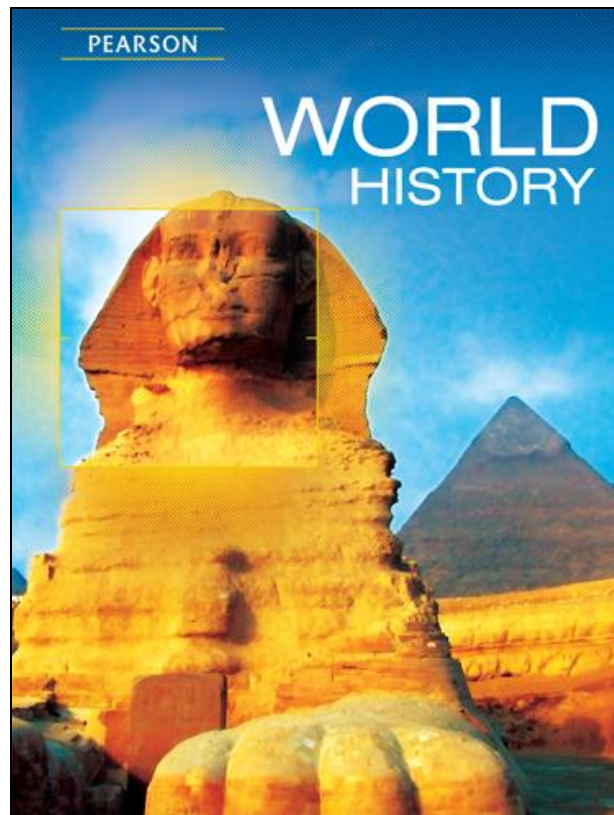


A Correlation of



Survey Edition, ©2016

To the

**Illinois Learning Standards
for Social Science
Grades 9-12**



A Correlation of World History, Survey Edition, ©2016 to the Illinois Learning Standards for Social Science

Introduction

This document demonstrates how *Pearson World History*, ©2016 meets the Illinois Learning Standards for Social Science, Grades 9-12.

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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Inquiry Skills	
Developing Questions and Planning Inquiries	
Constructing Essential Questions	
SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; also see: Topic Assessments (Write About the Essential Question), 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Ask Questions <i>Social Studies Core Concepts:</i> History – How Do Historians Study History?</p>
Constructing Supporting Questions	
SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.	<p>SE/TE: <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 1 Assessment (Write About the Essential Question), 23; Topic 2 Assessment (Write About the Essential Question), 58; Topic 3 Assessment (Write About the Essential Question), 98; Topic 4 Assessment (Write About the Essential Question), 123; Topic 5 Assessment (Write About the Essential Question), 155; Topic 6 Assessment (Write About the Essential Question), 186; Topic 7 Assessment (Write About the Essential Question), 253; Topic 8 Assessment (Write About the Essential Question), 304; Topic 9 Assessment (Write About the Essential Question), 347; Topic 10 Assessment (Write About the Essential Question), 380; Topic 11 Assessment (Write About the Essential Question), 423; Topic 12 Assessment (Write About the Essential Question), 493; Topic 13 Assessment (Write About the Essential Question), 532;</p>

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<p>(Continued) SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.</p>	<p>(Continued) SE/TE: Topic 14 Assessment (Write About the Essential Question), 588; Topic 15 Assessment (Write About the Essential Question), 642; Topic 16 Assessment (Write About the Essential Question), 674; Topic 17 Assessment (Write About the Essential Question), 734; Topic 18 Assessment (Write About the Essential Question), 770; Topic 19 Assessment (Write About the Essential Question), 808; Topic 20 Assessment (Write About the Essential Question), 846; Topic 21 Assessment (Write About the Essential Question), 907</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Ask Questions; Create a Research Hypothesis; Search for Information on the Internet; Consider and Counter Opposing Arguments; Compare Viewpoints; Identify Bias; Identify Evidence; Analyze Primary and Secondary Sources; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts:</i> History – How Do Historians Study History?</p>

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Determining Helpful Sources	
<p>SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.</p>	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Topic Assessment, 20-23, 56-58, 96-98, 121-123, 153-155, 185-186, 251-253, 303-304, 346-347, 379-380, 422-423, 490-493, 530-532, 587-588, 641-642, 673-674, 731-734, 769-770, 807-808, 844-846, 906-907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Ask Questions; Search for Information on the Internet</p> <p><i>Social Studies Core Concepts:</i> History – How Do Historians Study History?</p>

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Evaluating Sources and Using Evidence	
Gathering and Evaluating Sources	
<p>SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</p>	<p>SE/TE: 21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p><i>Projects involving research (examples):</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>

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Developing Claims and Using Evidence	
<p>SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.</p>	<p>SE/TE: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Recognize Ideologies, 320, 378; Evaluate Data, 331; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 568, 657, 885</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Identify Bias, 980-981; Evaluate Existing Arguments, 981-982; Consider and Counter Opposing Arguments, 982</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>

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Communicating Conclusions and Taking Informed Action	
Communicating Conclusions	
<p>SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</p>	<p>SE/TE: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Recognize Ideologies, 320, 378</p> <p>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 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Compare Viewpoints; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Write an Essay</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>

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Illinois Learning Standards for Social Science, 9-12	World History Survey Edition ©2016
Critiquing Conclusions	
<p>SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.</p>	<p>SE/TE: Write an Essay, 984; Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Recognize Ideologies, 320, 378</p> <p><i>Projects involving research (examples):</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 906–907</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; Participate in a Discussion or Debate, 983; Give an Effective Presentation, 983–984</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Write an Essay</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>

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Taking Informed Action	
<p>SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.</p>	<p>SE/TE: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 906–907; Apply Concepts, 8, 260, 283, 337, 339, 474, 798, 800, 885</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Data and Models, 969; Read Charts, Graphs, and Tables, 970–971; Create Charts and Maps, 971–972; Create Databases, 968–969</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Data and Models; Read Charts, Graphs, and Tables; Create Charts and Maps; Create Databases</p> <p><i>Social Studies Core Concepts:</i> Archaeology and Other Sources</p> <p><i>Social Studies Core Concepts:</i> Geography – Time and Earth's Rotation; Climate and Weather; Earth's Structure</p>

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<p>SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.</p>	<p>SE/TE: 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990</p> <p>Express Problems Clearly, 407, 830, 836, 865; Solve Problems, 115, 703</p> <p><i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 587; (8. Describe How People Participated), 587; (9. Describe People’s Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><i>Making Decisions:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People’s Participation and Use Decision-Making Process), 732; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p>

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Civics Standards	
Civic and Political Institutions	
<p>SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.</p>	<p>SE/TE: Democracy in America, 154, 575–578; The United States Constitution, 463–465; also see: Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160; France: The National Assembly, 471–474; Civil Rights Movement, 785–786</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 12 Assessment (15. Identify Influences), 492; (16. Explain Philosophies), 492; (17. Assess the Degree), 492</p> <p>21st Century Skills: Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>
<p>SS.CV.2.9-12: Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.</p>	<p>SE/TE: The United States Constitution, 463–465; also see: Democracy in America, 154, 575–578; Civil Rights Movement, 785–786</p> <p>Topic 12 Assessment (15. Identify Influences), 492; (16. Explain Philosophies), 492; (17. Assess the Degree), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>

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<p>SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.</p>	<p>SE/TE: Treaty of Verdun, 196; The United States Constitution, 463–465; North German Confederation, 551–552; Treaty of Guadalupe Hidalgo, 575; North Atlantic Treaty Organization, 774, 776; North Atlantic Free Trade Agreement, 870; Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493; Treaty of Versailles, 664–665; Strategic Arms Limitation Treaty, 778; Nuclear Nonproliferation Treaty, 779</p> <p>United States Constitution, 910–931</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Political Structures</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>
<p>SS.CV.4.9-12: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.</p>	<p>SE/TE: The United States Constitution, 463–465; Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493</p> <p>United States Constitution, 910–931</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems; Political Structures</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>

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Participation and Deliberation: Applying Civic Virtues and Democratic Principles	
<p>SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Ancient Greece, 124–125, 126–130, 131–141, 142–147, 148–152; Ancient Rome, 156–157, 158–162, 163–172, 173–177; Strong Triumph of Parliament in England, 444–451; The American Revolution, 460–465; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; Civil Rights Movement, 785–786; Struggle for Democracy in the Philippines, 819–820; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 866–872</p> <p>Topic 5 Assessment (4. Identify Characteristics), 153; (5. Describe Rights and Analyze Information), 153; Assessment (6. Identify Influence of Ideas), 154; (12. Summarize and Analyze the Origins of Western Institutions), 154; Topic 7 Assessment (10. Identify Impact), 252; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (16. Explain Philosophies), 492; (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>

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<p>SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.</p>	<p>SE/TE: For supporting material please see: Opposing Views of Big Business, 516; The Working Class Wins New Rights, 518-519; Political Parties, 699; Media, 716; The Computer Revolution, 902; Newspapers, 456, 462, 471, 476, 518, 537, 554, 569, 575, 579, 647-648, 685, 694, 703, 716, 720, 822-823</p> <p>Topic 19 Assessment (6. Identify Examples), 807; (6. Identify Examples), 807; Topic 21 Assessment (10. Identify Examples), 906</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>
<p>SS.CV.7.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy.</p>	<p>SE/TE: Democracy in America, 154, 575–578; The United States Constitution, 463–465; also see: Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160; Civil Rights Movement, 785–786</p> <p>Topic 12 Assessment (6. Explain the Political Philosophies), 490; (16. Explain Philosophies), 492; (21. Compare Consequences), 493; (22. Identify the Influence of Ideas), 493</p> <p>21st Century Skills: Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>

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Processes, Rules and Laws	
<p>SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.</p>	<p>SE/TE: The French Revolution, 467-474, 475-481; Changing Ways of Life and Thought, 520-529; Revolutions Sweep Europe, 536-544; Latin Americans Win Independence, 545-549; Democratic Reforms in Britain, 561-568; Civil Rights Movement, 785-786; New Nations in South Asia and Southeast Asia, 812-820; African Nations Win Independence, 821-828; Latin American Nations Move Toward Democracy, 866-872; Human Rights, 889-891</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>

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<p>SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p>	<p>SE/TE: Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508–509; Utilitarians Support Limited Government, 509–510; Opposing Views of Big Business, 516; Better Medicine, Nutrition, and Health, 516–517; Safety, Sanitation, and Skyscrapers, 518; Western Democracies React to the Depression, 711–712; Development Brings Social Change, 853–854; Human Rights, 889–891; Development and the Environment, 891–893</p> <p>Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906; (18. Describe Changing Roles), 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>

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<p>SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.</p>	<p>SE/TE: For supporting material please see: Democracy in America, 154, 575–578; The United States Constitution, 463–465; also see: Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160</p> <p>Topic 12 Assessment (6. Explain the Political Philosophies), 490; (16. Explain Philosophies), 492; (21. Compare Consequences), 493; (22. Identify the Influence of Ideas), 493</p> <p>21st Century Skills: Make Decisions, 986–987; Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting; Make Decisions</p>

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Geography Standards	
Human-Environment Interaction: Place, Regions and Culture	
<p>SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.</p>	<p>SE/TE: 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, 232, 241, 246, 247, 249, 541, 635, 688, 697, 700, 721, 731, 732, 733, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 878, 879, 883, 887</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 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 252; (19. Locate Places and Regions), 253; Topic 12 Assessment (1. Locate Regions), 490; Topic 20 Assessment (13. Summarize and Locate Places), 846</p> <p>21st Century Skills: Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977–978</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> <p><i>Social Studies Core Concepts:</i> Geography – Geography: The Study of Earth; Ways to Show Earth's Surface; Understanding Maps</p>

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<p>SS.G.2.9-12: Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action.</p>	<p>SE/TE: Topic 4 Assessment (5. Compare Major Economic Developments and Create Graphs), 121; (7. Create and Interpret Thematic Maps), 122; Topic 19 Assessment (1. Explain Economic Collapse), 807</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</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create Databases; Analyze Data and Models; Read Charts, Graphs, and Tables; Create Charts and Maps</p> <p><i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use</p>

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Human Population	
<p>SS.G.3.9-12: Analyze and explain how humans impact and interact with the environment and vice versa.</p>	<p>SE/TE: Geography Shapes Egypt, 46-47; Geography of the Indian Subcontinent, 62-63; Geography Influences Chinese Civilization, 81-82; Building the Great Wall, 90-91; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116-120; Geography Shapes Greek City-States, 131-133; The Rise of the Roman Civilization, 168-169; Constantinople, 190-191; The Geography of Eastern Europe, 247-248</p> <p>Topic 2 Assessment (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 Assessment (6. Analyze the Influence), 9; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 531; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 674</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use</p>

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<p>SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.</p>	<p>SE/TE: The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Globalization and Trade, 881–885; Global Challenges, 886–888; Development and the Environment, 891–893; Population and Farming, 38, 64, 82, 105, 271, 394, 498, 499, 504, 612</p> <p><i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 531; Topic 21 Assessment (4. Explain the Role), 905; Topic 15 Assessment (16. Explain the Role of Communication Technology), 642</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Culture – Cultural Diffusion and Change; History – Historical Maps</p>
<p>SS.G.5.9-12: Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics and migration.</p>	<p>SE/TE: Monsoons, 62-63, 79, 270, 294, 342, 347, 864; Ice Age, 102; Ring of Fire, 333; Dust Bowl, 711; Hurricane Katrina & Tsunami, 887; Development and the Environment, 891–893</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 3 Assessment (1. Identify Causes and Effects), 96; Topic 9 Assessment (11. Analyze the Influence), 347</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Forces on Earth's Surface; Forces Inside Earth; Climate and Weather; Water and Climate; Types of Climate; Ecosystems; Environment and Resources; Land Use; Migration; Earth's Structure</p>

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Geographic Representations Human Environment Interaction Population	
<p>SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>SE/TE: Urbanization, 504–505, 852, 854, 858, 860, 862, 864, 884; Population and Farming, 38, 64, 82, 105, 271, 394, 498, 499, 504, 612</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 10 Assessment (2. Identify Major Causes), 379; (7. Describe Major Effects), 379; Topic 13 Assessment (14. Describe Major Effects), 532; (15. Identify Important Changes in Human Life), 532; Topic 17 Assessment (2. Describe the Spread), 731; Topic 20 Assessment (8. Identify Effects), 845; Topic 21 Assessment (2. Summarize Impact), 905; (8. Describe Major Influences), 905</p> <p><i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 531; Topic 15 Assessment (16. Explain the Role of Communication Technology), 642; Topic 21 Assessment (4. Explain the Role), 905</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Culture – Cultural Diffusion and Change; History – Historical Maps</p>

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<p>SS.G.7.9-12: Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.</p>	<p>SE/TE: The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Urbanization, 504–505, 852, 854, 858, 860, 862, 864, 884; Population and Farming, 38, 64, 82, 105, 271, 394, 498, 499, 504, 612</p> <p>Topic 10 Assessment (2. Identify Major Causes), 379; (7. Describe Major Effects), 379; Topic 13 Assessment (14. Describe Major Effects), 532; (15. Identify Important Changes in Human Life), 532; Topic 21 Assessment (2. Summarize Impact), 905; (8. Describe Major Influences), 905</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Culture – Cultural Diffusion and Change; History – Historical Maps; Economics – Economic Development; Trade</p>
<p>SS.G.8.9-12: Evaluate how short and long term climate variability impacts human migration and settlement patterns, resource use and land uses.</p>	<p>SE/TE: The Neolithic Revolution, 9–13; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chines Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Population and Farming, 38, 64, 82, 105, 271, 394, 498, 499, 504, 612; Development and the Environment, 891–893</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Geography: Climate and Weather; Temperature; Water and Climate; Air Circulation and Precipitation; Types of Climate; Migration</p>

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Global Interconnections	
<p>SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The Neolithic Revolution, 9–13; Civilizations Arise in the Fertile Crescent, 26–27; Sumerian Civilization Develops, 28–31; The Hebrews and the Origins of Judaism, 40–45; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Ancient Civilizations in China, 81–88; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310; Society and Culture in Spanish America, 403–404; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts</p>

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<p>SS.G.10.9-12: Explain how and why culture shapes worldview.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The Hebrews and the Origins of Judaism, 40–45; Egyptian Civilization, 46–55; The Origins of Hinduism and Buddhism, 69–74; Great Thinkers, Artists, and Writers, 142–147; The Legacy of Rome, 173–177; The Origins of Christianity, 178–184; Learning Literature and Arts of the Middle Ages, 220–230; Christianity Takes Hold, 293; Diverse Peoples and Traditions in Africa, 298–302; Hindu-Muslim Differences, 310; Society and The Many Cultures of Southeast Asia, 341–345; The Italian Renaissance, 350–356; Reformation Ideas Spread, 368–373; Society and Culture in Spanish America, 403–404; The Enlightenment, 452–459; Changing Ways of Life and Thought, 520–529; Conflicts in the Middle East, 837–843; Social and Environmental Issues, 886–893</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982</p> <p>Topic 2 Assessment (8. Describe the Development of Major Religions), 56; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (5. Identify Examples of Religious Influence), 96; (7. Describe the Spread of Major World Religious and Philosophical Traditions), 97; Topic 6 Assessment (4. Describe Central Ideas and Major Religious/ Philosophical Influences), 185; Topic 7 Assessment (13. Describe the Spread of Traditions), 252; (18. Describe Changing Roles), 253; Topic 8 Assessment (11. Describe Changing Roles), 304; (12. Identify the Origin and Diffusion of Major ideas), 304; (13. Identify the Origin and the Diffusion of Major ideas), 304</p>

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<p>(Continued) SS.G.10.9-12: Explain how and why culture shapes worldview.</p>	<p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources</p> <p><i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; History – Historical Sources</p>
<p>SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.</p>	<p>SE/TE: Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Science and Technology</p>

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<p>SS.G.12.9-12: Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: 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 Faces Japanese Imperialism, 698; Conflicting Forces in Japan, 698–699; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Challenges for African Nations, 855–860; The Importance of Oil in the Middle East, 834–835; A New Europe, 873–875; Globalization and Trade, 881–885; Development and the Environment, 891–893</p> <p>Topic 4 Assessment (1. Compare Major Economic Developments), 121; (5. Compare Major Economic Developments and Create Graphs), 121; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304; Topic 9 Assessment (3. Analyze Facilitation), 346; (9. Identify Major Causes and Effects), 346; Topic 11 Assessment (10. Explain Impact), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 15 Assessment (6. Identify Influences on European Imperialism), 641; (7. Explain Characteristics of European Imperialism), 641</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Economics – Trade</p>

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Economics and Financial Literacy Standards	
Economic Decision Making	
<p>SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.</p>	<p>SE/TE: Chart: Tulip-mania Price Bubble, 419; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Globalization and Trade, 881–885; also see: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade Grows Across the Sahara, 286–287; Analyze Maps: African Kingdoms and Trading States, 287</p> <p>Topic 13 Assessment (11. Explain the Role), 531; (16. Identify the Contributions and Influence), 532; Topic 14 Assessment (14. Identify the Characteristics), 588</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development; Trade; Geography – Land Use; Personal Finance – Consumer Smarts</p>
<p>SS.EC.2.9-12: Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.</p>	<p>SE/TE: Western Democracies React to the Depression, 711–712; European Union, 788, 834, 874; Globalization and Trade, 881–885; Pacific Rim, 879; North Atlantic Free Trade Agreement, 870</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 731; (10. Describe People’s Participation and Use Decision-Making Process), 732</p> <p><i>Globalization:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p>

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Exchange and Markets	
SS.EC.3.9-12: Evaluate how much competition exists within and among sellers and buyers in specific markets.	<p>SE/TE: Chart: Tulip-mania Price Bubble, 419; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; North Atlantic Free Trade Agreement, 870; Globalization and Trade, 881–885</p> <p>Topic 13 Assessment (11. Explain the Role), 531; (16. Identify the Contributions and Influence), 532; Topic 14 Assessment (14. Identify the Characteristics), 588</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development; Trade</p>
SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.	<p>SE/TE: Western Democracies React to the Depression, 711–712; European Union, 788, 834, 874; Pacific Rim, 879; North Atlantic Free Trade Agreement, 870; Globalization and Trade, 881–885</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732</p> <p><i>Globalization:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economics Process</p>

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<p>SS.EC.5.9-12: Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.</p>	<p>SE/TE: Western Democracies React to the Depression, 711–712; North Atlantic Free Trade Agreement, 870; Globalization and Trade, 881–885</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economics Process</p>
The National and Global Economy	
<p>SS.EC.6.9-12: Use data and economic indicators to analyze past and current states of the economy and predict future trends.</p>	<p>SE/TE: The United States in a Global Economy, 784; Gross Domestic Product, 783, 789, 887; Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Analyze Data and Models, 969–970; Read Charts, Graphs, and Tables, 970–971</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p> <p><i>21st Century Skills Tutorials:</i> Analyze Data and Models; Read Charts, Graphs, and Tables</p>

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<p>SS.EC.7.9-12: Describe how government policies are influenced by and impact a variety of stakeholders.</p>	<p>SE/TE: Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508–509; Utilitarians Support Limited Government, 509–510; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Opposing Views of Big Business, 516; Western Democracies React to the Depression, 711–712</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
<p>SS.EC.8.9-12: Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p>	<p>SE/TE: A Commercial Revolution, 418–420; Mercantilism, 420–421; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Globalization and Trade, 881–885; Advances in Science and Technology, 900–904</p> <p>Topic 13 Assessment (7. Formulate Generalizations), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (9. Identify Important Changes), 530; (15. Identify Important Changes in Human Life), 532; Topic 21 Assessment (4. Explain the Role), 905</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>

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<p>SS.EC.9.9-12: Analyze the role of comparative advantage in global trade of goods and services.</p>	<p>SE/TE: The United States in a Global Economy, 784; European Union, 788, 834, 874; Pacific Rim, 879; NAFTA, 870; Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Trade</p>
<p>SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.</p>	<p>SE/TE: Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Trade; Culture – Cultural Diffusion and Change; Science and Technology</p>

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Financial Literacy	
<p>SS.EC.FL.1.9-12: Analyze the costs and benefits of various strategies to increase income.</p>	<p>SE/TE: For supporting material please see: New Ways of Working Change Life, 496-497; Labor and Capital, 499-500; Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508-509; Utilitarians Support Limited Government, 509-510; Socialist Thought Emerges, 510-511; Marx and the Origins of Communism, 511-512; Opposing Views of Big Business, 516; Western Democracies React to the Depression, 711-712; Challenges of Development, 850-854; People Search for a Better Life, 888; The Computer Revolution, 902</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (6. Explain Political and Economic Changes), 530; (14. Describe Major Effects), 532</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – After High School; Taxes and Income</p> <p>Economics – Economic Process; Money Management</p>
<p>SS.EC.FL.2.9-12: Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p>	<p>SE/TE: For supporting material please see: Western Democracies React to the Depression, 711-712; Global Economic Crisis, 882; Debt and Developing World, 883</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – After High School; Taxes and Income; Your Fiscal Fitness: An Introduction; Budgeting; Checking; Investments; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts; Economics – Money Management</p>

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SS.EC.FL.3.9-12: Explain how time, interest rates, and inflation influence savings patterns over a lifetime.	<p>SE/TE: For supporting material please see: The American Economy Booms, 709; Crash Leads to Collapse, 710; Global Economic Crisis, 882; Debt and Developing World, 883; also see: Inflation, 163, 169, 417-418, 429, 477, 725-726, 826, 857, 875</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – Checking; Investments; Savings and Retirement; Credit and Debt</p>
SS.EC.FL.4.9-12: Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.	<p>SE/TE: For supporting material please see: The American Economy Booms, 709; Crash Leads to Collapse, 710; Global Economic Crisis, 882</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – Credit and Debt; Risk Management; Consumer Smarts; Economics – Money Management</p>
SS.EC.FL.5.9-12: Evaluate risks and rates of return of diversified investments.	<p>SE/TE: For supporting material please see: Crash Leads to Collapse, 710; Global Economic Crisis, 882</p> <p>Topic 17 Assessment (6. Summarize Causes), 731</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – Credit and Debt; Risk Management; Consumer Smarts; Economics – Money Management</p>
SS.EC.FL.6.9-12: Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.	<p>SE/TE: For supporting material please see: Healthcare, 887, 888, 890</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Personal Finance – Risk Management</p>

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History Standards	
Change, Continuity, and Context	
SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; Topic Assessment, 20-23, 56-58, 96-98, 121-123, 153-155, 185-186, 251-253, 303-304, 346-347, 379-380, 422-423, 490-493, 530-532, 587-588, 641-642, 673-674, 731-734, 769-770, 807-808, 844-846, 906-907</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; History – How Do Historians Study History?; Historical Sources</p>
SS.H.2.9-12: Analyze change and continuity within and across historical eras.	<p>SE/TE: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>21st Century Skills: Sequence, 959; Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time</p> <p><i>21st Century Skills Tutorials:</i> Sequence; Analyze Cause and Effect; Identify Trends</p>

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<p>SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The American Revolution, 460–465; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508–509; Utilitarians Support Limited Government, 509–510; Opposing Views of Big Business, 516; Better Medicine, Nutrition, and Health, 516–517; Safety, Sanitation, and Skyscrapers, 518; Western Democracies React to the Depression, 711–712; Civil Rights Movement, 785–786; Struggle for Democracy in the Philippines, 819–820; African Nations Win Independence, 821–828; Development Brings Social Change, 853–854; Latin American Nations Move Toward Democracy, 866–872; Human Rights, 889–891; Development and the Environment, 891–893</p> <p>Topic 5 Assessment (4. Identify Characteristics), 153; (5. Describe Rights and Analyze Information), 153; Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906; (18. Describe Changing Roles), 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>

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<p>SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Monsoons, 62-63, 79, 270, 294, 342, 347, 864; Ice Age, 102; Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508-509; Utilitarians Support Limited Government, 509-510; Socialist Thought Emerges, 510-511; Marx and the Origins of Communism, 511-512; Opposing Views of Big Business, 516; Western Democracies React to the Depression, 711-712; Development and the Environment, 891-893</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 3 Assessment (1. Identify Causes and Effects), 96; Topic 9 Assessment (11. Analyze the Influence), 347; Topic 13 Assessment (14. Describe Major Effects), 532; (15. Identify Important Changes in Human Life), 532; Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Culture – Cultural Diffusion and Change; History – Historical Maps; Economics – Economic Development; Trade</p>

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Perspectives	
<p>SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.</p>	<p>SE/TE: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843, 885; Determine Point of View, 147, 511; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence, 204, 568, 657, 885</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 770; Topic 20 Assessment (4. Identify Examples), 844; (5. Identify Examples), 844; Topic 21 Assessment (17. Identify Examples), 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Write an Essay</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p>
<p>SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.</p>	<p>SE/TE: For supporting material please see: Democracy in America, 154, 575–578; The United States Constitution, 463–465; also see: Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160</p> <p>Topic 12 Assessment (6. Explain the Political Philosophies), 490; (16. Explain Philosophies), 492; (21. Compare Consequences), 493; (22. Identify the Influence of Ideas), 493</p> <p>21st Century Skills: Make Decisions, 986–987; Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting; Make Decisions</p>

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<p>SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality and justice.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The French Revolution, 467–474, 475–481; Changing Ways of Life and Thought, 520–529; Revolutions Sweep Europe, 536–544; Latin Americans Win Independence, 545–549; Democratic Reforms in Britain, 561–568; Civil Rights Movement, 785–786; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 866–872; Human Rights, 889–891</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>

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<p>SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p>	<p>SE/TE: 21st Century Skills: Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Interpret Sources, 968</p> <p>Civil Rights Movement, 785-786; New Nations in South Asia and Southeast Asia, 812-820; African Nations Win Independence, 821-828; Latin American Nations Move Toward Democracy, 866-872; Human Rights, 889-891</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Interpret Sources; Analyze Primary and Secondary Sources; Evaluate Existing Arguments</p> <p><i>Interactive Primary Sources (Examples):</i> The Destruction of the Indies, Bartolome de Las Casas; The Interesting Narrative of the Life of Olaudah Equiano; "Remember the Ladies," Abigail Adams; Declaration of Sentiments and Resolutions; "Ain't I a Woman?," Sojourner Truth; Uncle Tom's Cabin, Harriet Beecher Stowe; "I Will Fight No More Forever," Chief Joseph; How the Other Half Lives, Jacob Riis; The Diary of a Young Girl, Anne Frank; "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.; "Freedom from Fear," Aung San Suu Kyi; "Glory and Hope," Nelson Mandela</p>

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Historical Sources and Evidence	
<p>SS.H.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>SE/TE: Students examine specific historical sources in the Topic Assessment activities. For examples see: <i>Research Activities</i> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Interpret Sources, 968</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare Viewpoints; Interpret Sources; Analyze Primary and Secondary Sources; Evaluate Existing Arguments</p>

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Causation and Argumentation	
<p>SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Imperialism, 592–597, 598–604, 605–609, 610–614, 620–623, 624–631, 632–640; World War I, 646–651, 652–657, 658–666, 667–672; World War II, 738–743, 744–749, 756–761, 762–768; Western Democracies React to the Depression, 711–712; also see: 21st Century Skills: Analyze Cause and Effect, 965; Identify Cause and Effect (examples), 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 604, 619, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 879, 880, 883, 899, 904</p> <p>Topic 16 Assessment (1. Identify Major Causes), 673; (2. Identify Major Causes), 673; (3. Identify Major Effects), 673; (8. Identify Major Characteristics and Effects), 673; (12. Identify Causes), 674; Topic 17 Assessment (11. Identify Major Causes), 733; (14. Identify Major Causes), 733; Topic 18 Assessment (1. Explain the Major Causes of World War II), 769; (4. Identify Causes of Turning Points in World War II), 769</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p>

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<p>SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.</p>	<p>SE/TE: 21st Century Skills: Analyze Cause and Effect, 965; Analyze Timeline, 7, 20, 166, 740; Identify Patterns, 110, 112, 396, 405, 410, 503, 893; Identify Cause and Effect (examples), 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 604, 619, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 879, 880, 883, 899, 904</p> <p>Topic 1 Assessment (8. Describe Major Effects), 21; (12. Describe the Major Effects), 22; Topic 3 Assessment (1. Identify Causes and Effects), 96; (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97; (14. Describe Major Effects), 98; Topic 4 Assessment (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123; Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153; Topic 6 Assessment (15. Describe Major Effects of Events), 186; Topic 8 Assessment (5. Identify Major Causes and Effects), 303; (8. Identify Major Causes and Effects), 303; Topic 16 Assessment (1. Identify Major Causes), 673; (2. Identify Major Causes), 673; (3. Identify Major Effects), 673; (8. Identify Major Characteristics and Effects), 673; (12. Identify Causes), 674; Topic 17 Assessment (8. Identify and Explain the Major Causes and Effects), 732</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p>

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<p>SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Imperialism, 592–597, 598–604, 605–609, 610–614, 620–623, 624–631, 632–640; World War I, 646–651, 652–657, 658–666, 667–672; Conflicting Forces in Japan, 698–699; World War II, 738–743, 744–749, 756–761, 762–768; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Challenges for African Nations, 855–860; The Importance of Oil in the Middle East, 834–835; A New Europe, 873–875; Globalization and Trade, 881–885; Development and the Environment, 891–893</p> <p>Topic 4 Assessment (1. Compare Major Economic Developments), 121; (5. Compare Major Economic Developments and Create Graphs), 121; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304; Topic 9 Assessment (3. Analyze Facilitation), 346; (9. Identify Major Causes and Effects), 346; Topic 11 Assessment (10. Explain Impact), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 15 Assessment (6. Identify Influences on European Imperialism), 641; (7. Explain Characteristics of European Imperialism), 641</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Economics – Trade</p>

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Anthropology Standards	
<p>SS.Anth.1.9-12: Analyze the elements of culture and explain the factors that shape these elements differently around the world.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Sumerian Civilization Develops, 28–31; The Hebrews and the Origins of Judaism, 40–45; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Ancient Civilizations in China, 81–88; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310; Society and Culture in Spanish America, 403–404; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change</p>

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<p>SS.Anth.2.9-12: Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The Neolithic Revolution, 9–13; Civilizations Arise in the Fertile Crescent, 26–27; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chines Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 131–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 247–248</p> <p>Topic 2 Assessment (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 Assessment (6. Analyze the Influence), 9; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 531; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 674</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use</p>

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Illinois Learning Standards for Social Science, 9-12	World History Survey Edition ©2016
<p>SS.Anth.3.9-12: Explain why anthropologists study culture from a holistic perspective.</p>	<p>SE/TE: For related material see: Studying Prehistory, 4-5; Investigating Prehistory, 5-6; Technology, 6-7; The Neolithic Revolution, 9-13</p> <p>Topic 1 Assessment (1. Identify Major Causes of Events), 20; (2. Identify Characteristics of Civilizations), 20; (3. Identify and Describe Major Causes of Events), 20; (4. Identify Major Causes of Events), 20</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Archaeology and Other Sources; Culture – What Is Culture?</i></p>
<p>SS.Anth.4.9-12: Evaluate one’s own cultural assumptions using anthropological concepts.</p>	<p>SE/TE: For supporting material please see: Topic 1 Assessment (4. Identify Major Causes of Events), 20; (17. Write about the Essential Question: Why is culture important?), 23; Topic 9 Assessment (16. Write about the Essential Question: What distinguishes one culture from another?), 347; Topic 10 Assessment (16. Write about the Essential Question: Why is culture important?), 380</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Archaeology and Other Sources; Culture – What Is Culture?</i></p>
<p>SS.Anth.5.9-12: Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.</p>	<p>SE/TE: For supporting material please see: For related material see: Topic 1 Assessment (17. Write about the Essential Question: Why is culture important?), 23; Topic 9 Assessment (16. Write about the Essential Question: What distinguishes one culture from another?), 347; Topic 10 Assessment (16. Write about the Essential Question: Why is culture important?), 380</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Archaeology and Other Sources; Culture – What Is Culture?</i></p>

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<p>SS.Anth.6.9-12: Explain how local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>SE/TE: The United States in a Global Economy, 784; European Union, 788, 834, 874; Pacific Rim, 879; NAFTA, 870; Globalization and Trade, 881–885; Development and the Environment, 891–893</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Trade</p>
Psychology Standards	
<p>SS.Psy.1.9-12: Identify scientific methodologies utilized in psychological research.</p>	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies</p>
<p>SS.Psy.2.9-12: Evaluate the conclusions made by psychological research, including ethical concerns.</p>	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies</p>
<p>SS.Psy.3.9-12: Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.</p>	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704; Literature Explores the Inner Mind, 705</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies</p>

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<p>-SS.Psy.4.9-12: Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.</p>	<p>SE/TE: For supporting material please see: People Search for a Better Life, 888; Human Rights, 889-891; Breakthroughs in Medicine and Biotechnology, 902-904</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies</p>
<p>SS.Psy.5.9-12: Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</p>	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704; Literature Explores the Inner Mind, 705; People Search for a Better Life, 888; Human Rights, 889-891; Breakthroughs in Medicine and Biotechnology, 902-904</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion</p>
<p>SS.Psy.6.9-12: Identify and apply psychological thinking to personal and societal experiences and issues.</p>	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704</p> <p>Topic 1 Assessment (17. Write about the Essential Question: Why is culture important?), 23; Topic 9 Assessment (16. Write about the Essential Question: What distinguishes one culture from another?), 347; Topic 10 Assessment (16. Write about the Essential Question: Why is culture important?), 380</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion</p>

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SS.Psy.6.9-12: Identify and apply psychological thinking to personal and societal experiences and issues.	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704</p> <p>Topic 1 Assessment (17. Write about the Essential Question: Why is culture important?), 23; Topic 9 Assessment (16. Write about the Essential Question: What distinguishes one culture from another?), 347; Topic 10 Assessment (16. Write about the Essential Question: Why is culture important?), 380</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion</p>
SS.Psy.8.9-12: Use appropriate psychological terminology with reference to psychologists, their experiments, and theories in order to explain the possible causes of and impact on behavior and mental processes.	<p>SE/TE: For supporting material please see: Freud Analyzes the Mind, 704</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies</p>
Sociology Standards	
SS.Soc.1.9-12: Identify and apply the sociological perspective and a variety of sociological theories.	<p>SE/TE: For supporting material please see: Natural Laws, 452; Natural Rights, 453; Social Contract, 455; Philosophes, 457; Social, Economic, and Political Changes, 503; Owen and Utopian Socialism, 510–511; The New Social Order, 520–521; The Rise of Public Education, 522–523; Social Darwinism, 524; People Search for a Better Life, 888; Human Rights, 889–891; Breakthroughs in Medicine and Biotechnology, 902–904</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Archaeology and Other Sources; Culture – What Is Culture?</p>

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<p>SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Sumerian Civilization Develops, 28–31; The Hebrews and the Origins of Judaism, 40–45; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Ancient Civilizations in China, 81–88; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310; Society and Culture in Spanish America, 403–404; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change</p>

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<p>SS.Soc.3.9-12: Hypothesize how primary agents of socialization influence the individual.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The Neolithic Revolution, 9–13; Civilizations Arise in the Fertile Crescent, 26–27; Sumerian Civilization Develops, 28–31; The Hebrews and the Origins of Judaism, 40–45; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Ancient Civilizations in China, 81–88; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310; Society and Culture in Spanish America, 403–404; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts</p>

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<p>SS.Soc.4.9-12: Describe the impact of social relationships on the self, groups, and socialization processes</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: Sumerian Civilization Develops, 28–31; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Christianity Takes Hold, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310; Society and Culture in Spanish America, 403–404; Social Impact of Industrialism, 504–512; City Life Changes, 517–518; Changing Ways of Life and Thought, 520–529; Challenges of Development, 850–854; People Search for a Better Life, 888</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change</p>

**A Correlation of World History, Survey Edition, ©2016 to the
Illinois Learning Standards for Social Science**

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<p>SS.Soc.5.9-12: Explain the social construction of self and groups and their impact on the life chances of individuals.</p>	<p>SE/TE: For supporting material please see: Natural Laws, 452; Natural Rights, 453; Social Contract, 455; Philosophes, 457; Social, Economic, and Political Changes, 503; Owen and Utopian Socialism, 510–511; The New Social Order, 520–521; The Rise of Public Education, 522–523; Social Darwinism, 524; People Search for a Better Life, 888; Human Rights, 889–891; Breakthroughs in Medicine and Biotechnology, 902–904</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Archaeology and Other Sources; Culture – What Is Culture?</p>
<p>SS.Soc.6.9-12: Analyze the impact of stratification and inequality on groups and the individuals within them.</p>	<p>SE/TE: This standard is met throughout the program. For examples see the following: The French Revolution, 467–474, 475–481; Changing Ways of Life and Thought, 520–529; Revolutions Sweep Europe, 536–544; Latin Americans Win Independence, 545–549; Democratic Reforms in Britain, 561–568; Civil Rights Movement, 785–786; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 866–872; Human Rights, 889–891</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p>