <p>(Continued) 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–780; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><u>Digital Resources:</u> 21st Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</p> |
| <p>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p> | <p>SE: Express Problems Clearly, 407, 830, 836, 865; Solve Problems, 115, 703</p> <p><i>Topic Assessment questions related to decision-making:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p>Consider Citizen Participation: Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> |

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| <p>(Continued) HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p> | <p>(Continued) 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990</p> <p>TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p> <p><u>Digital Resources:</u> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p> |
| <p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> | <p>SE: Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p>21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><i>Topic Assessment questions related to decision-making:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p><u>Digital Resources:</u> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p> |

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| <p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p> | <p>SE: 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990</p> <p><i>Topic Assessment questions related to decision-making:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p>Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><u>Digital Resources:</u> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p> |

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| <p>HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p> | <p>SE: Topic 7 Assessment (23. Create Presentations), 253; Topic 12 Assessment (23. Create Visual Presentations), 493; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; Participate in a Discussion or Debate, 983; Compare Viewpoints, 983–984</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><u>Digital Resources:</u> 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Compare Viewpoints</p> |