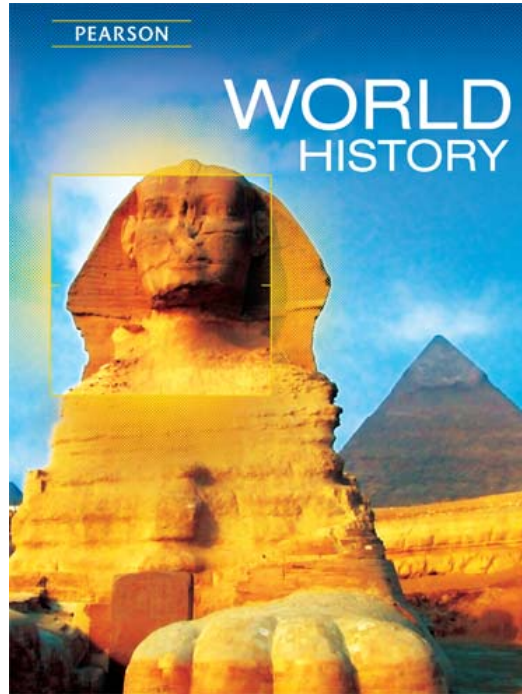


A Correlation of



Survey Edition

to the

**West Virginia Evaluation Criteria
Group I - Social Studies, World Studies**

Table of Contents

NON-NEGOTIABLE EVALUATION CRITERIA 3
GENERAL EVALUATION CRITERIA..... 5
SPECIFIC EVALUATION CRITERIA..... 31

PUBLISHER:	Pearson Education Inc.		
SUBJECT:	World Studies	SPECIFIC GRADE:	9-12
COURSE:	7010	TITLE	Pearson World History, Survey Edition
COPYRIGHT:	2016		
SE ISBN:	9780133328578	TE ISBN:	9780133307146

2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025
Group I – Social Studies
CCR World Studies

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
X		<p>1. INTER-ETHNIC The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The photos throughout World History, Survey Edition connect with an array of cultures and ethnicities with which a variety of students can identify. Sample references include: Photos: 1, 93, 145, 199, 243, 278, 314, 359, 427, 567, 594, 631, 821</p>
X		<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>A variety of races, colors, genders, nationalities, and potential religions are highlighted throughout World History, Survey Edition. Sample references include: Photos: 455, 497, 522, 563, 686, 699, 704, 758, 802, 833, 889</p>

X		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The digital course of <i>World History, Survey Edition</i> delivered through Pearson Realize gives teachers and students engaging content, embedded assessments, instant data, and flexible tools. Also see: Social Studies Reimagined, v-ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxxii; Interactive Primary Sources, xxxiii; Biographies, xxxiv; 21st Century Skills, xxxv; Atlas, xxxv</p>
X		<p>4. BIAS The instructional material is free of political bias.</p>	<p><i>World History, Survey Edition</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p>
X		<p>5. COMMON CORE The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>World History, Survey Edition</i> does not contain references to the Common Core academic standards.</p>

GENERAL EVALUATION CRITERIA

2019-2025
Group I – Social Studies
World Studies

INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:										
	A. Developing personal and educational skills										
SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; 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;	Thinking and Problem-Solving Skills <i>Social Studies Content:</i> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making);										

<p>(Continued)</p> <p>Topic 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Cause and Effect, 961; Interpret Sources, 968; Analyze Political Cartoon, 972–973; 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, 982–983; Participate in a Discussion or Debate, 983</p> <p>Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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>(Continued)</p>							
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SE: Topic Assessment, 20–22, 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

21st Century Skills: Interpret Sources, 968; Analyze Political Cartoon, 972–973; 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, 982–983; Participate in a Discussion or Debate, 983

Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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

2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students’ own lives and future situations; and

<p>SE: 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991</p> <p><i>Current Events (examples):</i> Topic 21 Assessment (13. Explain Influences), 906; (18. Describe Changing Roles), 907; (19. Explain), 907</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p>	<p>3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.</p>						
	<p align="center">Information and Communication Skills/Social Studies</p> <p align="center"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>						
<p>SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185;</p>	<p>4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;</p>						

<p>(Continued)</p> <p>Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Cause and Effect, 961; Interpret Sources, 968; Analyze Political Cartoon, 972–973; 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, 982–983; Participate in a Discussion or Debate, 983</p> <p>Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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>(Continued)</p>						
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SE: 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

Analyze Political Cartoons, 516, 524, 537, 554, 555, 559, 565, 571, 607, 637, 649, 661, 664, 708, 726, 739, 743

21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983

5. make informed, educated choices based on multiple perspectives, and

<p>SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; 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 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991</p> <p>TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p>	<p>6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.</p>						
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	<p align="center">Personal and Workplace Productivity Skills</p> <p align="center"><i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>						
<p>SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; 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 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Write an Essay, 984; Avoid Plagiarism, 985</p>	<p>7. conduct research, validate sources, and report ethically on findings;</p>						

<p>(Continued)</p> <p>TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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; Differentiate: Challenge, 616, 645</p>	<p>(Continued)</p>						
<p>SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxxii; Interactive Primary Sources, xxxiii; Biographies, xxxiv; 21st Century Skills, xxxv; Atlas, xxxv; Pearson Realize NBC Learn, 3, 25, 61, 101, 125, 157, 189, 255, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849</p> <p>TE only: Digital Start Up Activity (examples), 63, 95, 19, 645; Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p>	<p>8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						

<p>SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; 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 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Write an Essay, 984; Avoid Plagiarism, 985</p> <p>TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p>	<p>9. engage in self-directed and/or independent inquiry</p>						
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<p>TE only: Supporting English Language Learners (examples), 93, 117, 218, 247, 505; Topic Inquiry: Project-Based Learning, 4-5, 90-91, 176-177, 328-329, 604-605, 696-697; 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; Active Classroom (examples), 41, 97, 339, 509</p>	<p>10. Provide a variety of structures for working collaboratively; and</p>						
<p>SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (17. Identify the Influence of Ideas), 58; 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 12 Assessment (6. Explain the Political Philosophies), 490; Topic 14 Assessment (8. Describe How People Participated), 587</p>	<p>11. practice time-management and project management skills for problem based learning and group projects.</p>						

<p>(Continued) TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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>(Continued)</p>						
	<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student proficiency in content standards:</i></p>						
<p>SE: Section Objectives, 4, 9, 14, 26, 32, 40, 46, 62, 69, 75, 81, 89, 102, 111, 116, 126, 131, 142, 148, 158, 163, 173, 178, 190, 198, 203, 211, 221, 231, 239, 244, 256, 261, 269, 276, 281, 286, 292, 298, 308, 314, 321, 328, 332, 341, 350, 357, 362, 368, 374, 384, 390, 397, 406, 411, 417, 426, 435, 444, 452, 460, 466, 475, 482, 496, 504, 513, 520, 536, 545, 550, 557, 561, 569, 574, 579, 592, 598, 605, 610, 615, 620, 624, 632, 646, 652, 658, 667, 678, 684, 691, 695, 702, 713, 717, 725, 738, 744, 750, 756, 762, 774,</p>	<p>12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						

(Continued)

783, 791, 796, 801, 812, 821,
829, 837, 850, 855, 861, 868,
873, 881, 886

21st Century Skills: Sequence,
959; Categorize, 960; Analyze
Cause and Effect, 961; Compare
and Contrast, 962–963; Identify
Main Ideas and Details, 963;
Summarize, 964; Generalize,
965; Make Predictions, 965–966;
Draw Inferences, 966; Draw
Conclusions, 967–968; 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, 982–983;
Participate in a Discussion or
Debate, 983; Give an Effective
Presentation, 983–984; Write an
Essay, 984; Avoid Plagiarism,
985; Solve Problems, 985–986;
Make Decisions, 986–987

(Continued)

SE: Section Objectives & Key Terms, 4, 9, 14, 26, 32, 40, 46, 62, 69, 75, 81, 89, 102, 111, 116, 126, 131, 142, 148, 158, 163, 173, 178, 190, 198, 203, 211, 221, 231, 239, 244, 256, 261, 269, 276, 281, 286, 292, 298, 308, 314, 321, 328, 332, 341, 350, 357, 362, 368, 374, 384, 390, 397, 406, 411, 417, 426, 435, 444, 452, 460, 466, 475, 482, 496, 504, 513, 520, 536, 545, 550, 557, 561, 569, 574, 579, 592, 598, 605, 610, 615, 620, 624, 632, 646, 652, 658, 667, 678, 684, 691, 695, 702, 713, 717, 725, 738, 744, 750, 756, 762, 774, 783, 791, 796, 801, 812, 821, 829, 837, 850, 855, 861, 868, 873, 881, 886

TE Only: Supporting English Language Learners (examples), 93, 117, 218, 247, 505; Topic Inquiry: Project-Based Learning, 4-5, 90-91, 176-177, 328-329, 604-605, 696-697; 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

13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

<p>SE: Critical Thinking (examples): Draw Conclusions, 120, 141, 172, 206; Infer, 152; Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848</p> <p>21st Century Skills: Make Predictions, 965–966; Draw Inferences, 966; Draw Conclusions, 967–968</p>	<p>14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.</p>						
<p>SE: Analyze Data (examples), 270, 289, 326, 331, 648; Analyze Graphs (examples), 405, 517, 623, 680, 718, 875; Analyze Maps (examples), 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543</p>	<p>15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).</p>						

<p>(Continued) 21st Century Skills: Create Databases, 968–969; Analyze Data and Models, 969–970; Read Charts, Graphs, and Tables, 970–971; Create Charts and Maps, 971–972; Analyze Political Cartoon, 972–973; Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p>	<p>(Continued)</p>							
<p>SE: Critical Thinking Questions: Identify Cause and Effect (examples), 147, 172, 202, 260, 268, 280, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 437, 441; Identify Patterns, 110, 112, 396, 405, 410, 503, 512, 704, 893 Identify Steps in a Process, 141, 389, 396, 416, 421; Analyze Timeline, 7, 20, 166, 512, 740 21st Century Skills: Sequence, 959; Categorize, 951; Analyze Cause and Effect, 961</p>	<p>16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (e.g. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)</p>							

<p>SE: Arguments and Starting Points for Position Papers on Major Events: 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>Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Give an Effective Presentation, 983–984; Write an Essay, 984; Solve Problems, 985–986; Make Decisions, 986–987</p>	<p>17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.</p>							
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<p>(Continued) TE only: Topic Inquiry: Project-Based Learning, 4-5, 90-91, 176-177, 328-329, 604-605, 696-697; 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>(Continued)</p>							
<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, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; <i>See all</i> Topic Assessments (Write About the Essential Question), 22, 58, 98, 123, 155, 186, 253, 304, 347, 380, 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p>	<p>18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.</p>							

TE only: Differentiate (examples): Extra Support, 58, 102, 249, 290, 513, 533; Special Needs, 121, 315, 615; Challenge/Gifted, 59, 95, 220, 310, 501, 616, 645; Supporting English Language Learners (examples), 55, 67, 93, 117, 218, 247, 505; Active Classroom (examples), 41, 97, 339, 509; Vocabulary Development (examples), 125, 350, 645; Further Instruction (examples), 98, 227, 346; Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; 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

19. Provide resources for intervention, enrichment, and to allow for personalized learning.

<p>SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxxii; Interactive Primary Sources, xxxiii; Biographies, xxxiv; 21st Century Skills, xxxv; Atlas, xxxv; Pearson Realize NBC Learn, 3, 25, 61, 101, 125, 157, 189, 255, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849</p> <p>TE only: Digital Start Up Activity (examples), 63, 95, 19, 645</p>	<p>20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.</p>								
	<p>C. Career Development/Life Planning/Global Citizenship <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>								
<p>TE only: Project-Based Learning (Video Game Developer), 4–5; (Geographer), 90–91; (Graphic Artist and Author), 176–177; (Website Developer), 328–329; (Documentarian), 604–605; (Researcher and Multimedia Presenter), 696–697</p>	<p>21. Develop Career Awareness</p>								

<p>SE: Advances in Science and Technology, 900–904; 21st Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991</p> <p>TE only: Project-Based Learning (Video Game Developer), 4–5; (Geographer), 90–91; (Graphic Artist and Author), 176–177; (Website Developer), 328–329; (Documentarian), 604–605; (Researcher and Multimedia Presenter), 696–697</p>	<p>22. Explore Career and Life Plans</p>							
<p>SE: Topic Assessment, 20–22, 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; 21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Being an Informed Citizen, 987; Political Participation, 988</p>	<p>23. Acquire a Diverse and Knowledgeable World View.</p>							

<p>(Continued) TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p>	<p>(Continued)</p>							
<p>SE: Social and Environmental Issues, 886–893; 21st Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991</p> <p>Topic 12 Assessment (17. Assess the Degree), 492; Topic 21 Assessment (18. Describe Changing Roles), 907</p> <p>TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p>	<p>24. Promote Social Justice</p>							
<p>SE: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991</p>	<p>25. Promote Responsible Leadership</p>							

<p>(Continued) TE only: Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729; Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p>	<p>(Continued)</p>							
<p>SE: Paying Taxes, 990–991; Globalization and Trade, 881–885</p>	<p>26. Promote Financial Responsibility</p>							
	<p>D. Assessment</p>							
<p>SE: <i>Topic Assessment:</i> (questions and activities), 20–22, 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; Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434,</p>	<p>27. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.</p>							

<p>(Continued)</p> <p>443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893; Ongoing Assessment Question (examples), 161, 233, 277, 333, 461, 515</p>	<p>(Continued)</p>								
	<p>E. Organization, Presentation and Format</p>								
<p>SE: Table of Contents, x-xxxi; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; Ongoing Assessment Question (examples), 204, 262, 279, 502, 584, 748; Section Assessment, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604</p>	<p>28. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.</p>								

<p>(Continued) TE only: Differentiate (examples): Extra Support, 58, 102, 249, 290, 314, 503, 513, 533 Special Needs, 121, 225, 315, 615 Challenge/Gifted, 59, 95, 220, 237, 273, 310, 501, 509, 616, 645; Supporting English Language Learners, 55, 67, 93, 117, 218, 247, 505; 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>(Continued)</p>							
<p>SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxxii; Interactive Primary Sources, xxxiii; Biographies, xxxiv; 21st Century Skills, xxxv; Atlas, xxxv; Pearson Realize NBC Learn, 3, 25, 61, 101, 125, 157, 189, 255, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849</p> <p>TE only: Digital Start Up Activity (examples), 63, 95, 19, 645</p>	<p>29. The use of media enhances instruction and learning.</p>							

SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxxii; Interactive Primary Sources, xxxiii; Biographies, xxxiv; 21st Century Skills, xxxv; Atlas, xxxv

30. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).

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SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

World Studies

The following four areas of social studies form the majority of the high school courses that are not content specific (e.g. geography and economics):

Civics

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. Students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Economics

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

Geography

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standards stress the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

History

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

College- and Career-Readiness Indicators for Social Studies

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political and social structures of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
<p>SE: 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 Enlightenment, 452–459; The American Revolution, 460–465; Democratic Reforms in Britain, 561–568; The United States Constitution, 910-922</p> <p><i>21st Century Skills:</i> Being an Informed Citizen, 987; Political Participation, 988; Voting, 988-989; Serving on a Jury, 989-990</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>1. Describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems).</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 Enlightenment, 452-459; The American Revolution, 460-465; Democratic Reforms in Britain, 561-568; The United States Constitution, 910-922</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>2. Analyze and connect the status, roles and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.</p>							
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<p>SE: Hammurabi's Code, 33; Magna Carta, 140, 221, 230, 252, 224, 409, 480; Twelve Tables of Rome, 160; Justinian Code, 192; Absolute Monarchy in Spain and France, 426-434; English Bill of Rights, 444, 449-451; Revolution in Russia, 667-672; New Forces in China and Japan, 695-701; Fascism Emerges in Italy, 713-716; The Soviet Union Under Stalin, 717-724; The Rise of Nazi Germany, 725-730; The United States Constitution, 910-922</p> <p>Topic 17 Assessment (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), 733; (16. Explain the Roles and Identify), 733</p>	<p>3. Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, <i>Magna Carta</i>, <i>English Bill of Rights</i>, <i>Articles of Confederation</i> and the <i>U.S. Constitution</i>).</p>							
<p>SE: Democracy Evolves in Athens, 134-136, 139-140; The Early Roman Republic, 159-160; Roman Society, 160-161; Magna Carta, 140, 221, 230, 252, 224, 409, 480; Twelve Tables of Rome, 160; Justinian Code, 192; Absolute Monarchy in Spain and France, 426-434; Triumph of Parliament in England, 444-451; Democratic Reforms in Britain, 561-568</p>	<p>4. Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems).</p>							

<p>SE: The United Nations is Formed, 767; Changes in NATO, 873–874; Treaties and Global Trade, 884; FEMA, 887; UN Charter and Human Rights, 889; Convention on Rights of the Child, 890</p> <p>Topic 18 Assessment (15. Explain the Significance of the United Nations), 770</p>	<p>5. Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).</p>							
B. Economics								
<p>SE: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212-213; Trade in the Muslim World, 269-270; Trade Grows Across the Sahara, 286-287; Analyze Maps, 287; Trading States of East Africa, 292-297; Analyze Maps, 293; Song Dynasty: The Growth of Trade, 316-317; Marco Polo Describes China, 323; Chinese Fleets Explore the Seas, 326-327; A Booming Economy, 338-339; Trade in the Southern Seas, 341-342; Globalization and Trade, 881–885</p>	<p>6. Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.</p>							

<p>(Continued)</p> <p>Topic 3 Assessment (14. Describe Major Effects), 98; Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p>	<p>(Continued)</p>							
<p>SE: Barter System, 12; Economic Growth (use of money), 84; Economy Based on Trade, 127; Economic Changes, 213–214; A Growing Demand for Goods, 218; Muslim Trade (gold and goods), 270; Gold Wealth of Ghana, 287; A Commercial Revolution, 418–420; Mercantilism, 420–421; Growth of a Money Economy, 596; Crash Leads to Collapse, 710; Traditional Economies, 851; Cash Crops or Food Crops?, 857; Global Economic Crisis, 882</p> <p>Topic 7 Assessment (17. Explain Social Impact), 253</p>	<p>7. Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.</p>							

<p>SE: A World Crossroads, 27; Job Specialization, 16; The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade in the Muslim World, 269–270; Trade Grows Across the Sahara, 286–287; Analyze Maps, 287; Trading States of East Africa, 292–297; Analyze Maps, 293; Song Dynasty: The Growth of Trade, 316–317; Marco Polo Describes China, 323; Chinese Fleets Explore the Seas, 326–327; A Booming Economy, 338–339; Trade in the Southern Seas, 341–342; Globalization and Trade, 881–885</p> <p>Topic 3 Assessment (14. Describe Major Effects), 98; Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p>	<p>8. Analyze the importance of family, labor specialization and regional commerce in the development of global trade systems.</p>						
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<p>SE: Rome Faces Invasions, 169–170; Why Did Rome Fall? 170–171; Economic Causes, 171–172; The Crusades, 216–218; The Effects of the Crusades, 218–219; The Reconquista, 219–220; The New Imperialism, 592–597; European Colonies in Africa, 598–604; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 624–631</p> <p>Topic 6 Assessment (12. Explain Impacts), 186; (14. Compare the Factors), 186; (15. Describe Major Effects of Events), 186;</p> <p>Topic 7 Assessment (16. Describe Interactions), 252; (19. Locate Places and Regions), 253; (21. Analyze Information), 253</p>	<p>9. Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism).</p>							
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D. Geography	
<p>SE: Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543, 549, 551, 575, 581, 601, 606, 617, 627, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879</p> <p>21st Century Skills: Create Charts and Maps, 971–972; Analyze Political Cartoon, 972–973; Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p>Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 7 Assessment (14. Interpret Thematic Maps), 252</p>	<p>10. Use different types of maps, terminology, and geographic tools to analyze features on Earth to investigate and solve geographic questions.</p>

<p>SE: Fertile Crescent, 26--28; Geography Shapes Egypt, 46-47; Geography of the Indian Subcontinent, 62-63; Geography Influences Chinese Civilization, 81-83; The Industrial Revolution Begins, 496-503; The Second Industrial Revolution, 513-519; 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</p>	<p>11. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.</p>							
<p>SE: The Neolithic Revolution, 9-13; Fertile Crescent, 26--28; Geography Shapes Egypt, 46-47; Geography of the Indian Subcontinent, 62-63; Geography Influences Chinese Civilization, 81-83</p> <p>21st Century Skills: Create Charts and Maps, 971-972; Analyze Political Cartoon, 972-973; Read Physical Maps, 973-974; Read Political Maps, 974-975; Read Special-Purpose Maps, 975-976; Use Parts of a Map, 977</p>	<p>12. Apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.</p>							

<p>(Continued) Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 7 Assessment (14. Interpret Thematic Maps), 252</p>	<p>(Continued)</p>							
<p>SE: Aryan Migration, 308; Ice Age, 102; The People of North America, 116–120; Alexander the Great and Hellenism, 148–152; The Roman Empire, 163–172; A Muslim Empire, 261–268; New Global Connections, 382–423</p> <p>Topic 17 Assessment (2. Describe the Spread), 731; Topic 20 Assessment (8. Identify Effects), 845</p>	<p>13. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.</p>							

<p>SE: Europeans Explore Overseas, 384-389; 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</p> <p>Topic 15 Assessment (14. Identify Economic Motivations for European Imperialism), 642</p>	<p>14. Explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.</p>							
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<p>SE: Analyze Maps (examples), 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879; Analyze Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 360, 366, 387, 415, 418, 419, 450, 468, 479, 505, 512, 538, 546, 577, 623, 636, 682, 757, 767, 778, 786, 787, 843; Analyze Data, 270, 289, 326, 331, 648; Analyze Graphs, 405, 517, 623, 680, 718, 875</p> <p>21st Century Skills: Create Databases, 968–969; Analyze Data and Models, 969–970; Read Charts, Graphs, and Tables, 970–971; Create Charts and Maps, 971–972; Analyze Political Cartoon, 972–973; Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p>	<p>15. Use maps, charts and graphs to depict the geographic implications of world events.</p>						
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	E. History						
<p>SE: Investigating Prehistory, 5–6; The Neolithic Revolution, 9–13; Civilization Begins, 14–19</p> <p>Topic 1 Assessment (2. Identify Characteristics of Civilizations), 20; (3. Identify and Describe Major Causes of Events), 20; (4. Identify Major Causes of Events), 20; (5. Identify Changes), 20; (8. Describe Major Effects), 21; (9. Identify Characteristics), 21; (11. Summarize the Impact of the Development of Farming), 22; (14. Analyze the Influence of Geographic Factors), 23</p>	<p>16. Demonstrate an understanding of prehistory, the concept of change over time and the emergence of civilization.</p> <ul style="list-style-type: none"> Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.) Detail and predict the causes and effects of the Agricultural Revolution. 						

<p>SE: Civilization Begins, 14–19; A Civilization Emerges in Sumer, 26–31; Empires in Mesopotamia, 32–39; Egyptian Civilization, 46–55; Early Civilization South Asia, 62–68; Ancient Civilization in China, 81–88</p> <p>Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; (16. Identify the Characteristics of Political Systems), 23; Topic 2 Assessment (1. Identify and Describe Major Events), 56; (5. Identify and Describe Major Events), 56; (9. Identify the Characteristics of Monarchies and Theocracies), 56; (10. Explain the Development of Government), 57; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97</p>	<p>17. Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve.</p> <ul style="list-style-type: none"> • Compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations. • Investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations. 						
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<p>SE: Early Civilization in South Asia, 62–68; Origins of Hinduism and Buddhism, 69–74; Two Major Belief Systems Take Root, 85–87; Ancient Civilization in China, 81–88; Strong Rulers Unite China, 89–95; Early Greece, 126–130; The Greek City-States, 131–141; Greek Thinkers, Artists, and Writers, 142–147; Alexander the Great and the Legacy of Greece, 148–152; The Roman Republic, 158–162; The Roman Empire: Rise and Decline, 163–172; The Legacy of Rome, 173–177; The Origins of Christianity, 178–184</p> <p>Topic Assessment (examples): Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (5. Identify Examples of Religious Influence), 96; Topic 5 Assessment (8. Analyze Architecture), 154; (9. (10. Identify the Origin and Diffusion of Major Ideas), 154; Topic 6 Assessment (1. Identify Characteristics), 185; (2. Describe Major Effects of Events), 185; (10. Summarize Fundamental Ideas and Institutions), 186</p>	<p>18. Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space.</p> <ul style="list-style-type: none"> • Compare and contrast the causes and effects of the rise and decline of classical civilizations. • Analyze the impact of religion on classical civilizations, including the rise and growth of Christianity and Hinduism, and the effects of their beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions on culture and politics. 						
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<p>SE: The Early Middle Ages, 190–197; Feudalism and the Manor Economy, 198–203; The Medieval Christian Church, 203–211; Economic Expansion and Change: The Crusades and After, 211–220; The Feudal Monarchs and the Church, 221–230; Learning Literature and Arts of the Middle Ages, 231–239; The Late Middle Ages: A Time of Upheaval, 239–243; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297; The Mongol Empire and Ming China, 321–327; Japan's Feudal Age, 336–340</p> <p>Topic 7 Assessment</p>	<p>19. Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change.</p> <ul style="list-style-type: none"> • Investigate and explain the influence of the Byzantine Empire, including the role the Empire played in preserving Hellenistic (Greek) learning. • Summarize the functions of feudalism and manorialism in Europe, China and Japan (including the creation of nation-states) as feudal institutions helped monarchies centralize power. • Outline the origins of religion in the Middle East and the changing role of women in that region through to the modern (or contemporary) period. • Identify and evaluate the individual, political, religious and economic roles in medieval society. • Analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades. • Summarize the economic, geographic and social influences of African and trans-Saharan trade, including education and the growth of cities. • Examine and assess the effects of warfare on society during the Middle Ages. 							
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<p>SE: 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; Europeans Explore Overseas, 384-389; 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</p> <p>Topic 10 Assessment; Topic 11 Assessment</p>	<p>20. Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment.</p> <ul style="list-style-type: none"> • Compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music and architecture). • Analyze the religious reformations and their effects on theology, politics and economics. • Summarize the origins and contributions of the scientific revolution. • Explain how European needs/wants for foreign products contributed to the Age of Exploration. • Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu.) 						
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<p>SE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; 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; The Age of Napoleon, 482–489; The Industrial Revolution Begins, 496–503; Social Impact of Industrialism, 504–512; The Second Industrial Revolution, 513–519; Changing Ways of Life and Thought, 520–529; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; The Unification of Germany, 550–556; The Unification of Italy, 557–560; Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573; Growth of the United States, 574–578; Nationalism in Eastern Europe and Russia, 579–586; 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;</p>	<p>21. Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries.</p> <ul style="list-style-type: none"> • Explain the long-term effects of political changes because of the emergence of strong monarchical governments. • Describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society. • Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.). • Illustrate the significant political, commercial and cultural changes that took place in China. • Compare the political actions of European, Asian and African nations in the era of imperial expansion. • Assess the impact of colonization on both the mother countries and their colonies. • Explain the causes and effects of political, social and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization on different countries and the effects of democratization. 						
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<p>(Continued) China and the West, 615-619; The Modernization of Japan, 620-623; Southeast Asia and the Pacific, 624-631; The Americas in the Age of Imperialism, 632- 640</p>	<p>(Continued)</p>							
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