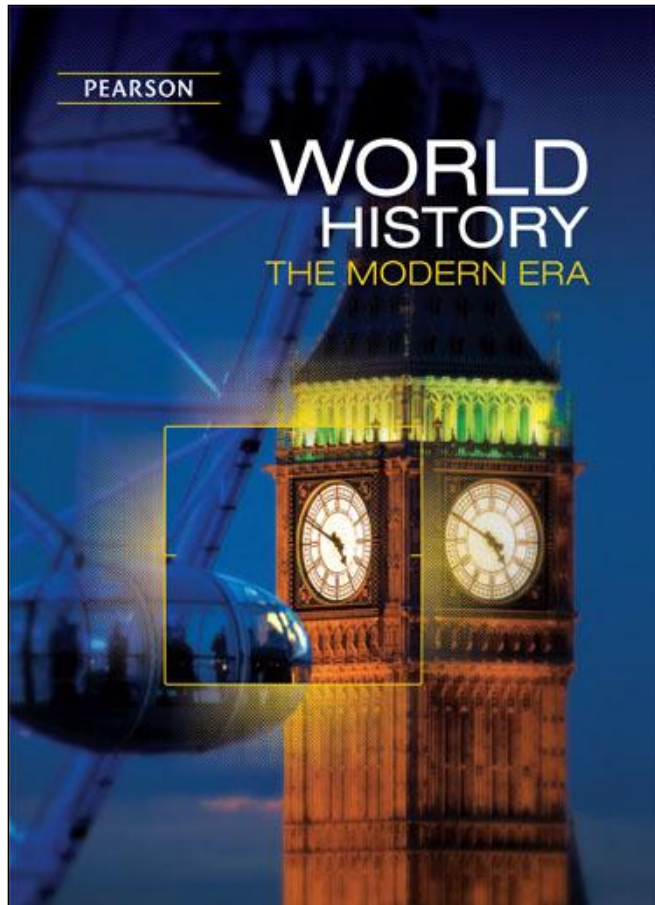


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To the

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**Introduction**

This document demonstrates how ***Pearson World History, Modern Era, ©2016***, meets the Washington State Social Studies Learning Standards, Grades 9-10.

*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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|---|--|
| <b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.  |  |
| Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.<br>(This component is addressed in grades K, 2-5, 7, 8, 11, 12)   |  |
| Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.  |  |
| 1.2.3 Evaluates the impact of various forms of government on people in the past or present.<br>Examples:<br>- Weighs the impact of the Qing Dynasty government on the people of China as compared with life under communist rule.<br>- Weighs the impact of the British occupation of Hong Kong compared with life under China’s “one-country, two systems” control | <b>SE:</b> The Greek City States, 27-28; Assessment, 3. Identify Steps in a Process, 30; The Roman Republic, 31-32; Summarize, 32; Assessment, 1. Explain, 37; Types of Imperial Rule, 319; Compare and Contrast, 319; India Under British Rule, 336; Identify Cause and Effect, 336; Economic Interest in China, 339-340; Describe, 340; European Imperialism in Southeast Asia, 350-352; Describe, 352<br><br><b>TE:</b> Topic 6 Inquiry Document-Based Question, What was the Impact of Imperialism on India, 226-227; Types of Imperial Rule, 233; The Effects of Imperialism, 233; Imperialism – Different Opinions, 234; The Fall of the Qing Dynasty, 256; The Decline of the Qing Dynasty, 257 |
| Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.  |  |
| 1.3.1 Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.<br>Examples:<br>Examines the relationship between the United States and Mexico in addressing labor issues.   | <b>SE:</b> The United States Expand, 298-299; Describe, 299; Nationalism Spreads in Latin America, 403-405; Assessment, 5. Cite Evidence, 405; U.S. Involvement in the War, 470-471; Identify Central Issues, 471; Wartime Alliance Break Apart, 496-497; Generate Explanations, 497; The Cold War Around the World, 501-502; Make Generalizations, 502; The Two Koreas, 516-517; Assessment, 2. Infer, 517; Warfare in Iraq, 563-565; The U.S. Response to Terrorism, 619-621; Connect, 612; Assessment, 4. Generate Explanations, 621<br><br><b>TE:</b> Nationalism Spreads in Latin America, 316  |

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| Component 1.4: Understands civic involvement (This component is addressed in grades 2, 4-8, 11-12)   |   |
| <b>EALR 2: ECONOMICS</b> The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.   |   |
| Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.  |   |
| <p>2.1.1 Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>-- Examines how competition for natural resources contributed to the beginning of World War I and World War II.</li> <li>— Examines how the French bourgeoisie’s commercial success contributed to the beginning of the French Revolution.</li> <li>— Examines how latifundistas’ decisions to expand their plantations contributed to the desire in Latin America for independence from Spain.</li> </ul>  | <p><b>SE:</b> The Old Regime in France, 190-192; Contrast, 192; France’s Economic Crisis, 192-193; Describe, 193; Demand for Reform Spreads, 264-265; Latin American Ripe for Revolution, 269-270; Revolts in Mexico and Central America, 271-272; Discontent Sparks Revolt in South America, 272-273; Compare and Contrast, 273; Motivations for the New Imperialism, 316-317; Summarize, 317; Major Causes of World War I, 369-371; The Mexican Revolution, 400-401; Sequence Events, 401; The Chinese Communist Victory, 513-514; Compare, 514</p> <p><b>TE:</b> Latin American Ripe for Revolution, 183; Revolts in Mexico and Central America, 184; Discontent Sparks Revolt in South America, 185</p>                     |
| Component 2.2: Understands how economic systems function.  |   |
| <p>2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.</p> <p>Examples: — Explains how competition in a market system among sellers and buyers affects costs and prices.</p> <ul style="list-style-type: none"> <li>— Compares how the free market economy in Pinochet’s Chile differed from the planned economy in Castro’s Cuba in meeting their people’s needs and wants.</li> <li>— Compares the market economies of Taiwan and China.</li> <li>— Examines the changes in economic systems that occurred as a result of the African Independence Movement.</li> </ul> | <p><b>SE:</b> Rise of the Dutch and the Spanish, 115-116; Compare and Contrast, 116; Europeans Trade in Mughai India, 116-117; Explain, 117; Mercantilism, 144-145; Describe, 145; Assessment, 2. Identify Cause and Effect, 3. Make Generalizations, 5. Compare Points of View, 145; Working Toward Development, 572-574; Describe, 574; African Nations Face Economic Choices, 579-580; Generate Explanations, 580; India Builds A Modern Economy, 585-586; Identify Cause and Effect, 586; Global Interdependence, 603-605; Global Organizations and Trade Agreements, 605-606</p> <p><b>TE:</b> Rise of the Dutch and Spanish, 56; Topic 4 Inquiry, Document-Based Question, Who Should Control Economic Decisions, 138</p> |

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| <p>2.2.2 Analyzes how and why countries have specialized in the production of particular goods and services in the past or present.<br/>           Examples:<br/>           — Examines how and why Nigeria specializes in oil production.<br/>           — Examines how and why India specializes in call centers.<br/>           — Examines how and why Costa Rica specializes in ecotourism.</p>   | <p><b>SE:</b> Causes of European Exploration, 108-109; Identify, 109; The Columbian Exchange, 141-142; Identify Cause and Effect, 142; A Commercial Revolution, 142-144; Compare and Contrast, 144; Assessment, 1. Analyze Information, 2. Identify Cause and Effect, 145; Case Studies: Five African Nations, 546-548; The Importance of Oil in the Middle East, 556-557; India Builds A Modern Economy, 585-586; Poverty Challenges Latin America, 588-590</p> <p><b>TE:</b> Topic 2, Inquiry Document-Based Question, What Was the Impact of the Columbian Exchange, 38-39</p> |
| <p>Component 2.3: Understands the government's role in the economy.</p>  |   |
| <p>2.3.1 Analyzes the costs and benefits of government trade policies from around the world in the past or present.<br/>           Examples:<br/>           — Examines the costs and benefits of protective tariffs in the development of "infant" automobile industries in South Korea and Brazil.<br/>           — Examines the effects of government subsidies for Airbus on the global buying and selling of airplanes.<br/>           — Examines the effects of import-led growth and export-led growth when examining the economic development of countries in Southeast Asia and Latin America.<br/>           — Examines the effects of the European Economic Union on global trade. — Examines how anti-dumping regulations in the General Agreement on Trade and Tariffs affect Chile's agricultural products.</p> | <p><b>SE:</b> A New Europe, 595-597, Global Organizations and Trade Agreements, 605-606; Summarize, 606</p> <p><b>TE:</b> Global Organizations and Trade Agreements, 607</p>  |

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|---|---|
| <p>Component 2.4: Understands the economic issues and problems that all societies face.</p>   |   |
| <p>2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Examines and critiques how the Soviet Union’s distribution of resources affected the standard of living.</li> <li>— Examines and critiques how Canada has distributed resources to its people.</li> <li>— Examines and critiques how China’s use of resources has addressed sustainability.</li> <li>— Examines and critiques the sustainability of Sri Lanka’s use of resources.</li> </ul> | <p><b>SE:</b> African Nations Face Economic Choices, 579-580; Generate Explanations, 580; Continuing Challenges in Development, 580-582; Assessment, 4. Identify Central Issues, 582; Global Challenges, 608-610; Development and the Environment, 613-615; Identify Supporting Details, 615; Assessment, 5. Compare and Contrast, 615</p> <p><b>TE:</b> Global Challenges, 512; Development and the Environment, 514</p> |

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|---|--|
| <p><b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.</p>                                     |  |
| <p>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</p>   |  |
| <p>3.1.2 Identifies major world regions and understands their cultural roots.<br/>           Examples:<br/>           — Compares the political regimes of the Middle East, including those of Palestine and Israel.<br/>           — Describes Latin America based on its colonial history.</p> | <p><b>SE:</b> Civilizations of Middle America, 22-23; Explain, 23; The Peoples of North America, 24-25; Economic Expansion and Change: The Crusades and After, 43-44; Russia and Eastern Europe, 48-51; Latin American Ripe for Revolution, 269-270; Nationalism Spreads in Latin America, 403-405; Synthesize, 405; Assessment, 1. Identify Central Ideas, 3. Identify Central Issues, 405; Nationalism and Conflict in the Middle East, 410-411; Identify Cause and Effect, 411; Independence and Partition in South Asia, 534-535; The Founding of Israel, 552-553; Infer, 553; New Nations in the Middle East, 556; Israel and Palestine, 559-560; Difficult Road to Peace, 560-562; Integrate Information, 562; Topic 11 Assessment, 13. Summarize and Locate Places, 14. Explain, 15. Summarize Impact, 16. Summarize the Reasons, 568; Topic 12 Assessment, 14. Explain and Summarize, 628</p> <p><b>TE:</b> Independence and Partition in South Asia, 445; Indian Independence and Partition, 445; The Founding of Israel, 459; Birth of Israel, 459; New Nations in the Middle East, 460; Israel and Palestine, 465</p> |



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| Component 3.2: Understands human interaction with the environment.  |  |
| <p>3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Critiques political solutions to the damming and pollution of the Danube River to improve water quality downstream.</li> <li>— Examines ways to address global climate change that promote environmental sustainability and economic growth in the developing world.</li> <li>— Examines the different ways people have built houses on flood plains of the Mekong and Mississippi Rivers.</li> </ul> | <p><b>SE:</b> Continuing Challenges to Development, 580-582; Assessment, 4. Identify Central Issues, 582; Reform Brings Growth and Challenges, 584-585; Assessment, 2. Identify Central Issues, 587; Global Challenges, 608-610; Contrast, 608; Development and the Environment, 613-615; Identify Supporting Details, 615; Assessment, 5. Compare and Contrast, 615</p> <p><b>TE:</b> Topic 12 Inquiry: Document-Based Question, How do Developed and Developing Countries Differ?, 472</p>                                 |
| <p>3.2.2 Understands and analyzes examples of ethnocentrism.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Examines whether there is ethnocentrism in attitudes about the use of multiple languages in communities across the world.</li> <li>— Examines whether there are elements of ethnocentrism in French perceptions of Muslim girls wearing hijabs in school.</li> </ul>   | <p><b>SE:</b> Korea and Japan Choose Isolation, 119-120; Identify Patterns, 120; Assessment, 5. Compare and Contrast, 120; Hitler Leads the Nazi Party, 448-449; Check Understanding, Topic 8 Assessment, 5. Describe the Emergence, 453; The Nazi Campaign Against the Jews, 472-474; Synthesize, 474; War I Yugoslavia, 599-601; Identify Cause and Effect, 601; Assessment, 3. Identify Cause and Effect, 602; Topic 12 Assessment, 17. Identify Examples, 629</p> <p><b>TE:</b> Korea and Japan Choose Isolation, 52</p> |
| <p>3.2.3 Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Explains the factors leading to the slave trade and its effects on societies in Africa and the Americas.</li> <li>— Explains the factors leading to the movement of prisoners to Van Diemen’s Land and its effects on native Australian populations.</li> <li>— Explains the factors leading to the Jewish Diaspora.</li> </ul>   | <p><b>SE:</b> The Hebrews and the Origins of Judaism, 10-11; Identify Main Ideas, 11; Assessment, 4. Support Ideas with Examples, 13; Impact of the Slave Trade, 138-140; Europeans in Australia, 353-354; Nationalism and Conflict in the Middle East, 410-411; Identify Cause and Effect, 411; Topic 8 Assessment, 2. Describe the Spread, 453</p> <p><b>TE:</b> Europeans in Australia, 268; Nationalism and Conflict in the Middle East, 323</p>   |

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| Component 3.3: Understands the geographic context of global issues.  |  |
| <p>3.3.1 Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Explains how political boundaries drawn by colonial powers continue to serve as sources of conflict.</li> <li>— Explains how the natural resources of North, Central, and South America affected the colonial aims of the British and Spanish.</li> <li>— Compares how places with similar geographic characteristics, such as Mozambique and South Africa, have been differently influenced by colonial powers.</li> </ul> | <p><b>SE:</b> Nationalism and Conflict in the Middle East, 410-411; Identify Cause and Effect, 411; Topic 8 Assessment, 2. Describe the Spread, 453; Independence and Partition in South Asia, 534-535; The Founding of Israel, 552-553; Infer, 553; New Nations in the Middle East, 556; Israel and Palestine, 559-560; Difficult Road to Peace, 560-562; Integrate Information, 562; Topic 11 Assessment, 13. Summarize and Locate Places, 14. Explain, 15. Summarize Impact, 16. Summarize the Reasons, 568; Topic 12 Assessment, 14. Explain and Summarize, 628</p> <p><b>TE:</b> The Founding of Israel, 459; Birth of Israel, 459; New Nations in the Middle East, 460; Israel and Palestine, 465;</p> |
| <p><b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p>  |  |
| Component 4.1: Understands historical chronology.  |  |
| <p>4.1.1 Analyzes change and continuity within a historical time period.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Examines how Spain under Ferdinand and Isabella changed with the influx of trade while still preserving the monarchy.</li> <li>— Examines how the impact of guns caused some countries to form and others to maintain their power.</li> </ul>   | <p><b>SE:</b> Economic Expansion and Change: The Crusades and After, 43-44; The Search for the Route to the Pacific, 112-113; Korea and Japan Choose Isolation, 119-120; Identify Patterns, 120; Assessment, 5. Compare and Contrast, 120; The Atlantic Slave Trade, 137-138; Identify Cause and Effect, 138; The United States Wields Power and Influence, 360-361</p> <p><b>TE:</b> Korea and Japan Choose Isolation, 52; Impact of the Slave Trade, 70;</p>   |

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|---|---|
| <p>4.1.2 Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> <li>• Global expansion and encounter (1450—1750).</li> <li>• Age of revolutions (1750—1917).</li> <li>• International conflicts (1870—present).</li> <li>• Emergence and development of new nations (1900—present).</li> <li>• Challenges to democracy and human rights (1945—present).</li> </ul> <p>Examples:</p> <p>— Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism. — Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions.</p> <p>— Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict.</p> <p>— Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations</p> <p>— Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.</p> | <p><b>SE:</b> First Encounters, 121-122; Cortés Conquers the Aztecs, 122-123; Identify Cause and Effect, 123; The Incan Empire and Beyond, 124-125; Assessment, 5. Predict Consequences, 129; A Power Struggle Begins, 133-134; Assessment, 1. Generate Explanations, 134; Topic 2 Assessment, 3. Identify and Analyze Major Cause and Effect, 146; From Restoration to Glorious Revolution, 173-174; Define, 174; Scientific Revolution Leads to the Enlightenment, 176-177; Explain, 177; The British Colonies in America, 185-186; Describe, 186; Discontent in the Colonies, 186-187; Draw Conclusions, 187; The American Revolution, 187; Assessment, 4. Hypothesize, 189; Storming the Bastille, 194; Identify Central Ideas, 194; Revolts in Paris and the Provinces, 194-195; Identify Main Ideas, 195; A New Agricultural Revolution, 221-222; Check Understanding, 222; Coal, Steam, and the Energy Revolution, 222-223; Identify Supporting Details, 223; Revolts in Mexico and Central America, 271-272; Discontent Sparks Revolts in South America, 272-273; Assessment, 1. Draw Conclusions, 4. Identify Main Ideas, 273; Nationalism Endangers Old Empires, 303-304; Unrest in the Muslim Regions, 329-330; Major Causes of World War I, 369-371; Identify Cause and Effect, 371; The Alliance System Leads to War, 372-373; Identify Central Issues, 373; Assessment, 1. Generate Explanations, 2. Identify Cause and Effect, 3. Identify Central Issues, 4. Integrate Information, 373</p> |

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| <p><b>(Continued)</b><br/>           4.1.2 Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> <li>• Global expansion and encounter (1450—1750).</li> <li>• Age of revolutions (1750—1917).</li> <li>• International conflicts (1870—present).</li> <li>• Emergence and development of new nations (1900—present).</li> <li>• Challenges to democracy and human rights (1945—present).</li> </ul> <p>Examples:<br/>           — Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism. — Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions.<br/>           — Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict.<br/>           — Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations<br/>           — Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.</p> | <p><b>(Continued)</b><br/> <b>TE:</b> First Encounters, 56; Cortés Conquers the Aztecs, 57; The Incan Empire and Beyond, 57; A Power Struggle Begins, 64; From Restoration to Glorious Revolution, 101; Scientific Revolution Leads to the Enlightenment, 105; The American Revolution, 114; Storming the Bastille, 120; A New Agricultural Revolution, 143; Coal, Steam, and the Energy Revolution, 144; Topic 7 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 280-281; The Alliance System Leads to War, 287; Causes of World War I, 287</p> |

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| Component 4.2: Understands and analyzes causal factors that have shaped major events in history.   |  |
| <p>4.2.1 Analyzes how individuals and movements have shaped world history (1450— present).<br/>           Examples:<br/>           — Examines the impact Toussaint L’Ouverture had on revolutionary ideas in Latin America.<br/>           — Examines the impact Lenin had on revolutionary ideas in Russia.<br/>           — Examines the significance of Raoul Wallenberg’s actions during the Holocaust and World War II.</p> | <p><b>SE:</b> Haiti Fights for Freedom, 270-271; Check Understanding, 271; Assessment, 3. Draw Conclusions, 273; Marx and the Origins of Communism, 235-236; Morale Breaks Down, 382-383; Causes of the February Revolutions, 389-390; Lenin Leads the Bolsheviks, 390-391; Explain, 391; Assessment, 3. Compare and Contrast, 394; Topic 7 Assessment, 15. Identify Examples, 16. Identify Origins, Characteristics, and Influences, 396; Nationalism Spreads to Latin America, 403-405; Synthesize, 405; Jewish Resistance, 474-475</p> <p><b>TE:</b> Haiti Fights for Freedom, 184; Morale Breaks Down, 296; Causes of the February Revolution, 303; Lenin Leads the Bolsheviks, 304; Revolution Brings Bolsheviks to Power, 304; Topic 8 Inquiry: Civic Discussion, Lenin and Stalin, 310; The Holocaust, 387; The Nazi Campaign Against the Jews, 387; Jewish Resistance, 388; The Allies Respond to the Holocaust, 388</p> |
| <p>4.2.2 Analyzes how cultures and cultural groups have shaped world history (1450- present).<br/>           Examples:<br/>           — Examines the impact the British Raj had on the reshaping of Indian society.<br/>           — Examines the impact that Machiavelli had on popular culture.<br/>           — Examines the impact that slave labor had on economic growth in the Americas.</p>                              | <p><b>SE:</b> New Books Reflect Renaissance Themes, 79-80; Assessment, 4. Draw Conclusions, 80; Topic 1 Assessment, 6. Analyze Examples, 103; Impact of the Slave Trade, 138-140; Contrast, 140; Assessment, 5. Summarize, 140; The British East India Company, 334-336; India Under British Rule, 336; Identify Cause and Effect, 336; Diverse Views of Culture, 337; Compare and Contrast, 337; Assessment, 3. Analyze Information, 5. Analyze Information, 338; Topic 6 Assessment, 4. Describe Major Effects of European Imperialism, 8. Explain Major Characteristics, 364</p> <p><b>TE:</b> New Books Reflect Renaissance Themes, 11; Impact of the Slave Trade, 70; India Under British Rule, 250; The Growth of Indian Nationalism, 251</p>  |

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| <p>4.2.3 Analyzes and evaluates how technology and ideas have shaped world history (1450—present). Examples:</p> <ul style="list-style-type: none"> <li>— Analyzes the costs, benefits, and long-term consequences of Adam Smith’s ideas in the Wealth of Nations.</li> <li>— Analyzes the costs, benefits, and long-term consequences of access to weapons for Sub-Saharan Africa.</li> <li>— Analyzes the costs, benefits, and long-term significance of nuclear weapons on the political systems in India and Pakistan.</li> </ul> | <p><b>SE:</b> New Economic Ideas, 180; Compare and Contrast, 180; Assessment, 3. Identify Central Ideas, 186; Topic 3 Assessment, 11. Identify Origins, Influences, and Contributions, 215; Laissez-Faire Economics, 232-233; Identify Cause and Effect, 233; Topic 4 Assessment, 16. Identify the Contributions and Influence, 256; Economic and Social Reforms, 288-289; Independence and Partition in South Asia, 534-535; Identify Main Ideas, 535; South Asia in the Cold War, 539; Identify Main Ideas, 539; Assessment, 3. Draw Conclusions, 543; Topic 12 Assessment, 7. Summarize, 627</p> <p><b>TE:</b> Laissez-Faire Economics, 152; The Nuclear Arms Race, 419</p> |

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| Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.   |   |
| <p>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).<br/>           Examples:<br/>           — Distinguishes between conflicting views of the causes of Rwandan genocide.<br/>           — Distinguishes between conflicting views of the causes of the Russian Revolution.<br/>           — Distinguishes between conflicting views of the causes of the Holocaust.</p> | <p><b>SE:</b> Rebellions Erupt in Eastern Europe, 262-263; The Road to Revolution, 309-310; Draw Conclusions, Assessment, 1. Identify Cause and Effect, 3. Integrate Information, 4. Analyze Information, 310; Topic 5 Assessment, 8. Describe How People Participated, 311; Morale Breaks Down, 382-383; Causes of the February Revolution, 389-390; Identify Cause and Effect, 390; Assessment, 5. Hypothesize, 394; Topic 7 Assessment, 12. Identify Causes, 13. Identify the Establishment, 396; Authoritarian Rule in Eastern Europe, 451-452; Assessment, 4. Describe, 42; Topic 8 Assessment, 16. Explain the Roles and Identify, 455; The Nazi Campaign Against the Jews, 472-474; Synthesize, 474; Jewish Resistance, 474-475; Infer, 475; The Allies Respond to the Holocaust, 475-477; Assessment, 1. Synthesize, 2. Compare and Contrast, 4. Infer, 477; Aftermath of the War, 487-488; Assessment, 5. Summarize, 490; Topic 9 Assessment, 9. Explain Roles and Identify Examples, 492; The Founding of Israel, 552-553; Infer, 553</p> <p><b>TE:</b> The Holocaust, 387; The Nazi Campaign Against the Jews, 387; Jewish Resistance, 388; The Allies Respond to the Holocaust, 388; Topic 11 Inquiry: Document-Based Question, How Should Nations Respond to Genocide, 440-441</p> |

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| <p>4.3.2 Analyzes the multiple causal factors of conflicts in world history (1450 – present).<br/>           Examples:<br/>           — Examines the causes of World War I from political, economic, military, social, and religious perspectives to develop a position on the primary cause of the war.<br/>           — Examines Palestinians’ and Israelis’ perspectives on the causes of conflict in the Middle East to develop a position on the primary cause of the conflict.</p> | <p><b>SE:</b> Major Causes of World War I, 369-371; Identify Cause and Effect, 371; The Balkan Powder Keg Explodes, 371; Integrate Information, 371; The Alliance System Leads to War, 372-373; Identify Central Issues, 373; Nationalism and Conflict in the Middle East, 410-411; Identify Cause and Effect, 411; Topic 8 Assessment, 1. Explain the Impact, 453; The Allies Respond to the Holocaust, 475-477; The Founding of Israel, 552-553; Infer, 553; New Nations in the Middle East 553-556; Israel and Palestine, 559-560; Identify Central Ideas, 560; Difficult Road to Peace, 560-562; Integrate Information, 562; Assessment, 2. Compare Points of View, 565; Topic 11 Assessment, 13. Summarize and Locate Places, 14. Explain, 15. Summarize Impact, 16. Summarize Reasons, 568</p> <p><b>TE:</b> The Balkan Powder Keg Explodes, 220; The Balkan Powder Keg, 285</p> |
| <p>Component 4.4: Uses history to understand the present and plan for the future.</p>  |  |
| <p>4.4.1 Analyzes how an understanding of world history can help us prevent problems today.<br/>           Examples:<br/>           — Examines the United Nations’ ability to fight the spread of AIDS worldwide based on the success of international public health campaigns in the past.<br/>           — Examines how study of the Holocaust has led to efforts to prevent genocide across the world.</p>  | <p><b>SE:</b> The Nazi Campaign Against the Jews, 472-474; Jewish Resistance, 474-475; The Allies Respond to the Holocaust, 475-477; Assessment, 5. Synthesize, 477; Global Challenges, 608-610; Contrast, 610; Human Rights, 611-613; Assessment, 1. Infer, 615</p> <p><b>TE:</b> The Nazi Campaign Against the Jews, 387; Jewish Resistance, 388; The Allies Respond to the Holocaust, 388</p>   |



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| <b>EALR 5: SOCIAL STUDIES SKILLS</b> The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.   |  |
| Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.   |  |
| <p>5.1.1 Analyzes consequences of positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Examines the consequences of positions taken in the Treaty of Versailles.</li> <li>— Examines the consequences of the positions in favor of the establishment of the state of Israel in 1948.</li> </ul>   | <p><b>SE:</b> Making the Peace, 386-387; Compare Points of View, 387; Effect of the Peace Settlements, 387-388; Assessment, 5. Predict Consequences, 388; Topic 7 Assessment, 3. Identify Major Effects, 7. Explain Impact, 395; Nationalism and Conflict in the Middle East, 410-411; The Weimar Republic, 447-448; Topic 8 Assessment, 1. Explain the Impact, 2. Describe the Spread, 453; The Allies Respond to the Holocaust, 475-477; The Challenges of Diversity, 551-552; The Founding of Israel, 552-553; Infer, 553; Topic 11 Assessment, 14. Explain, 15. Summarize, 16. Summarize the Reasons, 568</p> <p><b>TE:</b> The Treaty of Versailles, 300; The Allies Respond to the Holocaust, 388</p>  |
| <p>5.1.2 Evaluates the precision of a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Critiques the specificity of details that support a position on the consequences of the Treaty of Versailles.</li> <li>— Critiques the specificity of details that support a position on the consequences of the establishment of the state of Israel in 1948.</li> </ul> | <p><b>SE:</b> Making the Peace, 386-387; Compare Points of View, 387; Effect of the Peace Settlements, 387-388; Assessment, 5. Predict Consequences, 388; Topic 7 Assessment, 3. Identify Major Effects, 7. Explain Impact, 395; Nationalism and Conflict in the Middle East, 410-411; The Weimar Republic, 447-448; Topic 8 Assessment, 1. Explain the Impact, 2. Describe the Spread, 453; The Allies Respond to the Holocaust, 475-477; The Challenges of Diversity, 551-552; The Founding of Israel, 552-553; Infer, 553; Topic 11 Assessment, 14. Explain, 15. Summarize, 16. Summarize the Reasons, 568</p> <p><b>TE:</b> The Treaty of Versailles, 300; The Holocaust, 387; The Nazi Campaign Against the Jews, 387; Jewish Resistance, 388; The Allies Respond to the Holocaust, 388</p> |

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| Component 5.2: Uses inquiry-based research.  |  |
| <p>5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Develops research questions tied to an essential question to focus inquiry on the costs, benefits, and long-term significance of nationalism.</li> <li>— Develops research questions tied to an essential question to focus inquiry on the causes of World War I.</li> </ul>   | <p><b>SE:</b> Interpret Sources, 684; Analyze Primary and Secondary Sources, 694-695; Evaluate Existing Arguments, 697; Consider and Counter Opposing Arguments, 698</p> <p><b>TE:</b> Topic 5 Inquiry, Civic Discussion, The Irish Potato Famine, 172-173; The Price of Nationalism, 192; Stirrings of Nationalism, 195; Nationalism Endangers Old Empires, 219; Nationalism and the Spread of Democracy (1790-1914), 224; Major Causes of World War I, 286</p>   |
| <p>5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>— Critiques the validity, reliability, and credibility of research on the rise and break-up of Soviet Union to determine the implications and consequences of nuclear proliferation.</li> <li>— Critiques the validity, reliability, and credibility of research on the successes and failures of new nations in Sub-Saharan Africa.</li> </ul> | <p><b>SE:</b> Africans Protest Colonial Rule, 406-407; Identify Cause and Effect, 407; A Rising Tide of African Nationalism, 407-408; Synthesize, 408; Assessment, 1. Synthesize, 2. Draw Conclusions, 3. Identify Central Ideas, 412; The Soviet Union During the Cold War, 502-503; The Soviet Union Declines, 523-524; Identify Supporting Details, 524; The Soviet Union Collapses, 524-525; Topic 10 Assessment, 14. Explain Effects, 530; The New Nations of Africa, 543-544; A Variety of New Governments, 544-545; Case Studies: Five African Nations, 546-548; Draw Conclusions, 548</p> <p><b>TE:</b> Topic 5 Inquiry: Civic Discussion, The Irish Potato Famine, 172-173; Africans Protest Colonial Rule, 321; A Rising Tide of African Nationalism, 322; The Decline of the Soviet Union, 433; The Soviet Union Declines, 433; The Soviet Union Collapses, 434; A Variety of New Governments, 453; Case Studies: Five African Nations, 453</p> |

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| Component 5.3: Deliberates public issues.  |   |
| <p>5.3.1 Evaluates one’s own viewpoint and the viewpoints of others in the context of a discussion.</p> <p>Examples:</p> <p>— Contributes to a discussion board or blog to evaluate one’s own and others’ viewpoints about the primary cause of the Middle East conflict.</p> <p>— Engages in a panel discussion to evaluate one’s own and others’ viewpoints about the costs, benefits, and long-term significance of nationalism for Sub-Saharan Africa.</p> | <p><b>SE:</b> The New Nations of Africa, 543-544; A Variety of New Governments, 544-545; Case Studies: Five African Nations, 546-548; Draw Conclusions, 548; Participate in a Discussion or a Debate, 699</p> <p><b>TE:</b> Topic 5 Inquiry: Civic Discussion, The Irish Potato Famine, 172-173; Topic 8 Inquiry: Civic Discussion, Lenin and Stalin, 310; Topic 10 Inquiry Civic Based Discussion, 404-405; A Variety of New Governments, 453; Case Studies: Five African Nations, 453</p> |
| Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.  |   |
| <p>5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation.</p> <p>Examples:</p> <p>— Evaluates multiple factors to determine the primary cause of revolutions in Latin America.</p> <p>— Evaluates multiple factors to determine the primary cause of the creation of North Atlantic Treaty Organization.</p>   | <p><b>SE:</b> Latin American Ripe for Revolution, 269-270; Revolts in Mexico and Central America, 271-272; Discontent Sparks Revolt in South America, 272-273; Analyze Primary and Secondary Sources, 694-695; Compare Viewpoints, 695-696</p> <p><b>TE:</b> Topic 10 Inquiry: Civic Based Discussion, The Cold War, 404-405</p>  |

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| <p>5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.<br/>                     Examples:<br/>                     — Demonstrates a note-taking strategy to keep track of one’s own ideas and the ideas of others when conducting research.</p> | <p><b>SE:</b> Avoid Plagiarism, 701</p> <p><b>TE:</b> Topic 1 Inquiry: Project-Based Learning, Create a Hall of Fame, 4-5; Topic 2 Inquiry: Document-Based Question, What was the Impact of the Columbian Exchange, 38-39; Topic 3 Inquiry: Document-Based Question, What Rights Should Everyone Have? 80-81; Topic 4 Inquiry: Document-Based Question, Who Should Control Economic Decisions?, 138-139; Topic 5 Inquiry: Civic Discussion, The Irish Potato Famine, 172-173; Topic 6 Inquiry: Document-Based Question, What was the Impact of Imperialism on India?, 226-227; Topic 7 Inquiry: Project-Based Learning, Create a Video Docudrama on the Impact of War, 280-281; Topic 8 Inquiry: Civic Discussion, Lenin and Stalin, 310-311; Topic 9 Inquiry: Project-Based Learning, Create a Tribute to World War II Participants, 372-373; Topic 10 Inquiry: Civic Discussion, The Cold War, 404-405; Topic 11 Inquiry: Document-Based Question, How Should Nations Respond to Genocide?, 440-441; Topic 12 Inquiry: Document-Based Question, Comparing Developed and Developing Nations, 472-473</p> |