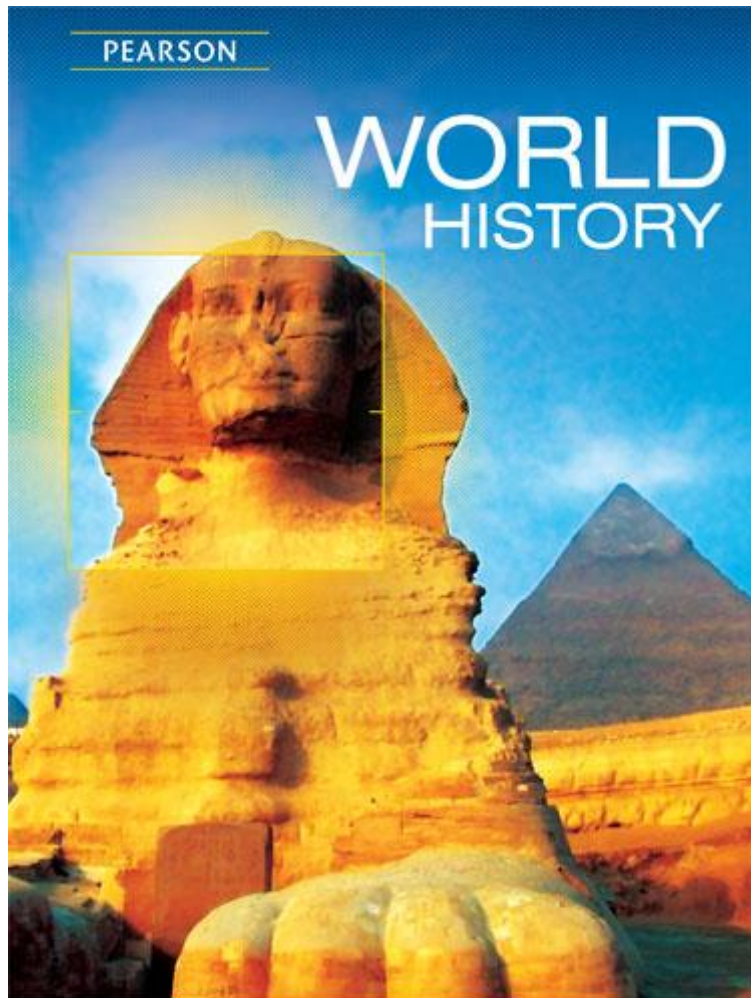


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Introduction

This document demonstrates how ***Pearson World History, ©2016*** meets Arizona’s Social Studies Standards for World History, High School.

Pearson is excited to announce its **NEW World History** program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The ***Pearson World History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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| Concept 1: Research Skills for History | |
| PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales. | SE/TE: Topic 1 Assessment, (1. Identify Major Causes of Events), 20; (13. Interpret Maps to Explain Geography), 22; Persian Empire, about 500 B.C., Analyze Maps, 36; Early Aegean Civilizations, c. 1600–1000 B.C., 130; Muslim Trade By The Numbers, Analyze Data, 270; Early Voyages if European Exploration, 1487-1609, Analyze Maps, 385; The Cycle of Economic Dependence in Latin America, Analyze Charts, 636; Acts of Aggression, Analyze Information, 740; Persecution Under the Nazis, 1933-1945; Analyze Information, 754 |
| PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time). | SE/TE: Investigating Prehistory, 5-6 |
| PO 3. <i>Formulate questions that can be answered by historical study and research.</i> | TE Only: Topic 2 Inquiry: Document-Based Question, What is the Function of Law?, 24-25; Topic 3 Inquiry: Document-Based Question, What Makes an Ordered Society?, 52-53; Topic 4 Inquiry: Project-Based Learning, Create an Online Historical Atlas, 90-91; Topic 21 Inquiry: Document-Based Question, How Do Developed and Developing Countries Differ?, 796-797 |

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| PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data. | <p>SE/TE: Topic 3 Assessment, (6. Analyze the Influence of Geographic Factors), Topic 4 Assessment, (5. Compare Major Economic Developments and Create Graphs), 121; Topic 5 Assessment, (14. Locate Places and Regions), 155; Topic 6 Assessment, (14. Compare the Factors), 186; Topic 7 Assessment, (23. Create Presentations), 253; Topic 14 Assessment, (13. Identify the Influence), 588; Topic 19 Assessment, (1. Explain Economic Collapse), 807; Topic 21 Assessment, (16. Summarize Impact and Use a Problem-Solving Process), 906; Create Charts and Maps, 971-972</p> <p>TE Only: Topic 4 Inquiry: Project-Based Learning, Create an Online Historical Atlas, 90-91; Topic 21 Inquiry: Document-Based Question, How Do Developed and Developing Countries Differ?, 796-797</p> |
| PO 5. Evaluate primary and secondary sources for: | |
| a. authors’ main points | SE/TE: Psalm 23, Assessment, (2. Determine Central Ideas), 935; <i>Politics</i> , Aristotle, Assessment, (2. Determine Central Ideas), 936; <i>Edicts</i> , Asoka, Assessment, (1. Determine Central Ideas), 937; <i>Analects</i> , Confucius, Assessment, (2. Determine Central Ideas), 938; The Quran, Assessment, (1. Determine Central Ideas), 939; <i>Democracy in America</i> , Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 950; <i>The Diary of a Young Girl</i> , Anne Frank, Assessment, (3. Determine Central Ideas), 953 |

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| b. purpose and perspective | SE/TE: Code of Hammurabi, Assessment, (1. Determine Author’s Purpose), 934; <i>First Letter to the Corinthians</i> , Paul, Assessment, (3. Determine Author’s Purpose), 939; The Magna Carta, Assessment, (1. Determine Author’s Purpose), 940; <i>Travels</i> , Ibn Battuta, Assessment, (2. Determine Author’s Purpose), 941; <i>The Destruction of the Indies</i> , Bartolomé de Las Casas, Assessment, (2. Determine Author’s Purpose), 941; <i>The Social Contract</i> , Jean-Jacques Rousseau, Assessment, (2. Determine Author’s Purpose), 945; Universal Declaration of Human Rights, Assessment, (2. Determine Author’s Purpose), 956; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (3. Determine Author’s Purpose), 958 |
| c. facts vs. opinions | SE/TE: <i>The Republic</i> , Plato, Assessment, (2. Distinguish Among Fact, Opinion, and Reasoned Judgment), (4. Distinguish Among Fact, Opinion, and Reasoned Judgment), 936; <i>Politics</i> , Aristotle, Assessment, (1. Distinguish Among Fact, Opinion, and Reasoned Judgment), 936 |
| d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) | SE/TE: Topic 7 Assessment, (10. Identify Impact), 252; Topic 8 Assessment, (9. Describe Interactions), 304; Breakthrough in Medicine and Chemistry, 376-378; Assessment, (1. Recognize Ideologies), (4. Synthesize), (5. Infer), 378; Topic 10 Assessment, (10. Explain Philosophies and Identify Characteristics), 379; Topic 14 Assessment, (16. Identify Origins), 588 TE Only: Topic 19 Inquiry: Civic Discussion, The Cold War, 728-729 |
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| PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. | SE/TE: Development and the Environment, 891-893; Assessment, (1. Infer), (2. Identify Patterns), 893; The Growing Threat of Terrorism, 895-897; Make Generalizations, 897; Topic 21 Assessment, (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), (2. Summarize Impact), (6. Explain the Significance), (7. Summarize Reasons), 905; (15. Summarize the Development), (16. Summarize the Impact and Use a Problem-Solving Process), 906; (19. Explain), 907 |
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| a. cause and effect | SE/TE: Analyze Cause and Effect, 961-962 |
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| <p>PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> | <p>SE/TE: The Ancient Israelites’ Unique Belief System, 40-41; Judaism’s Legacy, 43-45, Explain, 45; Assessment, Assessment, (5. Synthesize), 45; Topic 2 Assessment, (8. Describe the Development of Major Religions), 56; Hindu Beliefs Develop, 69-70; Summarize, 70; The Buddha’s Key Teachings, 71-72; Buddhism Spreads, 72-74; Assessment, (1. Summarize), (2. Identify Cause and Effect), (3. Summarize), (4. Summarize), (5. Sequence Events), 74; Buddhism Spreads to China, 95; Analyze Information, 95: Assessment, (5. Explain), 95; Topic 3 Assessment, (3. Describe the Spread of Major World Religions), (5. Identify Examples of Religious Influence), 96; (9. Describe the Development of Major Religions), 97; (12. Describe the Major Religious Influences on China), 98; The Teachings of Jesus, 179-180; Summarize, 180; Christianity Spreads, 181-182; Identify Supporting Ideas, 182; The Growth of the Christian Church, 182-184; Assessment, (1. Summarize), (2. Describe), 184; Topic 6 Assessment, (4. Describe Central Ideas and Major Religious/Philosophical Influences), 185; (6. Describe Historical Origins), 186; Muhammad and Early Islam, 256; Teachings of Islam, 258-259; Assessment, (2. Apply Concepts), 260; Islam Faces Challenges, 261</p> |

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| PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization: | |
| <p>a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire)</p> | <p>SE/TE: Geography Shapes Greek City-States, 131-133; Democracy Evolves in Athens, 134-136; Define, 136; Forces for Unity, 136-138; Identify, 138; The New Era of Alexander the Great, 148-149; Topic 5 Assessment, (2. Describe Major Influences), (3. Identify Characteristics), 153; (6. Identify Influence of Ideas), 153; (7. Summarize Development), (12. Summarize and Analyze the Origins of Western Institutions), 154; (13. Explain Development, 155; The Rise of the Roman Civilization, 158-159; The Early Roman Republic, 159-160; List 160; The Roman Republic, 161-162; Describe, 162; Assessment, (3. Summarize), 162; Roman Laws Unites the Empire, 177; Assessment, (3. Identify), (4. Summarize), (5. Analyze Information), 177</p> |
| <p>b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)</p> | <p>SE/TE: Homer and the Great Greek Legends, 128-130; Describe, 130; Roman Literature, History, and Philosophy, 173-174; Roman Art, Architecture, and Drama, 175; Roman Achievements in Science and Engineering, 175-176</p> |
| PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations: | |
| <p>a. development of concepts of government and citizenship (e.g., Confucianism, empire)</p> | <p>SE/TE: The Shang Dynasty Begins to Form China, 82-83; Summarize, 83; The Zhou Dynasty, 83-84, Religions Beliefs in Early China, 84-85; Two Major Belief Systems Take Root, 85-87; Assessment, (2. Synthesize), (Analyze Information), (4. Synthesize), 88; Shi Huangdi Unifies China, 89-91; The Han Dynasty Creates a Strong China, 91-94; The Han Golden Age, 94; Assessment, (4. Analyze Information), 95; Topic 3 Assessment, (4. Describe Historical Origins and Central Ideas), 96; (7. Describe the Spread of Major Religious and Philosophical Traditions), 97</p> |

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| b. scientific, mathematical, and technical advances (e.g., roads, aqueducts) | SE/TE: Chinese Rule Restored by the Ming, 324-326; Chinese Fleets Explore the Seas, 326-327; The Song Dynasty, 316-317; Assessment, (2. Determine Relevance), 320 |
| c. cultural advancements in art, architecture, literature, theater, and philosophy, | SE/TE: The Rich Culture of Tang and Song China, 3108-320; Assessment, (5. Analyze Information), 320 |
| Concept 3: World in Transition | |
| PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure). | SE/TE: Rome Faces Invasions, 169-170; Why Did Rome Fall?, 170-171; Economic Causes, 171-172; The Byzantine Empire Thrives, 190-191; The Crusades, 216-218; The Effects of the Crusades, 218-219; Umayyad Caliphs Create an Arab Empire, 263-265; New Rule Under the Abbasid Dynasty, 265-266; Decline of the Arab Empire, 267-268; Economic and Social Change, 269-271 |
| PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions. | SE/TE: Feudalism Develops, 198-199; Identify, 199; Manorialism, 200-202; Describe, 202; Feudal Monarchs Begin to Centralize Power, 221-222; Developing New Traditions of Government, 223-224; Describe, 224; The Black Death Spreads Across Europe, 238-239; Check Understanding, 239; Japan’s Feudal Age, 336-337; Apply Concepts, 337; A United Japan, 337-339; Japanese Feudal Culture Evolves, 339-340; Assessment, (3. Analyze Information), 340 |

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| <p>PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.</p> | <p>SE/TE: The Shang Dynasty Begins to Form China, 82-83; The Han Dynasty Creates a Strong China, 91-94; The Han Golden Age, 94; Connect, 94; Topic 3 Assessment, (13. Summarize Institutions), 98; The Powerful Inca Empire, 112-113; Inca Life, 113-115; Assessment, (3. Explain), 115; Topic 4 Assessment, (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123; The Rise of Roman Civilization, 158-159; The Roman Empire, 166-168; Explain, 168; The Roman Empire Splits, 168-169; Umayyad Caliphate Create an Arab Empire, 263-265; Decline of the Arab Empire, 267-268; Cause and Effect, 268; Assessment, (5. Cause and Effect), 268; Topic 8 Assessment, (5. & 8. Identify Major Cause and Effect), 303; (15. Identify Major Causes), 304; (16. Explain the Impact), 304; The Delhi Sultanate, 308-309; Mughal India, 312-313; Analyze Information, 313; Assessment (1. Identify Cause and Effect), (5. Explain), 313; Mongols Build an Empire, 321-322; Describe, 322; Mongols Rule China, 322-323; Describe, 323; Assessment, (1. Summarize), (2. Describe), 327; Topic 9 Assessment, (6. Identify Major Effects, 346; (10. Explain Political and Social Impact), 347; Motivations for the New Imperialism, 592-593; Summarize, 593; Types of Imperial Rule, 595; Compare and Contrast, 595; The Effects of Imperialism, 596-597; Categorize, 597; Assessment, (2. Cite Evidence), (3. Distinguish), (4. Summarize) 597; The Ottoman Empire Declines, 606-607; Describe, 607; European Imperialism in Persia, 608-609; Japan Builds an Empire, 623-624; Generate Explanations, 624; Assessment, (4. Identify Cause and Effect, 625; Topic 15 Assessment, (3. Identify Causes of European Imperialism), (4. Describe the Major Effects of European Imperialism), (5., 6., & 7. Identify the Major Influences on European Imperialism), (8. Explain Major Characteristics), 641</p> |

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| PO 4. Describe the interaction of European and Asian civilizations from the 12 th to the 16 th centuries: | |
| a. Crusades | SE/TE: The Crusades, 216-218; Analyze Information; 28; The Effects of the Crusades), 218-219; Summarize, 219; Assessment, (2. Determine Relevance), 220; Topic 7 Assessment, (16. Describe Interactions) 252; (21. Analyze Information), 253 |
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| a. rediscovery of Greek and Roman ideas | SE/TE: The Italian Renaissance, 350-351; The Renaissance Begins in Italy, 352-353; Identify Cause and Effect, 353 |
| b. humanism and its emphasis on individual potential and achievements | SE/TE: The Italian Renaissance, 350-351; Describe, 351; Art Flourishes in the Renaissance, 353-355; New Books Reflect Renaissance Themes, 355-356; Northern Renaissance Humanists and Writers, 358-360; Assessment, (4. Identify Central Ideas), 361 |

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| PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society. | SE/TE: SE/TE: Causes of the Reformation, 262-363; Analyze Information, 363; Martin Luther’s Protests Bring Change, 363-365; Draw Conclusions, 365; John Calvin Challenges the Church, 365-366; Summarize, 366; Assessment, (1. Identify Central Ideas), (3. Analyze Information), (5. Cite Evidence), 367; The English Reformation, 369-370; Analyze Information, 370; The Catholic Reformation, 370-372; Religious Persecution Continues, 372-373; Synthesize, 373; Assessment, (2. Identify Cause and Effect), (3. Analyze Information), (4. Distinguish), (5. Synthesize), 373 |
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| Concept 6: Age of Revolution | |
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| PO 5. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America). | SE/TE: Latin American Ripe for Revolution, 545-546; Check Understanding, 546; Haiti Fights for Freedom, 546-547; Check Understanding, 547; Revolts in Mexico and Central America, 547-548; Discontent Sparks Revolts in South America, 548-549; Assessment, (1. Draw Conclusions), (3. Draw Conclusions), (4. Identify Main Ideas), (5. Check Understanding), 549; Topic 14 Assessment, (2. Explain the Impact), (3. Trace the Influence), (7. Identify Influence and Describe Participation), (9. Describe People’s Participation), 587; (13. Identify the Influence), 588 |
| PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution: | |
| a. origins in England’s textile and mining industries | SE/TE: New Ways of Working Change Life, 496-497; Coal, Steam, and the Energy Revolution, 498-499; Why Did the Industrial Revolution Start in Britain?, 499-500; Textile Industry Initiates Industrialization, 500-501; Harsh Conditions in Factories and Mines, 506-507 |
| b. urban growth and the social impact of industrialization | SE/TE: Industry Causes Urban Growth, 504-505; Identify Supporting Details, 505; The Rise of New Social Classes, 505-506; Make Generalization, 506; Assessment, (1. Identify Patterns), 503; Benefits of the Industrial Revolution, 507-508; Check Understanding, 508 |
| c. unequal spread of industrialization to other countries | SE/TE: Industrialization Spreads Unevenly, 502-503; Analyze Information, 503; Assessment, (4. Synthesize), 503 |
| d. political and economic theories (nationalism, anarchism, capitalism, socialism) | SE/TE: Laissez-Faire Economics, 508-509; Socialist Thought Emerges, 510-511; Marx and the Origins of Communism, 511-512; Italy Faces New Challenges, 559-560 |

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| Concept 7: Age of Imperialism | |
| PO 1. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism. | SE/TE: Motivations for the New Imperialism, 592-593; Western Imperialism Spreads Rapidly, 593-594; Explain, 594; Types of Imperial Rule, 595; Compare and Contrast, 595; European Contact Increases, 600-601; Recall, 601 |
| PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez). | SE/TE: The British East India Company, 610-612; India Under British Rule, 612 |
| PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian). | SE/TE: Types of Imperial Rule, 595; Compare and Contrast, 595; European Nations Scramble for Colonies, 601-603; European Imperialism in Southeast Asia, 626-628; Military Might in the Philippines, 628; Identify Main Ideas, 628; Strategic Holdings in the Pacific Islands, 628-629; Europeans in Australia, 629-630; New Zealand’s Story, 630-631; Economics of Latin America’s Dependence, 635-636; Identify Cause and Effect, 636 |
| PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression). | SE/TE: European Imperialism in Southeast Asia, 626-628; Describe, 628; Europeans in Australia, 629-630; New Zealand’s Story, 630-631; Political Problems Linger, 632-633; Identify Cause and Effect, 633; The Economics of Latin America’s Dependence, 635-636; Identify Cause and Effect, 636 |
| PO 5. Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century. | SE/TE: Africa Before Imperialism, 598-600; African Resistance, 603-604; The Fall of the Qing Dynasty, 618-619; Economics of Latin America’s Dependence, 635-636; Identify Cause and Effect, 636 |
| PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas. | SE/TE: The Opening of Japan, 621-622; Summarize, 622; Japan Builds an Empire, 623-624; Generate Explanations, 624; Assessment, (2. Identify Main Ideas), (4. Identify Cause and Effect), 625 |

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| Concept 8: World at War | |
| PO 1. Examine the causes of World War I: | |
| a. rise of nationalism in Europe | SE/TE: Nationalism Endangers Old Empires, 579-580; Hypothesize, 580; The Dual Monarchy, 580; Draw Conclusions, 580; The Ottoman Empire Declines, 580; Draw Conclusions, 581; Topic 14 Assessment, (4. Identify the Influence of Ideas), 587 |
| b. unification of Germany and Otto Von Bismarck’s leadership | SE/TE: Moving Toward a Unified Germany, 550-551; Bismarck Becomes the Architect of German Unity, 551-552; Explain, 552; Germany Becomes an Industrial Giant, 553 Topic 14 Assessment, (16. Identify Origins), 588 |
| c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire | SE/TE: The Dual Monarchy, 580; Draw Conclusions, 580; The Ottoman Empire Declines, 580; Draw Conclusions, 581; Topic 16 Assessment, (4. Identify Importance), 673 |
| PO 2. Analyze the impact of the changing nature of warfare in World War I: | |
| a. trench warfare | SE/TE: A New Kind of War, 652-654; Topic 16 Assessment, (5. Identify Major Characteristics, 673 |
| b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical | SE/TE: Modern Military Technology, 654-655; Infer, 655; Topic 16 Assessment, (8. Identify Major Characteristics and Effects), 673 |
| c. American involvement | SE/TE: The United States Enters the War, 661-662; The Great War Ends, 662-663 |
| PO 3. Explain the end of World War I and its aftermath: | |
| a. Russian Revolution | SE/TE: Causes of the February Revolution, 667-668; Identify Cause and Effect, 668; The October Revolution Brings the Bolsheviks to Power, 669-670, Describe, 670; Topic 16 Assessment, (12. Identify Causes), 674 |

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| b. Treaty of Versailles | SE/TE: Making the Peace, 664-665, Compare Points of View, 665; Effects of Peace Settlements, 665-666; Assessment, (5. Predict Consequences), 666; Topic 16 Assessment, (7. Explain Impact), 673 |
| c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian) | SE/TE: A Global Conflict, 656-657; The Great War Ends, 662-663; Making the Peace, 664-665, Effects of Peace Settlements, 665-666 |
| d. continuation of colonial systems (e.g., French Indochina, India, Philippines) | SE/TE: European Imperialism in Southeast Asia, 626-628; Africans Protest Colonial Rule, 684-685; Identify Cause and Effect, 685; India’s Struggle for Independence Begins, 691-692; Identify Cause and Effect, 692; International Relations, 708-709 |
| PO 4. Examine the period between World War I and World War II: | |
| a. rise of fascism and dictatorships | SE/TE: The Rise of Mussolini, 713-714; Characteristics of Fascism, 715-716; Assessment, (1. Identify Cause and Effect), (3. Compare and Contrast), 716; (4. Explain), (5. Contrast), 716; Stalin Builds a Totalitarian State, 720-722; Identify Central Ideas, 722; The Weimar Republic, 725-726; Hitler Leads the Nazi Party, 726-727; Check Understanding, 727; Totalitarian Rule in Eastern Europe, 729-730; Topic 17 Assessment, (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), (15. Explain Roles and Identify), 733 |
| b. postwar economic problems | SE/TE: Economics in the Postwar Era, 709; Identify Cause and Effect, 709; The Great Depression, 709-711; Generate Explanations, 711; Western Democracies React to the Depression, 711-712; Stalin Builds a Command Economy, 717-719; Explain, 719; The Weimar Republic, 725-726; Topic 17 Assessment, (6. Summarize Causes), 731; (15. Explain Roles), 733 |

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| c. new alliances | SE/TE: International Relations, 708-709; Compare Points of View, 709; Topic 17 Assessment, (17. Explain the Significance), 734 |
| d. growth of the Japanese empire | SE/TE: China Faces Japanese Imperialism, 698; Explain, 698; Conflicting Forces in Japan, 698; The Ultranationalist Reaction, 700-701; Militarists Gain Power, 701; Identify Cause and Effect, 701; Assessment, (4. Infer), 701; Topic 17 Assessment, (8. Identify and Explain the Major Causes and Effects), 732 |
| e. challenges to the world order | SE/TE: Africans Protest Colonial Rule, 684-685; Identify Cause and Effect, 685; India’s Struggle for Independence Begins, 691-692; Postwar Politics in the West, 706-708; Identify Central Issues, 708; Hitler Leads the Nazi Party, 726-727; Check Understanding, 727; Totalitarian Rule in Eastern Europe, 729-730 |
| PO 5. Analyze aspects of World War II: | |
| a. political ideologies (e.g., Totalitarianism, Democracy) | SE/TE: The Rise of Mussolini, 713-714; Hitler Leads the Nazi Party, 726-727; Check Understanding, 727; Totalitarian Rule in Eastern Europe, 729-730; The Spanish Civil War, 740-741; German Aggression Continues; 741-742 |
| b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps) | SE/TE: Axis Domination of Europe, 744-747; U.S. Involvement in the War, 748-749; End of the War in Europe, 762-763; Infer, 763; Topic 18 Assessment, (14. Describe Effects of Atomic Bombs in World War II), 770 |
| c. treatment of civilian populations | SE/TE: Axis Domination of Europe, 744-747; A Commitment to Total War, 756-757; Assessment, (1. Draw Conclusions), (3. Identify Cause and Effect), 761 |
| d. Holocaust | SE/TE: The Nazi Campaign Against the Jews, 750-752; Synthesize; 752; The Allies Respond to the Holocaust, 753-755; Assessment, (1. Synthesize), (Infer), 755 |

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| PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan). | SE/TE: The Ottoman Empire Declines, 606-607; Topic 15 Assessment, (11. Identify Politically Motivated Mass Murder), 642; The Nazi Campaign Against the Jews, 750-752; Synthesize; 752; Ethnic Conflict and Genocide, 826-828; Assessment, (4. Summarize), (5. Compare), 828; Topic 20 Assessment, (4. Identify Examples), (5. Identify Examples), 844 TE Only: Topic 20 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 764-765 |
| PO 7. Analyze the political, economic and cultural impact of the Cold War: | |
| a. superpowers – Soviet Union, United States, China | SE/TE: Nuclear Arms Race, 778-779; The Cold War Around the World, 779-780; The Soviet Union During the Cold War, 780-781; Check Understanding, 781; The United States in the Cold War, 781-782; Distinguish, 782; Assessment, (1. Identify Central Idea), (2. Make Generalizations), (4. Cite Evidence), (5. Compare and Contrast), 782; China and the Cold War, 793-794; Summarize, 794; Assessment, (1. Contrast), (2. Infer), 795; Topic 19 Assessment, (13. Describe Effects), (16. Summarize Outcomes), 808 |
| b. division of Europe | SE/TE: Wartime Alliance Break Apart, 774-775; Generate Explanations, 775; Soviet Aggression Grows, 775-776; Two Opposing Sides in Europe, 777; Identify Cause and Effect, 777; Topic 19 Assessment, (9. Explain Roles), 808 |
| c. developing world | SE/TE: The Cold War Around the World, 779-780; Topic 19 Assessment, (13. Describe Major Effects, Summarize Outcomes, and Identify Characteristics), 808 |

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| d. Korean and Vietnam Wars | SE/TE: China and the Cold War, 793-794; Summarize, 794; The Two Koreas, 794-795; Explain, 795; Assessment, (5. Recall), 795; The Road to War in Southeast Asia, 796-797; Identify Central Ideas, 797; The United States Enters the War, 797-798; Apply Concepts, 798; Assessment, (2. Apply Concepts), (5. Summarize), 800; Topic 19 Assessment, (8. Identify Events), 807 |
| PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America). | SE/TE: The New Nations of Africa, 821-822; Identify Cause and Effect, 822; A Variety of New Governments, 822-823; Case Studies: Five African Nations, 824-826; The Challenges of Diversity, 829-830; The Founding of Israel, 830-831; New Nations in the Middle East, 831-834; Categorize, 834 |
| Concept 9: Contemporary World | |
| PO 1. Explain the fall of the Soviet Union and its impact on the world. | SE/TE: The Soviet Union Declines, 801-802; Identify Supporting Details, 802; The Soviet Union Collapses, 802-803; Summarize. 803; Assessment, (4. Infer), 806; Topic 19 Assessment, (9. Explain Roles), 808 |
| PO 2. Explain the roots of terrorism: | |
| a. background and motives | SE/TE: The Difficult Road to Peace, 838-840; Conflicts in Lebanon and Syria, 840-841; Warfare in Iraq, 841-843; Assessment, (4. Draw Conclusions), 843; Topic 20 Assessment, (15. Summarize Impact), 846; The Growing Threat of Terrorism, 895-897; Make Generalizations, 897; Assessment, (1. Identify Cause and Effect), (5. Draw Conclusions), 899 |
| b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir) | SE/TE: Independence and Partition in South Asia, 812-813; Identify Main Ideas, 813; Challenges to Modern India, 814-815; A New Europe, 873-875; The Former Soviet Republics, 876-877; War in Yugoslavia, 877-879; Identify Cause and Effect, 879 |

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| c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan) | SE/TE: Pakistan and Bangladesh Separate, 815-817; The Challenges of Diversity, 829-830; Express Problems Clearly, 830; The Founding of Israel, 830-831; The Difficult Road to Peace, 838-840; Conflicts in Lebanon and Syria, 840-841; Warfare in Iraq, 841-843; Assessment, (4. Draw Conclusions), 843; Topic 20 Assessment, (15. Summarize Impact), 846 |
| d. economic and political inequities and cultural insensitivities | SE/TE: Challenges to Modern India, 814-815; Summarize, 815; Pakistan and Bangladesh Separate, 815-817 |
| PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century: | |
| a. economics, global wage inequalities | SE/TE: Global Interdependence, 881-883; Identify Cause and Effect, 883; Global Organizations and Trade Agreements, 883-884; Summarize, 884; Benefits and Costs of Globalization, 884-885; Support Ideas With Evidence, 885; Assessment, (1. Compare and Contrast), (2. Compare), (4. Apply Concepts), 885; Global Challenges, 886-888; Contrast, 888 |
| b. technology | SE/TE: The Computer Revolution, 902; Summarize, 902; Breakthroughs in Medicine and Biotechnology, 902-904; Make Generalization, 904; Assessment, (1. Generate Explanations), (3. Identify Cause and Effect), (4. Summarize), 904 |
| c. multinational corporations | SE/TE: Global Interdependence, 881-883; Assessment, (5. Compare Points of View), 885 |
| d. growth of international governmental organizations (e.g., World Trade Organization) | SE/TE: Shifts in Global Power, 875-876; Global Organizations and Trade Agreements, 883-884; Assessment, (3. Make Generalizations), 885 |
| e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent) | SE/TE: Global Challenges, 886-888; Contrast, 888; Human Rights, 889-891 |

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| PO 4. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources). | SE/TE: Continuing Challenges to Development, 858-860; Development and the Environment, 891-893; Identify Supporting Details, 893 |
| PO 5. <i>Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> | SE/TE: Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907 TE Only: Topic 21 Inquiry: Document-Based Question, How Do Developed and Developing Countries Differ?, 796-797 |

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| Reading Standards for Literacy in History/Social Studies (RH) | |
| Key Ideas and Details | |
| 9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | SE/TE: Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907; Declaration of Independence, Assessment, (2. Identify Steps in a Process), 933; <i>Two Treatises of Government</i> , John Locke, Assessment, (2. Cite Evidence), 943; Charter of the United Nations, Assessment, (1. Cite Evidence), 955; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (1. Explain an Argument), 958 |
| 9-10.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | SE/TE: Psalm 23, Assessment, (2. Determine Central Ideas), 935; <i>Edicts</i> , Asoka, Assessment, (1. Determine Central Ideas), 937; <i>First Letter to the Corinthians</i> , Paul, Assessment, (1. Determine Central Ideas), 939; The Quran, Assessment, (1. Determine Central Ideas), 939; The Magna Carta, Assessment, (2. Determine Central Ideas), <i>The Destruction of the Indies</i> , Bartolomé de Las Casas, Assessment, (1. Determine Central Ideas), 941; English Bill of Rights, Assessment, (2. Determine Central Ideas), 942; <i>Democracy in America</i> , Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 950 |
| 9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | SE/TE: Declaration of Independence, Assessment, (2. Identify Steps in a Process), 933; The Magna Carta, Assessment, (3. Identify Steps in a Process), 940 |
| 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | SE/TE: <i>The Spirit of Laws</i> , Baron de Montesquieu, Assessment, (3. Determine Meaning), 944; <i>The Social Contract</i> , Jean-Jacques Rousseau, Assessment, (1. Determine Meaning), 945; <i>How the Other Half Lives</i> , Jacob Riis, Assessment, (2. Determine Meaning), 951 |

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| 9-10.RH.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | SE/TE: The Declaration of Independence, Assessment, (4. Analyze Structure), 933; <i>Analects</i> , Confucius, Assessment, (3. Analyze Style and Rhetoric), 938; <i>First Letter to the Corinthians</i> , Paul, Assessment, (2. Analyze Style and Rhetoric), 939; <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, Assessment, (1. Analyze Style and Rhetoric), 946; <i>The Diary of a Young Girl</i> , Anne Frank, Assessment, (2. Analyze Style and Rhetoric), 953 |
| 9-10.RH.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | SE/TE: Making the Peace, 664-665, Compare Points of View, 665; International Relations, 708-709; Compare Points of View, 709; Global Interdependence, 881-883; Assessment, (5. Compare Points of View), 885; Compare and Contrast, 962-963 TE Only: Topic 17 Inquiry: Civics Discussion: Lenin and Stalin, 634-635 |
| 9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | SE/TE: Topic 3 Assessment, (6. Analyze the Influence of Geographic Factors), Topic 4 Assessment, (5. Compare Major Economic Developments and Create Graphs), 121; Topic 5 Assessment, (14. Locate Places and Regions), 155; Topic 6 Assessment, (14. Compare the Factors), 186; Topic 7 Assessment, (23. Create Presentations), 253; Topic 14 Assessment, (13. Identify the Influence), 588; Topic 19 Assessment, (1. Explain Economic Collapse), 807; Topic 21 Assessment, (16. Summarize Impact and Use a Problem-Solving Process), 906 TE Only: Topic 4 Inquiry: Project-Based Learning, Create an Online Historical Atlas, 90-91; Topic 21 Inquiry: Document-Based Question, How Do Developed and Developing Countries Differ?, 796-797 |

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| 9-10.RH.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. | SE/TE: <i>The Republic</i> , Plato, Assessment, (2. Assess an Argument), 936; <i>The Social Contract</i> , Jean-Jacques Rousseau, Assessment, (4. Assess an Argument), 945; <i>Federalist</i> , No. 51, Assessment, (1. Assess an Argument), 948; Charter of the United Nations, Assessment, (2. Explain an Argument), 955; <i>Autobiography</i> , Kwame Nkrumah, Assessment, (3. Assess an Argument), 956; <i>Freedom from Fear</i> , Aung San Suu Kyi, Assessment, (1. Assess an Argument), 958; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (1. Explain an Argument), 958 |
| 9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources. | For related content please see: SE/TE: Making the Peace, 664-665, Compare Points of View, 665; International Relations, 708-709; Compare Points of View, 709; Global Interdependence, 881-883; Assessment, (5. Compare Points of View), 885; Compare and Contrast, 962-963 TE Only: Topic 17 Inquiry: Civics Discussion: Lenin and Stalin, 634-635 |
| 9-10.RH.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | SE/TE: Declaration of Independence, 932-933; Code of Hammurabi, 934; <i>The Republic</i> , Plato, 935-936; <i>Politics</i> , Aristotle, 936; The Magna Carta, 939-940; English Bill of Rights, 942; <i>Two Treatises of Government</i> , John Locke; 942-943; <i>The Social Contract</i> , Jean-Jacques Rousseau, 944-945; <i>Federalist</i> No. 51, 946-948; <i>Hind Swaraj</i> , Mohandas Gandhi, 951; Charter of the United Nations, 953-955; Universal Declaration of Human Rights, 955 |

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| Writing Standards for Literacy in History/Social Studies (WHST) | |
| <p>9-10.WHST.1 Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p> | <p>SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 7 Assessment, (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question, What is the Function of Law?, 24-25; Topic 3 Inquiry: Document-Based Question, What Makes an Ordered Society?, 52-53; Topic 11 Inquiry: Document-Based Question, What was the Impact of the Columbian Exchange? 362-363; Topic 12 Inquiry: Document-Based Question, What Rights Should Everyone Have?, 404-405; Topic 13 Inquiry: Document-Based Question, Who Should Control Economic Decisions?, 462-463; Topic 15 Inquiry: Document-Based Question, What was the Impact of Imperialism on India?, 550-551; Topic 20 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 764; Topic 21 Inquiry: Document-Based Question, How do Developed and Developing Countries Differ?, 796-797</p> |

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| <p>9-10.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>SE/TE: Topic 6 Assessment, (7. Identify the Influence of Ideas), 185; Topic 7 Assessment, (23. Create Presentations), 253; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642</p> <p>TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697</p> |
| <p>9-10.WHST.3. (See note; not applicable as a separate requirement)</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> | <p>TE Only: Topic 16 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 604-605</p> |

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| <p>9-10.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p> | <p>SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 7 Assessment, (23. Create Presentations), (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642</p> |
| <p>9-10.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p>TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697</p> |
| <p>9-10.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <p>SE/TE: Topic 7 Assessment, (23. Create Presentations), 253; Topic 12 Assessment, (23. Create Visual Presentations), 493</p> <p>TE Only: Topic 16 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 604-605</p> |
| <p>9-10.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p>TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697</p> |

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| <p>9-10.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> | <p>TE Only: Topic 2 Inquiry: Document-Based Question, What is the Function of Law?, 24-25; Topic 3 Inquiry: Document-Based Question, What Makes an Ordered Society?, 52-53; Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 11 Inquiry: Document-Based Question, What was the Impact of the Columbian Exchange? 362-363; Topic 12 Inquiry: Document-Based Question, What Rights Should Everyone Have?, 404-405; Topic 13 Inquiry: Document-Based Question, Who Should Control Economic Decisions?, 462-463; Topic 15 Inquiry: Document-Based Question, What was the Impact of Imperialism on India?, 550-551; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697; Topic 20 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 764; Topic 21 Inquiry: Document-Based Question, How do Developed and Developing Countries Differ?, 796-797</p> |
| <p>9-10.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>SE/TE: Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907; Declaration of Independence, Assessment, (2. Identify Steps in a Process), 933; <i>Two Treatises of Government</i>, John Locke, Assessment, (2. Cite Evidence), 943; Charter of the United Nations, Assessment, (1. Cite Evidence), 955; <i>“Glory and Hope,”</i> Nelson Mandela, Assessment, (1. Explain an Argument), 958</p> |

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| 9-10.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 6 Assessment, (7. Identify the Influence of Ideas), 185; Topic 7 Assessment, (23. Create Presentations), (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642; Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907 |
| Reading Standards for Literacy in History/Social Studies (RH) | |
| 11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | SE/TE: Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907; Declaration of Independence, Assessment, (2. Identify Steps in a Process), 933; <i>Two Treatises of Government</i> , John Locke, Assessment, (2. Cite Evidence), 943; Charter of the United Nations, Assessment, (1. Cite Evidence), 955; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (1. Explain an Argument), 958 |

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| 11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. | SE/TE: Psalm 23, Assessment, (2. Determine Central Ideas), 935; <i>Edicts</i> , Asoka, Assessment, (1. Determine Central Ideas), 937; <i>First Letter to the Corinthians</i> , Paul, Assessment, (1. Determine Central Ideas), 939; The Quran, Assessment, (1. Determine Central Ideas), 939; The Magna Carta, Assessment, (2. Determine Central Ideas), <i>The Destruction of the Indies</i> , Bartolomé de Las Casas, Assessment, (1. Determine Central Ideas), 941; English Bill of Rights, Assessment, (2. Determine Central Ideas), 942; <i>Democracy in America</i> , Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 950 |
| 11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | SE/TE: Declaration of Independence, Assessment, (3. Draw Inferences), 933; The Code of Hammurabi, Assessment, (2. Cause and Effect), 934; <i>Analects</i> , Confucius, Assessment, (4. Analyze Interactions), 938; The Magna Carta, Assessment, (1. Determine Author’s Purpose), 940; <i>Travels</i> , Ibn Battuta, Assessment, (3. Analyze Interactions), 941; English Bill of Rights, Assessment, (3. Cite Evidence), 942 |
| 11-12.RH.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | SE/TE: <i>The Spirit of Laws</i> , Baron de Montesquieu, Assessment, (3. Determine Meaning), 944; <i>The Social Contract</i> , Jean-Jacques Rousseau, Assessment, (1. Determine Meaning), 945; <i>How the Other Half Lives</i> , Jacob Riis, Assessment, (2. Determine Meaning), 951 |

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| 11-12.RH.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. | SE/TE: The Declaration of Independence, Assessment, (4. Analyze Structure), 933; <i>Analects</i> , Confucius, Assessment, (3. Analyze Style and Rhetoric), 938; <i>First Letter to the Corinthians</i> , Paul, Assessment, (2. Analyze Style and Rhetoric), 939; <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, Assessment, (1. Analyze Style and Rhetoric), 946; <i>The Diary of a Young Girl</i> , Anne Frank, Assessment, (2. Analyze Style and Rhetoric), 953 |
| 11-12.RH.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. | SE/TE: Making the Peace, 664-665, Compare Points of View, 665; International Relations, 708-709; Compare Points of View, 709; Global Interdependence, 881-883; Assessment, (5. Compare Points of View), 885; Compare and Contrast, 962-963 TE Only: Topic 17 Inquiry: Civics Discussion: Lenin and Stalin, 634-635 |
| 11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | SE/TE: Topic 3 Assessment, (6. Analyze the Influence of Geographic Factors), Topic 4 Assessment, (5. Compare Major Economic Developments and Create Graphs), 121; Topic 5 Assessment, (14. Locate Places and Regions), 155; Topic 6 Assessment, (14. Compare the Factors), 186; Topic 7 Assessment, (23. Create Presentations), 253; Topic 14 Assessment, (13. Identify the Influence), 588; Topic 19 Assessment, (1. Explain Economic Collapse), 807; Topic 21 Assessment, (16. Summarize Impact and Use a Problem-Solving Process), 906 TE Only: Topic 4 Inquiry: Project-Based Learning, Create an Online Historical Atlas, 90-91; Topic 21 Inquiry: Document-Based Question, How Do Developed and Developing Countries Differ?, 796-797 |

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| 11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. | SE/TE: <i>The Republic</i> , Plato, Assessment, (2. Assess an Argument), 936; <i>The Social Contract</i> , Jean-Jacques Rousseau, Assessment, (4. Assess an Argument), 945; <i>Federalist</i> , No. 51, Assessment, (1. Assess an Argument), 948; Charter of the United Nations, Assessment, (2. Explain an Argument), 955; <i>Autobiography</i> , Kwame Nkrumah, Assessment, (3. Assess an Argument), 956; <i>Freedom from Fear</i> , Aung San Suu Kyi, Assessment, (1. Assess an Argument), 958; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (1. Explain an Argument), 958 |
| 11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | SE/TE: Psalm 23, Assessment, (2. Determine Central Ideas), 935; <i>Edicts</i> , Asoka, Assessment, (1. Determine Central Ideas), 937; <i>First Letter to the Corinthians</i> , Paul, Assessment, (1. Determine Central Ideas), 939; The Quran, Assessment, (1. Determine Central Ideas), 939; The Magna Carta, Assessment, (2. Determine Central Ideas), <i>The Destruction of the Indies</i> , Bartolomé de Las Casas, Assessment, (1. Determine Central Ideas), 941; English Bill of Rights, Assessment, (2. Determine Central Ideas), 942; <i>Democracy in America</i> , Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 950 |
| 11-12.RH.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. | SE/TE: Declaration of Independence, 932-933; Code of Hammurabi, 934; <i>The Republic</i> , Plato, 935-936; <i>Politics</i> , Aristotle, 936; The Magna Carta, 939-940; English Bill of Rights, 942; <i>Two Treatises of Government</i> , John Locke; 942-943; <i>The Social Contract</i> , Jean-Jacques Rousseau, 944-945; <i>Federalist</i> No. 51, 946-948; <i>Hind Swaraj</i> , Mohandas Gandhi, 951; Charter of the United Nations, 953-955; Universal Declaration of Human Rights, 955 |

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| Writing Standards for Literacy in History/Social Studies (WHST) | |
| <p>11-12.WHST.1 Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p> | <p>SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 7 Assessment, (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question, What is the Function of Law?, 24-25; Topic 3 Inquiry: Document-Based Question, What Makes an Ordered Society?, 52-53; Topic 11 Inquiry: Document-Based Question, What was the Impact of the Columbian Exchange? 362-363; Topic 12 Inquiry: Document-Based Question, What Rights Should Everyone Have?, 404-405; Topic 13 Inquiry: Document-Based Question, Who Should Control Economic Decisions?, 462-463; Topic 15 Inquiry: Document-Based Question, What was the Impact of Imperialism on India?, 550-551; Topic 20 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 764; Topic 21 Inquiry: Document-Based Question, How do Developed and Developing Countries Differ?, 796-797</p> |

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| <p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, and tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> | <p>SE/TE: Topic 6 Assessment, (7. Identify the Influence of Ideas), 185; Topic 7 Assessment, (23. Create Presentations), 253; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642</p> <p>TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697</p> |

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| <p>11-12.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> | <p>TE Only: Topic 16 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 604-605</p> |
| <p>11-12.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, envelopes, technical directions, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebars, and flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p> | <p>SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 7 Assessment, (23. Create Presentations), (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642</p> |
| <p>11-12.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p>TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697</p> |

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| 11-12.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | SE/TE: Topic 7 Assessment, (23. Create Presentations), 253; Topic 12 Assessment, (23. Create Visual Presentations), 493 TE Only: Topic 16 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 604-605 |
| 11-12.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | TE Only: Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697 |
| 11-12.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | TE Only: Topic 2 Inquiry: Document-Based Question, What is the Function of Law?, 24-25; Topic 3 Inquiry: Document-Based Question, What Makes an Ordered Society?, 52-53; Topic 10 Inquiry: Project-Based Learning, Create a Hall of Fame Website, 328-329; Topic 11 Inquiry: Document-Based Question, What was the Impact of the Columbian Exchange? 362-363; Topic 12 Inquiry: Document-Based Question, What Rights Should Everyone Have?, 404-405; Topic 13 Inquiry: Document-Based Question, Who Should Control Economic Decisions?, 462-463; Topic 15 Inquiry: Document-Based Question, What was the Impact of Imperialism on India?, 550-551; Topic 18 Inquiry: Project-Based Learning, Create a Tribute World War II Participants, 696-697; Topic 20 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 764; Topic 21 Inquiry: Document-Based Question, How do Developed and Developing Countries Differ?, 796-797 |

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| 11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research. | SE/TE: Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907; Declaration of Independence, Assessment, (2. Identify Steps in a Process), 933; <i>Two Treatises of Government</i> , John Locke, Assessment, (2. Cite Evidence), 943; Charter of the United Nations, Assessment, (1. Cite Evidence), 955; “ <i>Glory and Hope</i> ,” Nelson Mandela, Assessment, (1. Explain an Argument), 958 |
| 11-12.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | SE/TE: Topic 5 Assessment, (16. Write an essay on the Essential Question: How much power should the government have?), 155; Topic 6 Assessment, (7. Identify the Influence of Ideas), 185; Topic 7 Assessment, (23. Create Presentations), (24. Write an essay on the Essential Question: What should governments do?), 253; Topic 10 Assessment, (16. Write an essay on the Essential Question: Why is culture important?), 380; Topic 14 Assessment, (10. Describe How People Have Participated), 587; Topic 15 Assessment, (17. Write an essay on the Essential Question: Why do people move?), 642; Topic 21 Assessment, (21. Write an essay on the Essential Question: What are the benefits and risks of interdependence?), 907 |