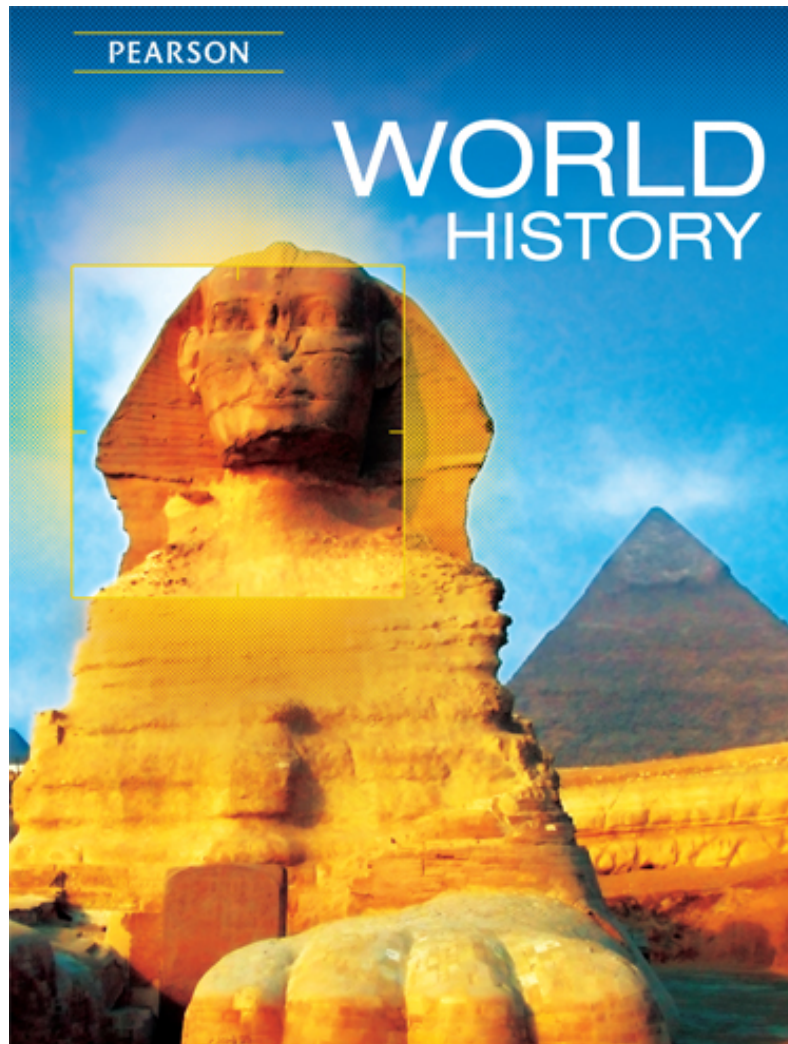


## A Correlation of



to the  
**Wisconsin Standards  
for Social Studies (2018)  
Grades 9-12 (h)**

## **A Correlation of World History to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

### **Introduction**

This document demonstrates how *World History*, ©2016, meets the Wisconsin Standards for Social Studies (2018) Grades 9-12.

*World History* 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.

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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.

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<b>Inq Social Studies Inquiry Practices and Processes</b>	
<b>SS.Inq1 Wisconsin students will construct meaningful questions that initiate an inquiry.</b>	
<b>SS.Inq1.a Develop questions based on a topic</b>	
SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	<p><b>SE:</b> Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848</p> <p>Topic Assessment, 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Ask Questions</p>
<b>SS.Inq1.b Plan inquiry</b>	
SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Write an Essay, 984; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 3007, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849</p> <p>Topic Assessment, 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Create a Research Hypothesis&gt;Ask Questions; <i>Topics 5, 8, 9, 14, 17, 19: Civics Action Project</i></p>

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<b>SS.Inq2 Wisconsin students will gather and evaluate sources.</b>	
<b>SS.Inq2.a Gather diverse sources electronic, digital, print, and other mass media applicable to the inquiry</b>	
<p>SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses e.g., economics, history, political science and multiple perspectives e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income with a variety of sources including primary and secondary sources and media resources.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Write an Essay, 984; Support Ideas with Evidence/Examples, 657, 726, 730</p> <p><i>Projects involving research</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</p> <p><b>TE:</b> Topic Inquiry: Project-Based Learning, 4-5, 90-91, 176-177, 328-329, 604-605, 696-697; Document-Based Question, 24-25, 52-53, 146-147, 362-363, 404-405, 462-463, 550-551, 764-765, 796-797; Civic Discussion, 114-115, 232-233, 284-185, 496-497, 634-635, 728-729</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion; <i>Topics 1, 4, 6, 7, 10, 16, 18</i>&gt;Project-Based Learning; <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Develop a Clear Thesis&gt;Write an Essay&gt;Create a Research Hypothesis</p>

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<b>SS.Inq2.b Evaluate sources</b>	
<p>SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>	<p><b>SE:</b> Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793; 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978-979; Compare Viewpoints, 979-980; Primary Sources: Primary Sources, 932-958</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145-146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20-23, 56-58, 96-98, 121-123, 153-155, 185-186, 251-253, 303-304, 346-347, 379-380, 422-423, 490-493, 530-532, 587-588, 641-642, 673-674, 731-734, 769-770, 807-808, 844-846, 905-907</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24-25, 52-53, 146-147, 362-363, 404-405, 462-463, 550-551, 764-765, 796-797; Civic Discussion, 114-115, 232-233, 284-185, 496-497, 634-635, 728-729</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion; <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>

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<b>SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.</b>	
<b>SS.Inq3.a Develop claims to answer inquiry question</b>	
SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	<p><b>SE:</b> Cite Evidence, 367; Support a Point of View with Evidence, 434, 613; 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983</p> <p><b>TE:</b> Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729; Teacher's Edition includes Differentiate activities that require students to persuade or argue a point:</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion: <i>Social Studies Reference Center</i>&gt;Landmark Supreme Court Cases; 21st Century Skills&gt;Evaluate Existing Arguments&gt;Consider and Counter Opposing Arguments&gt;Participate in a Discussion or Debate</p>
<b>SS.Inq3.b Cite evidence from multiple sources to support claim</b>	
SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums electronic, digital, print, and other mass media.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Support a Point of View with Evidence, 434, 613</p> <p><i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 21 Assessment (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>TE:</b> Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729; Teacher's Edition includes Differentiate activities that require students to persuade or argue a point:</p>



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<b>Continued:</b>	<b>Continued:</b> <b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i> >Civic Discussion: <i>Social Studies Reference Center</i> >Landmark Supreme Court Cases; <i>21st Century Skills</i> >Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate
<b>SS.Inq3.c Elaborate how evidence supports claim</b>	
SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.	<p><b>SE:</b> Cite Evidence, 367; Support a Point of View with Evidence, 434, 613; 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983</p> <p><b>TE:</b> Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729; Teacher's Edition includes Differentiate activities that require students to persuade or argue a point:</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion: <i>Social Studies Reference Center</i>&gt;Landmark Supreme Court Cases; <i>21st Century Skills</i>&gt;Evaluate Existing Arguments; Consider and Counter Opposing Arguments Participate in a Discussion or Debate</p>

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<b>SS.Inq4 Wisconsin students will communicate and critique conclusions.</b>	
<b>SS.Inq4.a Communicate conclusions</b>	
<p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds e.g., gender, class, proximity to the event or issue may interpret the information in different ways.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Give an Effective Presentation, 983–984; Write an Essay, 984; Avoid Plagiarism, 985; also see: Draw Conclusions (examples), 34, 52, 55, 67, 120, 206, 209, 210, 220, 242, 260, 365,474, 651</p> <p><i>Topic Assessment</i> (All Activities: 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Publish Your Work; Write a Journal Entry; Write an Essay; Avoid Plagiarism; Take Effective Notes; Develop a Clear Thesis; Organize Your Ideas</p>

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<b>SS.Inq4.b Critique conclusions</b>	
<p>SS.Inq4.b.h Examine a claim’s strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>	<p><b>SE:</b> Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613; 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question</p>

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<b>SS.Inq5 Wisconsin students will be civically engaged.</b>	
<b>SS.Inq5.a Civic engagement</b>	
<p>SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Paying Taxes, 990–991; also see: Social and Environmental Issues, 886–893; United States Constitution, 908–931; Declaration of Independence, 932–933; Express Problems Clearly, 407, 830, 836, 865</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), 591; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><b>TE:</b> Topic Inquiry: Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729;</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion; <i>Social Studies Core Concepts</i>&gt;Government and Civics Core Concepts; <i>21st Century Skills Tutorials</i>&gt;Being an Informed Citizen; Political Participation; Voting; Serving on a Jury; Paying Taxes</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>BH Behavioral Sciences</b>	
<b>SS.BH1 Wisconsin students will examine individual cognition, perception, behavior, and identity Psychology.</b>	
<b>SS.BH1.a Individual cognition, perception, and behavior</b>	
SS.BH1.a.h.i Analyze biological and environmental factors that influence a person’s cognition, perception, and behavior.	<p><b>SE:</b> Students can explore this objective with the following: New Directions in Science (Darwin), 523–524; Freud Analyzes the Mind, 704; Conflicts in the Middle East, 837–843; Challenges for African Nations, 855–860; Latin American Nations Move Toward Democracy, 868–872</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Culture Core Concepts; <i>Topic 20</i>&gt;<i>Lesson 4</i>&gt;Flipped Video: Israel and the Arab World, Obstacles to Peace</p>
SS.BH1.a.h.ii Explain the interaction of biology and experience i.e., nature and nurture and its influence on behavior.	<p><b>SE:</b> For related material see: New Directions in Science (Darwin), 523–524; Freud Analyzes the Mind, 704</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Culture Core Concepts</p>
SS.BH1.a.h.iii Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Write an Essay, 984; Hypothesize, 13, 130, 465, 538, 548, 580, 585, 672</p> <p>Topic Assessment, 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p>

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<b>Continued:</b>	<b>Continued:</b> <b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i> >Create a Research Hypothesis; Develop a Clear Thesis; Write an Essay; <i>Topics 5, 8, 9, 14, 17, 19</i> >Civic Discussion; <i>Topics 1, 4, 6, 7, 10, 16, 18</i> >Project-Based Learning; <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i> >Document-Based Question
<b>SS.BH1.b Personal identity and empathy</b>	
SS.BH1.b.h.i Examine the effects of discrimination on identity..	<b>SE:</b> Social Classes, 16, 139, 153, 177, 271, 403, 405, 466, 479, 504, 545–546, 614; Forced Labor: The Encomienda System, 402; Society and Culture in Spanish America, 403–404; The Slave Trade and Its Impact on Africa, 411–416; Armenian Genocide, 607; The Holocaust, 750–755; Politically Mass Murder in Cambodia, 800; Ethnic Conflict and Genocide, 826–828; Challenges for African Nations, 855–860; War in Yugoslavia, 877–879  <b>Digital Resources:</b> <i>Topic 18</i> >Lesson 3>Interactive Map: Life in the Concentration Camps; <i>Topic 21</i> >Lesson 2>Flipped Video: Nelson Mandela; Interactive Timeline: The Struggle Against Apartheid; <i>Topic 21</i> >Lesson 5>Flipped Video: Yugoslavia Breaks Apart; <i>Topic 21</i> >Lesson 7>Flipped Video: Protecting Human Rights

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SS.BH1.b.h.ii Explore developmental theories e.g., Piaget, Erikson, Maslow as they relate to cultural bias.	<p>Students can explore this objective as they complete the following:</p> <p><b>SE:</b> 21<sup>st</sup> Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Solve Problems, 985–986; Make Decisions, 986–987; Express Problems Clearly, 407, 830, 836, 865</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Work in Teams; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Solve Problems; Make Decisions</p>
<b>SS.BH2 Wisconsin students will investigate and interpret interactions between individuals and groups Sociology.</b>	
<b>SS.BH2.a Relationship of people and groups</b>	
SS.BH2.a.h.i Investigate how language and culture can unify a group of people.	<p><b>SE:</b> Language: African, 416, 844; Arabic, 88, 248–249, 258, 266, 270, 287–288, 302, 310; Bantu, 282; Chinese, 88, 95, 31, 335; Greek, 182, 205, 209–210, 245, 351, 358, 523, 581; Latin, 173, 182, 193, 205, 209–210, 233–234, 248, 350–351, 358, 370, 387, 523; Native America, 405; Persian, 248, 310; Quechua, 113; Sanskrit, 67, 78; Swahili, 295, 297</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Culture Core Concepts (Includes Language)</p>

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to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.BH2.a.h.ii Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment.	<p><b>SE:</b> Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893</p> <p>Topic Assessment, 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>Digital Resources:</b> Social Studies Core Concepts&gt;Government Core Concepts: Conflict and Cooperation</p>



**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.BH2.b Cultural patterns</b>	
SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.	<p><b>SE:</b> Population and Farming, 38, 82, 105, 271, 394, 498, 504, 612; 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 &amp; Farming Begins, 103; Chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 131–133; The Rise of the Roman Civilization, 158–159; Constantinople Grows, 190–191; The Geography of Eastern Europe, 247–248; Migrations Increase Diversity, 248–249; The Geography of Africa, 281–282; Migration of People and Ideas, 282–283; The Geography of Korea, 328–329; Japan’s Geography, 332–333; Triangular Trade, 413; Effects of Global Contact, 417–421; A New Agricultural Revolution, 497–498; Coal, Steam, and the Energy Revolution, 498–499; The United States Expands, 574–575; Exploitation of African Colonies, 684; Globalization and Trade, 881–885; Development and the Environment, 891–893</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; (11. Summarize the Impact of the Development of Farming), 22; (14. Analyze the Influence of Geographic Factors), 23; Topic 3 Assessment (1. Identify Causes and Effects), 96; Topic 4 Assessment (5. Compare Major Economic Developments and Create Graphs), 121; Topic 13 Assessment (15. Identify Important Changes in Human Life), 532</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;<i>Geography Core Concepts</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<p align="center"><b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b></p>	<p align="center"><b>World History</b></p>
<p><b>Continued</b></p>	<p><b>Continued</b>            &gt;Environment and Resources &gt;Urbanization            &gt;Land Use&gt;People’s Impact on the            Environment; <i>Topic 2&gt;Lesson 1&gt;Interactive            Map: Sumer and the Fertile Crescent; Topic            4&gt;Lesson 3&gt;Flipped Video: Geography and            Culture in North America; Topic 8&gt;Lesson            5&gt;Flipped Video: Geography and African            Culture; Topic 11&gt;Lesson 5&gt;Interactive Map:            Triangular Trade Routes; Topic 21&gt;Lesson            7&gt;Interactive Map: Global Environmental            Challenges</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.BH3 Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</b>	
<b>SS.BH3.a Social Interactions</b>	
SS.BH3.a.h.i Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.	<p><b>SE:</b> This objective is explored throughout the text. For examples, see: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; The Origins of Islam, 256–260; Early Civilizations of Africa, 281–285; The Crusades, 216–217; The Golden Ages in China, Tang and Song Dynasties, 314–320; The Italian Renaissance, 350–356; Protestant Reformation, 362–367; The Slave Trade and Its Impact on Africa, 411–416; Triumph of Parliament in England, 444–451; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; The Industrial Revolution Begins, 496–503; India Becomes a British Colony, 610–614; Revolution and Nationalism in Latin America, 678–683; Nationalist Movements in Africa and the Middle East, 684–690; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; Challenges for African Nations, 855–860; Social and Environmental Issues, 886–893; Terrorism and International Security, 894–899</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;History Core Concepts; <i>Topic 2</i>&gt;<i>Lesson 3</i>&gt;Flipped Video: Origins and Ideas of Judaism; <i>Topic 3</i>&gt;<i>Lesson 4</i>&gt;Flipped Video: The Philosophy of Confucius; <i>Topic 6</i>&gt;<i>Lesson 4</i>&gt;Flipped Video: Central Beliefs of Christianity; <i>Topic 7</i>&gt;<i>Lesson 4</i>&gt;Flipped Video: Effects of the Crusades; <i>Topic 8</i>&gt;<i>Lesson 1</i>&gt;Flipped Video: The Origins and Ideas of Islam; <i>Topic 1</i>&gt;<i>Lesson 4</i>&gt;Flipped Video: The English Reformation; <i>Topic 20</i>&gt;<i>Lesson 2</i>&gt;Flipped Video: Different Paths to Independence</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.BH3.a.h.ii Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p><b>SE:</b> Challenges of Development, 850–854; Challenges for African Nations, 855–860; Rapid Development in China and India, 861–867; Latin American Nations Move Toward Democracy, 868–872; The Industrialized World, 873–880; Globalization and Trade, 881–885; Social and Environmental Issues, 886–893; Terrorism and International Security, 894–899</p> <p><b>Digital Resources:</b> <i>Topic 21</i>&gt;<i>Lesson 1</i>&gt;Interactive Map: Global Population Growth; Interactive Gallery: Children of the Developing World; <i>Lesson 3</i>&gt;Interactive Gallery: Protests in Tiananmen Square&gt;<i>Lesson 5</i>&gt;Interactive Gallery: Evolution of the European Union; <i>Lesson 6</i>&gt;Interactive Gallery: Aspects of Globalization; <i>Lesson 7</i>&gt;Flipped Video: Protecting Human Rights; <i>Lesson 8</i>&gt;Interactive Map: Terrorist Movements Around the World</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.BH4 Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</b>	
<b>SS.BH4.a Progression of technology</b>	
SS.BH4.a.h Evaluate the purpose for which a technology is created, and analyze the consequences intended and unintended to different cultures.	<p><b>SE:</b> The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Advances in Science and Technology, 900–904; Television, 784, 787, 789, 799, 807, 835, 862, 901; Bronze Tools, 84; Irrigation, 15–17, 27–28, 31, 34, 46–47, 151–152, 608, 616; Astronomy, 346; Railways, 510, 602, 607, 612–613; Technology and Imperialism, 592, 613, 621, 642; Telescope, 325, 375, 553, 901; Compasses, 315–317, 325, 475; Cotton Gin, 500; Computer, 864, 901–903</p> <p><i>Role of Technology:</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 2 Assessment (3. Identify Origin and Diffusion), 56; Topic 3 Assessment (8. Identify the Diffusion of Major Ideas in Technology), 97; (16. Identify the Origin and Diffusion of Major Ideas in Technology), 98; Topic 6 Assessment (13. Identify Diffusion of Major Ideas), 186; Topic 13 Assessment (5. Explain Scientific Advancements), 530; Topic 15 Assessment (13. Explain the Roles of Transportation Technology), 642; (16. Explain the Role of Communication Technology), 642</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Economics Core Concepts&gt;Economic Development; <i>Topic 13</i>&gt;<i>Lesson 1</i>&gt;Flipped Video: Technology Transforms; Interactive Map: Advances in Transportation in England, 1800s; <i>Lesson 3</i>&gt;Interactive Timeline: Transportation Milestones; <i>Topic 15</i>&gt;<i>Lesson 1</i>&gt;Interactive Gallery: Technology Advances Imperialism; <i>Topic 16</i>&gt;<i>Lesson 2</i>&gt;Interactive Gallery: Military Technology in World War I; <i>Topic 21</i>&gt;<i>Lesson 9</i>&gt;Flipped Video: Technology Transforms Modern Life</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>Econ Economics</b>	
<b>SS.Econ1 Wisconsin students use economic reasoning to understand issues.</b>	
<b>SS.Econ1.a Choices and Decision-Making</b>	
SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.	<p><b>SE:</b> Globalization and Trade, 881–885</p> <p>Topic 19 Assessment (1. Explain Economic Collapse), 807; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>TE:</b> 828–833</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Economics Core Concepts; <i>Topic 21</i>&gt;<i>Lesson 6</i>&gt;Flipped Video: Global Trade Organizations and Treaties; <i>Lesson 6</i>&gt;Interactive Gallery: Smart Phones - American Made?</p>
<b>SS.Econ1.b Incentives</b>	
SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.	<p><b>SE:</b> The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Postwar: An Economic Boom, 784; Globalization and Trade, 881–885</p> <p><b>TE:</b> 465–471, 479–485, 828–833</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Economics Core Concepts; <i>Topic 13</i>&gt;<i>Lesson 1</i>&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Econ2 Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses Microeconomics.</b>	
<b>SS.Econ2.a Consumers, Producers, and Markets</b>	
SS.Econ2.a.h.i Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.	<p><b>SE:</b> The Industrial Revolution Begins, 496–503; Laissez-Faire Economics, 508–509; Science and Technology Change Industry, 513–514; The Rise of Big Business, 515–516; Economic Changes &amp; Growth of Money Economy, 596; Economic Interest in China, 615–616; Rapid Industrialization, 622; The Economics of Latin America’s Dependence, 635–636; Economics in the Postwar Era, 709–711; Western Democracies React to the Depression, 711–712; Postwar Prosperity in the United States, 783–784; The Japanese Economic Miracle, 789; The Industrialized World, 873–880; Globalization and Trade, 881–885</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905; (11. Explain the Collapse), 906</p> <p><b>TE:</b> 465–471, 479–485, 664–673, 822–827, 828–833</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 1&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry; Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Topic 20&gt;Lesson 3&gt;Flipped Video: Oil Shapes the Modern Middle East; Topic 21&gt;Lesson 5&gt;Interactive Gallery: Evolution of the European Union&gt;Lesson 6&gt;Flipped Video: Global Trade Organizations and Treaties&gt;Interactive Gallery: Smart Phones - American Made?; Social Studies Core</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued</b>	<b>Continued</b> <i>Concepts</i> >Economics Core <i>Concepts</i> >Economics Basics
SS.Econ2.a.h.ii Analyze the roles of the market for goods and services product market and the market for factors of production factor market.	<p><b>SE:</b> Producing Better Iron, 498–499; Labor and Capital, 496–497; Textile Industry Initiates Industrialization, 500–501; Cheaper Goods Lead to More Demand, 502; The Bessemer Process Transforms Steel, 513–514; Monopolies Dominate Industry, 515–516; Rapid Industrialization, 622; The Japanese Economic Miracle, 789; The Industrialized World, 873–880; Globalization and Trade, 881–885</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905; (11. Explain the Collapse), 906</p> <p><b>TE:</b> 465–471, 479–485</p> <p><b>Digital Resources:</b> <i>Topic 13</i>&gt;<i>Lesson 1</i>&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry&gt;<i>Lesson 2</i>&gt;Interactive Chart: Comparing Economic Systems; <i>Topic 17</i>&gt;<i>Lesson 5</i>&gt;Flipped Video: The Great Depression; <i>Topic 19</i>&gt;<i>Lesson 2</i>&gt;Interactive Chart: Free Market Economy v. Command Economy; <i>Topic 21</i>&gt;<i>Lesson 5</i>&gt;Interactive Gallery: Evolution of the European Union&gt;<i>Lesson 6</i>&gt;Flipped Video: Global Trade Organizations and Treaties&gt;Interactive Gallery: Smart Phones - American Made?; <i>Social Studies Core Concepts</i>&gt;Economics Core <i>Concepts</i>&gt;Economics Basics</p>



**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Econ2.b Supply, Demand, and Competition</b>	
SS.Econ2.b.h.i Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.	<p><b>SE:</b> For related material see: Economics in the Postwar Era, 709; The Great Depression, 709–710; Western Democracies React to the Depression, 711–712; Free Trade, 456, 461, 561, 564, 588, 601, 616, 662, 78, 849, 870, 883, 884, 905</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Economics Core <i>Concepts</i>&gt;Economics Basics; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Read Charts, Graphs, and Tables</p>
SS.Econ2.b.h.ii Compare and contrast various degrees of competition in markets e.g., perfect competition, monopolistic competition, oligopoly, monopoly and how the extent of competition in various markets can affect price, quantity, and variety.	<p><b>SE:</b> Socialism, 588, 860; Monopolies, 89, 91, 391, 411, 415, 420, 483, 515–516, 531, 577–578, 587, 693, 805, 862; Free Trade, 456, 461, 561, 564, 588, 601, 616, 662, 78, 849, 870, 883, 884, 905</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Economics Core <i>Concepts</i>&gt;Economics Basics</p>
<b>SS.Econ2.c Firm/Business Behavior and Costs of Production</b>	
SS.Econ2.c.h.i Calculate the costs of production and explain their role in firm decision-making.	<p><b>SE:</b> Producing Better Iron, 498–499; Labor and Capital, 496–497; Textile Industry Initiates Industrialization, 500–501; Cheaper Goods Lead to More Demand, 502; The Bessemer Process Transforms Steel, 513–514; Monopolies Dominate Industry, 515–516; Rapid Industrialization, 622; The Japanese Economic Miracle, 789; The Industrialized World, 873–880; Globalization and Trade, 881–885</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905;</p> <p><b>TE:</b> 465–471, 479–485</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<p><b>Continued:</b></p>	<p><b>Continued:</b>  <b>Digital Resources:</b> <i>Topic 13&gt;Lesson 1&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry&gt;Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Topic 21&gt;Lesson 5&gt;Interactive Gallery: Evolution of the European Union&gt;Lesson 6&gt;Flipped Video: Global Trade Organizations and Treaties&gt;Interactive Gallery: Smart Phones - American Made?; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics</i></p>
<p>SS.Econ2.c.h.ii Differentiate between and calculate revenue and profit for a given firm.</p>	<p><b>SE:</b> For related material see: Labor and Capital, 496–497; A Favorable Climate for Business, 500; Laissez-Faire Economics, 508–509; The Rise of Big Business, 515–516; Economic Changes &amp; Growth of Money Economy, 596; Overproduction and Drop in Demand, 710; An Economic Boom, 784; Analyze Charts, 787; The Japanese Economic Miracle, 789; Global Economic Crises, 882; Changing Oil Prices, 882–883</p> <p>Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 17 Assessment (6. Summarize Causes), 731</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics; Topic 21&gt;Lesson 6&gt;Interactive Gallery: Smart Phones - American Made?</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Econ3 Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</b>	
<b>SS.Econ3.a Economic Indicators</b>	
SS.Econ3.a.h.i Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.	<p><b>SE:</b> The Industrial Revolution Begins, 496–503; Laissez-Faire Economics, 508–509; Science and Technology Change Industry, 513–514; The Rise of Big Business, 515–516; Economic Changes &amp; Growth of Money Economy, 596; Economic Interest in China, 615–616; Rapid Industrialization, 622; The Economics of Latin America’s Dependence, 635–636; Economics in the Postwar Era, 709–711; Western Democracies React to the Depression, 711–712; Postwar Prosperity in the United States, 783–784; The Japanese Economic Miracle, 789; The Industrialized World, 873–880; Globalization and Trade, 881–885</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905; (11. Explain the Collapse), 906</p> <p><b>TE:</b> 465–471, 479–485, 664–673, 822–827, 828–833</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 1&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry&gt;Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Topic 20&gt;Lesson 3&gt;Flipped Video: Oil Shapes the Modern Middle East; Topic 21&gt;Lesson 5&gt;Interactive Gallery: Evolution of the European Union&gt;Lesson 6&gt;Flipped Video: Global Trade Organizations and Treaties&gt;Interactive Gallery: Smart Phones - American Made?; Social Studies Core</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<b>Continued:</b> <i>Concepts</i> >Economics Core <i>Concepts</i> >Economics Basics
SS.Econ3.a.h.ii Analyze why unemployment rates differ for people of different ages, races, and genders.	<b>SE:</b> For related material see: The Great Depression, 709–710; Western Democracies React to the Depression, 711–712  <b>Digital Resources:</b> <i>Social Studies Core Concepts</i> >Economics Core <i>Concepts</i> >Economics Basics; <i>21<sup>st</sup> Century Skills Tutorials</i> >Read Charts, Graphs, and Tables
SS.Econ3.a.h.iii Use economic indicators to analyze the current and future state of the economy.	<b>SE:</b> Industry Causes Urban Growth, 504–505; Better Standards of Living, 507–508; Analyze Graphs, 517; Improved Standard of Living, 519; Some Effects of the British Raj, 613; Investment in Meiji Japan: Analyze Charts, 623; The Great Depression in the United States: Analyze Information, 710; Effects of Stalin’s Five-Year Plans: Analyze Information, 718; East and West German in 1968: An Economic Comparison, 787; Selected Developed & Developing Nations, 851; Economic Transition in Post-Soviet Russia: Analyze Graphs, 875; Key Events of the Global Economic Down Turn: Analyze Charts, 882  Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 19 Assessment (1. Explain Economic Collapse), 807; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906  <b>Digital Resources:</b> <i>Social Studies Core Concepts</i> > <i>Economics Core Concepts</i> >Economic Development; Economic Process; Economic Basics; <i>21<sup>st</sup> Century Skills Tutorials</i> >Read Charts, Graphs, and Tables

**A Correlation of World History  
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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Econ3.b Money</b>	
SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates.	<p><b>SE:</b> For related material see: Stock, 515; Fixing prices, 516; The Great Depression in the United States: Analyze Information, 710; Key Events of the Global Economic Down Turn: Analyze Charts, 882; Debt and the Developing World, 883</p> <p>Topic 17 Assessment (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economic Basics; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression</i></p>
SS.Econ3.c.h.ii Compare and contrast the parts of a business cycle of an economy i.e., expansion/prosperity, peak, contraction/recession, trough.	<p><b>SE:</b> Tulipmania Price Bubble: Analyze Charts, 419; Textile Industry Initiates Industrialization, 500–501; Cheaper Goods Lead to More Demand, 502; Better Standards of Living, 507–508; Rapid Industrialization, 622; The Great Depression in the United States: Analyze Information, 710; Western Democracies React to the Depression, 711–712; Effects of Stalin’s Five-Year Plans: Analyze Information, 718; Postwar Prosperity in the United States, 783–784; East and West German in 1968: An Economic Comparison, 787; The Japanese Economic Miracle, 789; Selected Developed &amp; Developing Nations, 851; Economic Transition in Post-Soviet Russia: Analyze Graphs, 875; Key Events of the Global Economic Down Turn: Analyze Charts, 882</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905; (11. Explain the Collapse), 906</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<b>Continued:</b> <b>Digital Resources:</b> <i>Topic 13&gt;Lesson 1&gt;Interactive Gallery: The Industrial Revolution and the Textile Industry; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 21&gt;Lesson 6&gt;Flipped Video: Global Trade Organizations and Treaties&gt;Interactive Gallery: Smart Phones - American Made?; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics</i>
<b>SS.Econ4 Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources Role of Government.</b>	
<b>SS.Econ4.a Economic Systems and Allocation of Resources</b>	
SS.Econ4.a.h.i Evaluate how values and beliefs e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events.	<b>SE:</b> A Commercial Revolution, 418–420; Mercantilism, 420–421; Social and Political Impact, 508; Laissez-Faire Economics, 508–509; The Rise of Big Business, 515–516; Utilitarians Support Limited Government, 509–510; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Economic Changes & Growth of Money Economy, 596; Economic Interest in China, 615–616; Rapid Industrialization, 622; The Economics of Latin America’s Dependence, 635–636; Lenin Adapts Marxism, 669; Economic Nationalism, 681–682; Economics in the Postwar Era, 709–711; Western Democracies React to the Depression, 711–712; Postwar Prosperity in the United States, 783–784; The Japanese Economic Miracle, 789; The Industrialized World, 873–880; Globalization and Trade, 881–885  Topic 13 Assessment (3. Identify Major Causes), 530; (7. Formulate Generalizations), 530; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 21 Assessment (2. Summarize Impact), 905; (11. Explain the Collapse), 906

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<p><b>Continued:</b>  <b>TE:</b> 465–471, 479–485, 664–673, 822–827, 828–833</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Topic 21&gt;Lesson 5&gt;Interactive Gallery: Evolution of the European Union; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics</i></p>
SS.Econ4.a.h.ii Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.	<p><b>SE:</b> Feudalism, 81, 84, 189, 198–202, 222, 239, 243, 251, 338, 483, 620, 799; Population Grows Because of Better Farming, 498; Social, Economic and Political Changes, 503; Social Impact of Industrialism, 504–512; Life in the Slums, 518; The Working Class Wins New Rights, 518–519; The New Social Order, 520–521; The Rise of Public Education, 522–523; “Two Nations”: The Poor and the Rich, 561–562; Economic and Social Reforms, 564–565; Victories for the Working Class, 565–566; Some Effects of the British Raj, 613; Selected Developed &amp; Developing Nations, 851; Economic Transition in Post-Soviet Russia: Analyze Graphs, 875; Key Events of the Global Economic DownTurn: Analyze Charts, 882</p> <p>Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 19 Assessment (1. Explain Economic Collapse), 807; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>TE:</b> 465–471, 472–478</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economic</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<b>Continued:</b> Development; Economic Process; Economic Basics; <i>21<sup>st</sup> Century Skills Tutorials</i> >Read Charts, Graphs, and Tables
<b>SS.Econ4.b Institutions</b>	
SS.Econ4.b.h.i Analyze the impact economic institutions such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations have on our nation.	<p><b>SE:</b> The Rise of Big Business, 515–516; The Working Class Wins New Rights, 518–519; Social Welfare, 555; Economic and Social Reforms, 564–565; Victories for the Working Class, 565–566; Emancipation of the Serfs, 583; Lenin Adapts Marxism, 669; Economic Nationalism, 681–682; Roosevelt’s New Deal, 711–712; Command Economy, 718–719; Soviet Society Under Stalin, 722–723; East and West German in 1968: An Economic Comparison, 787; The Command Economy Stagnates, 802; The Move Towards Market Economies, 806; Growth of the European Union, 874; Growth of Multinational Corporations, 882; Global Organizations and Trade Agreements, 883–884</p> <p>Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 17 Assessment (7. Explain the Responses and Analyze Information), 732; Topic 19 Assessment (1. Explain Economic Collapse), 807; Topic 21 Assessment (11. Explain the Collapse), 906</p> <p><b>TE:</b> 479–485, 664–673</p> <p><b>Digital Resources:</b> <i>Topic 13</i>&gt;<i>Lesson 2</i>&gt;Interactive Chart: Comparing Economic Systems; <i>Topic 17</i>&gt;<i>Lesson 5</i>&gt;Flipped Video: The Great Depression&gt;<i>Lesson 7</i>&gt;Interactive Graphic Organizer: Characteristics of Stalin’s Rule; <i>Topic 19</i>&gt;<i>Lesson 2</i>&gt;Interactive Chart: Free Market Economy v. Command Economy; <i>Social Studies Core Concepts</i>&gt;Economics Core Concepts&gt;Economics Basics</p>



**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.Econ4.b.h.ii Analyze the impact of institutions e.g., corporations, labor unions, civil service system, government, associations on wages, benefits, living standards and a local community's economy.	<p><b>SE:</b> Investors Form Corporations, 515; The Working Class Wins New Rights, 518–519; Social Welfare, 555; Economic and Social Reforms, 564–565; Victories for the Working Class, 565–566; Roosevelt’s New Deal, 711–712; The Move Towards Market Economies, 806; Growth of the European Union, 874; Growth of Multinational Corporations, 882</p> <p>Topic 13 Assessment (6. Explain Political and Economic Changes), 530; Topic 19 Assessment (12. Describe Influences), 808</p> <p><b>TE:</b> 479–485</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 2&gt;</i>Flipped Video: Conditions for Workers; Interactive Gallery: Life of the Working Class; <i>Topic 21&gt;Lesson 6&gt;</i>Interactive Gallery: Aspects of Globalization</p>
SS.Econ4.b.h.iii Assess how property rights are defined, protected, enforced, and limited by government e.g., zoning laws, copyright laws, patents, intellectual property.	<p><b>SE:</b> Students can explore the issues of copyright laws and other issues in the global market with the following: Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 6&gt;</i>Interactive Gallery: Aspects of Globalization&gt;Flipped Video: Global Trade Organizations and Treaties</p>
<b>SS.Econ4.c Role of Government</b>	
SS.Econ4.c.h.i Evaluate types of taxes i.e., progressive, regressive and earned benefits with eligibility criteria e.g., Social Security, Medicare, Medicaid.	<p><b>SE:</b> Taxation, 110, 221, 224, 252, 450, 462–463; Social Security, 711; The Great Society, 786</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials&gt;</i>Paying Taxes</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.Econ4.c.h.ii Justify the selection of fiscal and monetary policies in expanding or contracting the economy.	<p><b>SE:</b> Social Welfare, 555; Economic and Social Reforms, 564–565; Lenin Adapts Marxism, 669; Economic Nationalism, 681–682; Roosevelt’s New Deal, 711–712; Command Economy, 718–719; Soviet Society Under Stalin, 722–723; East and West German in 1968: An Economic Comparison, 787; The Command Economy Stagnates, 802; The Move Towards Market Economies, 806; Growth of the European Union, 874</p> <p>Topic 17 Assessment (7. Explain the Responses and Analyze Information), 732; Topic 19 Assessment (1. Explain Economic Collapse), 807</p> <p><b>TE:</b> 664–673</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics</i></p>
<b>SS.Econ4.d Impact of Government Interventions</b>	
SS.Econ4.d.h.i Evaluate the intended and unintended costs and benefits i.e., externalities of government policies to improve market outcomes and standards of living.	<p><b>SE:</b> Laissez-Faire Economics, 508–509; The Rise of Public Education, 522–523; Social Welfare, 555; Economic and Social Reforms, 564–565; Lenin Adapts Marxism, 669; Economic Nationalism, 681–682; Roosevelt’s New Deal, 711–712; Command Economy, 718–719; Soviet Society Under Stalin, 722–723; East and West German in 1968: An Economic Comparison, 787; The Command Economy Stagnates, 802; The Move Towards Market Economies, 806; Growth of the European Union, 874</p> <p>Topic 17 Assessment (7. Explain the Responses</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<p><b>Continued:</b> and Analyze Information), 732; Topic 19 Assessment (1. Explain Economic Collapse), 807</p> <p><b>TE:</b> 664–673</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 2&gt;Interactive Chart: Comparing Economic Systems; Topic 17&gt;Lesson 5&gt;Flipped Video: The Great Depression; Topic 19&gt;Lesson 2&gt;Interactive Chart: Free Market Economy v. Command Economy; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economics Basics</i></p>
<p>SS.Econ4.d.h.ii Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past.</p>	<p><b>SE:</b> Social, Economic and Political Changes, 503; Social Impact of Industrialism, 504–512; Life in the Slums, 518; The Working Class Wins New Rights, 518–519; The New Social Order, 520–521; The Rise of Public Education, 522–523; “Two Nations”: The Poor and the Rich, 561–562; Economic and Social Reforms, 564–565; Victories for the Working Class, 565–566; Some Effects of the British Raj, 613; Selected Developed &amp; Developing Nations, 851; Economic Transition in Post-Soviet Russia: Analyze Graphs, 875; Key Events of the Global Economic DownTurn: Analyze Charts, 882</p> <p>Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 19 Assessment (1. Explain Economic Collapse), 807; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>TE:</b> 465–471, 472–478</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Economics Core Concepts&gt;Economic Development; Economic Process; Economic Basics; 21<sup>st</sup> Century Skills Tutorials&gt;Read Charts, Graphs, and Tables</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Econ5 Wisconsin students will assess economic interdependence of regions and countries through trade.</b>	
<b>SS.Econ5.a Specialization, Trade, and Interdependence</b>	
SS.Econ5.a.h.i Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies.	<p><b>SE:</b> 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; Trading States of East Africa, 292–297; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421; Global Organizations and Trade Agreements, 883–884; Development and the Environment, 891–893</p> <p>Topic 3 Assessment (14. Describe Major Effects), 98; Topic 14 Assessment (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><b>TE:</b> 271–275, 828–833</p> <p><b>Digital Resources:</b> <i>Topic 3&gt;Lesson 5&gt;Interactive Map: The Silk Road Connects East and West; Topic 11&gt;Lesson 6&gt;Interactive Map: The Columbian Exchange&gt;Interactive Chart: Economic Concepts; Social Studies Core Concepts&gt;Economics Core Concepts&gt;Trade</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.Econ5.a.h.ii Analyze the role of comparative advantage in international trade of goods and services.</p>	<p><b>SE:</b> Trade in the Greek World, 128, 283; The Roman Empire, 166–168; The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297; European Trade in Mughal India, 392; Triangular Trade Routes, 413; The Importance of Oil in the Middle East, 834–835; Globalization and Trade, 881–885</p> <p>Topic 4 Assessment (1. Compare Major Economic Developments), 121; Topic 7 Assessment (1. Analyze the Influence), 303; (7. Summarize Changes), 251; 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</p> <p><b>Digital Resources:</b> <i>Topic 8&gt;Lesson 6&gt;Flipped Video: Salt for Gold and Gold for Salt;&gt;Interactive Map: Trans-Saharan Trade, 750 B.C.-A.D.1600; Topic 11&gt;Lesson 2&gt;Interactive Map: Trade Among Europe, Africa, and Asia&gt;Lesson 5&gt;Interactive Map: Triangular Trade Routes; Topic 21&gt;Lesson 6&gt;Flipped Video: Global Trade Organizations and Treaties</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>Geog Geography</b>	
<b>SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.</b>	
<b>SS.Geog1.a Tools of Geography</b>	
SS.Geog1.a.h.i Use printed and digital maps to ask and answer geographic questions e.g., Where are there patterns? Why there? So what? and evaluate the appropriateness of geographic data and representations to understand real world problems.	<p><b>SE:</b> Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543, 549, 551, 575, 581, 601, 606, 617, 627, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879; 21<sup>st</sup> Century Skills: Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p><b>Digital Resources:</b> Interactive Maps (examples) <i>Topic 1&gt;Lesson 1&gt;</i>Migrations of Homo Sapiens; <i>Topic 2&gt;Lesson 1&gt;</i>Sumer and the Fertile Crescent; <i>Topic 3&gt;Lesson 2&gt;</i>The Origins and Spread of Buddhism; <i>Topic 5&gt;Lesson 2&gt;</i>Persian Wars; <i>Topic 7&gt;Lesson 7&gt;</i>The Hundred Years' War; <i>Topic 9&gt;Lesson 3&gt;</i>The Mongol Empire; <i>Topic 12&gt;Lesson 8&gt;</i>Napoleon's Europe; <i>Topic 16&gt;Lesson 3&gt;</i>Effects of World War I on European Boundaries; <i>Topic 19&gt;Lesson 5&gt;</i>The Fall of the Soviet Union; <i>21<sup>st</sup> Century Skills Tutorials&gt;</i>Read Physical Maps&gt;Read Political Maps&gt;Read Special-Purpose Maps</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.Geog1.a.h.ii Explain how current geospatial technologies e.g., Geographic Information Systems GIS, Global Positioning Systems GPS, satellite images, remote sensing are used for personal, business, and government purposes.</p>	<p><i>For related material see:</i> <b>SE:</b> 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; also see: Aerial Photos of Mounds, 118</p> <p><b>TE:</b> See all Interactive Maps</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Geography Core Concepts&gt;Ways to Show Earth’s Surface; Understanding Maps; The Study of Earth; 21st Century Skills Tutorials&gt;Create Charts and Maps; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Geog1.b Spatial Thinking map interpretation</b>	
SS.Geog1.b.h Interpret maps and images e.g., political, physical, relief, thematic, virtual/electronic to analyze geographic problems and changes over time.	<p><b>SE:</b> Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543, 549, 551, 575, 581, 601, 606, 617, 627, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879; 21<sup>st</sup> Century Skills: Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p><b>Digital Resources:</b> (examples) <i>Topic 1&gt;Lesson 1&gt;</i> Interactive Maps; Migrations of Homo Sapiens; <i>Topic 2&gt;Lesson 1&gt;</i> Interactive Maps; Sumer and the Fertile Crescent; <i>Topic 3&gt;Lesson 2&gt;</i> Interactive Maps; The Origins and Spread of Buddhism; <i>Topic 5&gt;Lesson 2&gt;</i> Interactive Maps; Persian Wars; <i>Topic 7&gt;Lesson 7&gt;</i> Interactive Maps; The Hundred Years' War; <i>Topic 9&gt;Lesson 3&gt;</i> Interactive Maps; The Mongol Empire; <i>Topic 12&gt;Lesson 8&gt;</i> Interactive Maps; Napoleon's Europe;; <i>Topic 19&gt;Lesson 5&gt;</i> Interactive Maps; The Fall of the Soviet Union; <i>21<sup>st</sup> Century Skills Tutorials&gt;</i>Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>



**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Geog1.c Mental Mapping/Maps from Memory</b>	
SS.Geog1.c.h.i Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.	<p><b>SE:</b> <i>For related material see:</i> <b>SE:</b> 21st Century Skills: Create Charts and Maps, 971–972; Use Parts of a Map, 977</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Geography Core Concepts&gt;Ways to Show Earth’s Surface; Understanding Maps; The Study of Earth; 21st Century Skills Tutorials&gt;Create Charts and Maps</i></p>
SS.Geog1.c.h.ii Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	<p><i>For related material see:</i> <b>SE:</b> 21st Century Skills: Create Charts and Maps, 971–972; Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p><b>TE:</b> See all Interactive Maps</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts&gt;Geography Core Concepts&gt;Ways to Show Earth’s Surface; Understanding Maps; The Study of Earth; 21st Century Skills Tutorials&gt;Create Charts and Maps</i></p>
<b>SS.Geog2 Wisconsin students will analyze human movement and population patterns.</b>	
<b>SS.Geog2.a Population and Place</b>	
SS.Geog2.a.h.i Evaluate population policies by analyzing how governments affect population change.	<p><b>SE:</b> Impact of Rapid Population Growth, 864; China’s One-Child Policy, 863, 864</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 3&gt;Interactive Gallery: India on the Rise; Concepts&gt;Geography Core Concepts&gt;Population</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.Geog2.a.h.ii Analyze population compositions e.g., age, gender, ethnicity and the different implications each has on countries or regions throughout the world.</p>	<p><b>SE:</b> Population and Farming, 38, 82, 105, 271, 394, 498, 504, 612; The Peoples of North America, 116–120; Diverse Peoples and Traditions in Africa, 298–302; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Social Impact of Industrialism, 504–512; Conflicts in the Middle East, 837–843; Population Skyrocket, 852; Impact of Rapid Population Growth, 864; China’s One-Child Policy, 863, 864; Latin America: Population Growth Contributes to Poverty, 867; Latin America: Migration, 870–871; People Search for a Better Life, 888; Human Rights, 889–891</p> <p>Topic 11 Assessment (15. Explain Development and Impact), 423; Topic 13 Assessment (9. Identify Important Changes), 530; (14. Describe Major Effects), 532; Topic 21 Assessment (20. Identify Examples), 907</p> <p><b>TE:</b> 106–111, 276–281, 472–478, 834–839</p> <p><b>Digital Resources:</b> <i>Topic 11&gt;Lesson 5&gt;Interactive Chart: Effects of Slavery; Topic 13&gt;Lesson 2&gt;Flipped Video: Conditions for Workers; Interactive Gallery: Life of the Working Class; Topic 21&gt;Lesson 7&gt;Interactive Gallery: Women’s Lives in the 21st Century; Topic 21&gt;Lesson 3&gt;Interactive Gallery: India on the Rise; Concepts&gt;Geography Core Concepts&gt;Population</i></p>

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to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Geog2.b Reasons People Move</b>	
SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems.	<p><b>SE:</b> Homo Sapiens Migrations, 8; Bantu Migrations, 281–282; Aryan Migrations, 308; also see: Alexander the Great and the Legacy of Greece, 148–152; The Roman Empire: Rise and Decline, 163–172; Economic Expansion and Change: The Crusades and After, 211–220; Europeans Explore Overseas, 384–389; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; The New Imperialism, 592–597; Immigration, 578, 689, 708, 728, 753, 784, 840, 870, 871, 873</p> <p><b>Digital Resources:</b> <i>Topic 1&gt;Lesson 1&gt;Interactive Map: Migrations of Homo Sapiens; Topic 7&gt;Lesson 8&gt;Interactive Map: Jewish Migrations and Expulsions; Topic 11&gt;Lesson 5&gt;Interactive Map: Triangular Trade Routes; Topic 15&gt;Lesson 1&gt;Interactive Map: The New Imperialism</i></p>
<b>SS.Geog2.c Impact of Movement</b>	
SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	<p><b>SE:</b> Homo Sapiens Migrations, 8; Bantu Migrations, 281–282; Aryan Migrations, 308; also see: Alexander the Great and the Legacy of Greece, 148–152; The Roman Empire: Rise and Decline, 163–172; Economic Expansion and Change: The Crusades and After, 211–220; Europeans Explore Overseas, 384–389; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Social Impact of Industrialism, 504–512; The New Imperialism, 592–597; Urbanization, 379, 495, 532, 560, 851, 855, 860, 862, 884</p> <p><b>Digital Resources:</b> <i>Topic 1&gt;Lesson 1&gt;Interactive Map: Migrations of Homo Sapiens; Topic 7&gt;Lesson 8&gt;Interactive Map: Jewish Migrations and Expulsions; Topic 11&gt;Lesson 5&gt;Interactive Map: Triangular Trade Routes; Topic 15&gt;Lesson 1&gt;Interactive Map: The New Imperialism</i></p>

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to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Geog2.d Urbanization</b>	
SS.Geog2.d.h.i Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities.	<p><b>SE:</b> Industry Causes Urban Growth, 504–505; City Life Changes, 517–518; Rapid Growth of Cities, 854; Effects of Urbanization, 858; Obstacles to Progress, 864; Urbanization, 379, 495, 532, 560, 851, 855, 860, 862, 884</p> <p>Topic 13 Assessment (14. Describe Major Effects), 532; (15. Identify Important Changes in Human Life), 532; Topic 21 Assessment (2. Summarize Impact), 905</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts:</i> Geography: Population; Migration; Urbanization</p>
SS.Geog2.d.h.ii Analyze the impact of rural decline and urbanization on a place.	<p><b>SE:</b> Industry Causes Urban Growth, 504–505; City Life Changes, 517–518; Urbanization, 379, 495, 532, 560, 851, 854, 855, 858, 860, 862, 864, 884, 905</p> <p>Topic 13 Assessment (14. Describe Major Effects), 532; (15. Identify Important Changes in Human Life), 532; Topic 21 Assessment (2. Summarize Impact), 905</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts:</i> Geography: Population; Migration; Urbanization; <i>Topic 13&gt;Lesson 3&gt;</i>Flipped Video: Cities Rise</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Geog3 Wisconsin students will examine the impacts of global interconnections and relationships.</b>	
<b>SS.Geog3.a Distribution of Resources</b>	
SS.Geog3.a.h.i Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries.	<p><b>SE:</b> The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; Southeast Asia and the Pacific, 624–631; The Americas in the Age of Imperialism, 632–640; The Importance of Oil in the Middle East, 834–835</p> <p>Topic 15 Assessment 641–642</p> <p><b>Digital Resources:</b> <i>Topic 15&gt;Lesson 1&gt;Interactive Map: The New Imperialism; Lesson 2&gt;Interactive Map: Effects of Imperialism on African Regions; Lesson 5&gt;Interactive Map: Imperialist Spheres of Influence in China; Lesson 8&gt;Flipped Video: Latin America and the United States; Topic 20&gt;Lesson 3&gt;Flipped Video: Oil Shapes the Modern Middle East</i></p>
SS.Geog3.a.h.ii Assess how and why consumption of resources e.g., petroleum, coal, electricity, steel, water, food differs between developed and developing countries now and in the past.	<p><b>SE:</b> The Importance of Oil in the Middle East, 834–835; The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; A New Europe, 873–875; Development and the Environment, 891–892</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 1&gt;Interactive Map: Global Population Growth; Interactive Gallery: Children of the Developing World; Lesson 7&gt;Interactive Map: Global Environmental Challenges</i></p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Geog3.b Networks</b>	
SS.Geog3.b.h.i Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.	<p><b>SE:</b> Challenges of Development, 850–854; Rapid Development in China and India, 861–867; The Industrialized World, 873–880; Globalization and Trade, 881–885; Topic Assessment, 905–907</p> <p><b>TE:</b> 709–803, 810–815, 822–833</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 1&gt;</i> Interactive Gallery: Children of the Developing World; <i>Lesson 3&gt;</i>Interactive Gallery: India on the Rise; <i>Lesson 6&gt;</i>Flipped Video: Global Trade Organizations and Treaties; Interactive Gallery: Aspects of Globalization</p>
SS.Geog3.b.h.ii Analyze the role of supranational organizations e.g., NAFTA, NATO, UN.	<p><b>SE:</b> The United Nations is Formed, 766–767; European Union, 783, 788, 873, 882, 898; NATO, 774, 776–777, 779, 787, 793, 805, 808, 873–874, 877–879, 895; Warsaw Pact, 774, 776–777, 779, 802, 804–805, 808, 873; OPEC, 834–835, 883–884; NAFTA, 870</p> <p>Topic 18 Assessment (15. Explain the Significance of the United Nations), 770</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 1&gt;</i>Flipped Video: Causes of Poverty</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Geog4 Wisconsin students will evaluate the relationship between identity and place.</b>	
<b>SS.Geog4.a Characteristics of Place</b>	
SS.Geog4.a.h.i Evaluate the effect of culture on a place over time.	<p>This standard is met throughout the program. For representative examples see:  <b>SE:</b> The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; Civilizations of Middle America, 102–110; The Peoples of North America, 116–120; Alexander the Great and the Legacy of Greece, 148–152; Achievements of Muslim Civilization, 269–275; Diverse Peoples and Traditions in Africa, 298–302; The Many Cultures of Southeast Asia, 341–345; European Colonies in North America, 406–410; The Modern Middle East Takes Shape, 829–836</p> <p><b>Digital Resources:</b> <i>Topic 2&gt;Lesson 3&gt;Interactive Chart: The Ten Commandments and Modern Laws; Topic 3&gt;Lesson 2&gt;Interactive Map: The Origins and Spread of Buddhism; Topic 4&gt;Lesson 1&gt;Interactive Map: Settlements of Civilizations in Mesoamerica; Topic 4&gt;Lesson 3&gt;Flipped Video: Geography and Culture in North America; Topic 8&gt;Lesson 8&gt;Interactive Gallery: African Art and Culture; Topic 9&gt;Lesson 6&gt;Flipped Video: Indian Influence in Southeast Asia; Topic 20&gt;Lesson 3&gt;Interactive Map: Religious Diversity in the Middle East</i></p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.Geog4.a.h.ii Analyze how physical and human characteristics interact to give a place meaning and significance e.g., Panama Canal, Chunnel and shape culture.</p>	<p><b>SE:</b> The Second Industrial Revolution, 513–519; Panama Canal, 632, 637–638; Suez Canal, 569, 605, 608–609, 612, 642, 686, 688, 731, 823, 829, 832, 844; Green Belt Movement, 859; Rapid Growth of Cities, 854; Effects of Urbanization, 858; Obstacles to Progress, 864; Urbanization, 379, 495, 532, 560, 851, 855, 860, 862, 884</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 3&gt;</i>Flipped Video: Cities Rise; <i>Topic 15&gt;Lesson 8&gt;</i> Interactive Gallery: The Panama Canal</p>
<p>SS.Geog4.a.h.iii Explain how and why place-based identities can shape events at various scales e.g., neighborhood, regional identity.</p>	<p>This objective is met throughout the text. For examples see:</p> <p><b>SE:</b> Feudalism and the Manor Economy, 198–202; Kingdoms of West Africa, 286–291; Korea and Its Traditions, 328–331; The Many Cultures of Southeast Asia, 341–345; Social Impact of Industrialism, 504–512; Latin American Nations Win Independence, 545–549; Nationalism in Eastern Europe and Russia, 579–586; African Nations Win Independence, 821–828</p> <p><b>Digital Resources:</b> <i>Topic 7&gt;Lesson 2&gt;</i>Flipped Video: Feudalism; <i>Topic 14&gt;Lesson 2&gt;</i>Interactive Gallery: Latin American Independence Movements; <i>Topic 20&gt;Lesson 2&gt;</i>Interactive Gallery: Independence in Congo</p>



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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.Geog4.a.h.iv Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.	<p><b>SE:</b> Students can explore this concept as they examine the different views on imperialism and eventual establishment of new countries. The New Imperialism, 592–597; European Colonies in Africa, 598–604; India Becomes a British Colony, 610–614; China and the West, 615–619; India Seeks Self-Rule, 691–694; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Conflicts in the Middle East, 837–843; Latin American Nations Move Toward Democracy, 868–872; 21<sup>st</sup> Century Skills: Compare Viewpoints, 979–980</p> <p>Topic Assessment, 641–642</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Compare Viewpoints; <i>Topic 15&gt;Lesson 1</i>&gt;Interactive Map: The New Imperialism&gt;<i>Lesson 2</i>&gt;Flipped Video: The Berlin Conference; <i>Topic 20&gt;Lesson 2</i>&gt;Flipped Video: Different Paths to Independence; <i>Topic 21&gt;Lesson 4</i>&gt;Flipped Video: Argentina Moves Toward Democracy</p>
<b>SS.Geog5 Wisconsin students will evaluate the relationship between humans and the environment.</b>	
<b>SS.Geog5.a Human Environment Interaction</b>	
SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.	<p><b>SE:</b> Cash Crops or Food Crops? 857; Pollution, 71, 862; The Green Revolution, 852; Global Challenges, 886–888; Development and the Environment, 891–893; also see: The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; The New Imperialism, 592–597; The Americas in the Age of Imperialism, 632–640</p> <p><b>Digital Resources:</b> <i>Topic 13&gt;Lesson 3</i>&gt;Flipped Video: Cities Rise; <i>Topic 21&gt;Lesson 7</i>&gt;Interactive Map: Global Environmental Challenges</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Geog5.b Interdependence</b>	
SS.Geog5.b.h Hypothesize how changes in human behavior e.g., organic agriculture, Genetically Modified Organisms, ecotourism can result in changes that have effects on a global scale.	<p><b>SE:</b> Green Belt Movement, 859; Social and Environmental Issues, 886–893</p> <p><b>TE:</b> 834–839</p> <p><b>Digital Resources:</b> <i>Topic 15&gt;Lesson 8&gt;Interactive Gallery: The Panama Canal; Topic 21&gt;Lesson 7&gt;Interactive Map: Global Environmental Challenges</i></p>
<b>Hist History</b>	
<b>SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.</b>	
<b>SS.Hist1.a Cause</b>	
SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.	<p><b>SE:</b> Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><i>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</i></p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21&gt;Document-Based Question; 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; Interactive Primary Sources – each includes information about the material</i></p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Hist1.b Effect</b>	
<p>SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>	<p><b>SE:</b> Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Hist2 Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</b>	
<b>SS.Hist2.a Patterns stay the same over a period of time</b>	
SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.	<p><b>SE:</b> The Primary Sources section includes Assessment questions after every text. These questions explore the author’s purpose, assess arguments, cite evidence, and analyze style and rhetoric. See pages 932–958. 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>

**A Correlation of World History  
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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Hist2.b Patterns change over a period of time</b>	
<p>SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p>	<p><b>SE:</b> <i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695; 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Hist2.c Contextualization</b>	
SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	<p><b>SE:</b> Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 268, 280, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 602, 604, 609, 612, 614, 618, 619, 621, 625, 630, 631, 633, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 689, 690, 692, 694, 696, 701, 706, 712, 716, 720, 724, 730, 761, 777, 790, 805, 820, 836, 843, 863, 865, 880; Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Determine Point of View, 147, 511; Analyze Cause and Effect, 961</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Cause and Effect</p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Hist3 Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</b>	
<b>SS.Hist3.a Connections</b>	
SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.	<p><b>SE:</b> Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893</p> <p>Topic Assessment, 20–22, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><b>TE:</b> Every page of the Teacher’s Edition includes additional questions and activities that focus on this objective.</p> <p><b>Digital Resources:</b> See all Lesson Videos, for examples see: <i>Topic 3&gt;Lesson 2&gt;Flipped Video: Teachings of the Buddha</i>; <i>Topic 5&gt;myStory Video&gt;Pericles, The Golden Age of Athens</i>; <i>Topic 6&gt;myStory Video&gt;Augustus, The Pax Romana</i>; <i>Topic 9&gt;myStory Video&gt;Genghis Kahn, Conqueror</i>; <i>Topic 17&gt;Lesson 1&gt;Flipped Video: The Mexican Revolution</i></p>

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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Hist3.b Perspective</b>	
SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983</p> <p><i>Arguments and Starting Points for Position Papers on Major Events (examples):</i> Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 12 Assessment (23. Create Visual Presentations), 493; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 18 Assessment (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770; Topic 20 Assessment (4. Identify Examples), 844; (14. Explain), 846; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials:</i> Evaluate Existing Arguments; Consider &amp; Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</p>
<b>SS.Hist3.c Current Implications</b>	
SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.	<p><b>SE:</b> Make Predictions, 13, 795, 860; also see: Globalization and Trade, 881–885; Social and Environmental Issues, 886–893; Terrorism and International Security, 894–899</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 6&gt;</i> Interactive Gallery: Aspects of Globalization; <i>Lesson 7&gt;</i> Flipped Video: Protecting Human Rights; <i>Lesson 8&gt;</i> Interactive Map: Terrorist Movements Around the World</p>



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Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.Hist4 Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view Historical Methodology.</b>	
<b>SS.Hist4.a Historical Context</b>	
SS.Hist4.a.h Analyze how the historical context situation influences a primary or secondary source.	<p><b>SE:</b> 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><i>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</i></p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21&gt;Document-Based Question</i></p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.Hist4.b Intended Audience</b>	
SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.	<p><b>SE:</b> The Primary Sources section includes Assessment questions after every text. These questions explore the author’s purpose, assess arguments, cite evidence, and analyze style and rhetoric. See pages 932–958. 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p><b>Digital Resources:</b> <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>
<b>SS.Hist4.c Purpose</b>	
SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.	<p><b>SE:</b> 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Primary Sources, 932–958</p> <p><i>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</i></p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p>

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<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>Continued:</b>	<p><b>Continued:</b></p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><b>Digital Resources:</b> <i>Topics 5, 8, 9, 14, 17, 19</i>&gt;Civic Discussion; <i>Topics 2, 3, 11, 12, 13, 15, 20, 21</i>&gt;Document-Based Question; <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Analyze Primary and Secondary Sources; <i>Interactive Primary Sources</i> – each includes information about the material</p>
<b>SS.Hist4.d Point of View POV</b>	
SS.Hist4.d.h Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.	<p><b>SE:</b> The Primary Sources section includes Assessment questions after every text. These questions explore the author’s purpose. See pages 932–958. 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><i>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</i></p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing; Consider and Counter Opposing Arguments</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>PS Political Science</b>	
<b>SS.PS1 Wisconsin students will identify and analyze democratic principles and ideals.</b>	
<b>SS.PS1.a Values &amp; Principles of American Constitutional Democracy</b>	
SS.PS1.a.h.i Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.	<p><b>SE:</b> The American Revolution, 460–465; United States Constitution, 160, 234, 415, 473, 480, 492, 908–931; Mexican Constitution, 679, 680; Primary Sources, 934–958</p> <p>Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493</p> <p><b>TE:</b> 435–440</p> <p><b>Digital Resources:</b> <i>Social Studies Reference Center</i>&gt;U.S. Constitution; <i>Topic 12</i>&gt;Lesson 5&gt;Interactive Image: From Words to Action - Ideology in the American Revolution&gt;Lesson 5&gt;Interactive Chart: Checks and Balances</p>
SS.PS1.a.h.ii Analyze sources of governmental authority.	<p><b>SE:</b> Code of Hammurabi, 32–34, 37; Asoka Governs by Example, 75, 76; Legalism, 90–91; Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160; The American Revolution, 460–465; The French Revolution Begins, 466–474; Democracy, 125, 134–136, 139, 153–154, 409, 569, 575–576, 699, 737–738, 743, 769, 777; Monarchy, 28, 132, 1134, 144, 153–154, 535, 537, 541, 564, 619; Autocratic, 582, 667, 817</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics; <i>Topic 5</i>&gt;Lesson 2&gt;Interactive Chart: Forms of Government; <i>Topic 12</i>&gt;Lesson 5&gt;Interactive Image: From Words to Action - Ideology in the American Revolution;&gt;Lesson 6&gt;Interactive Document: Declaration of the Rights of Man</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.PS1.b Origins &amp; Foundation of the Government of the United States</b>	
SS.PS1.c.h.i Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.	<p><b>SE:</b> Magna Carta, 140, 221, 230, 252, 480; The Enlightenment, 452–459; The American Revolution, 460–465; United States Constitution, 908–931; Declaration of Independence, 932–933; Primary Sources, 934–958</p> <p>Topic 12 Assessment (7. Identify the Influence and Explain the Development), 490; (17. Assess the Degree), 492; (20. Identify and Describe Major Effects), 493; (22. Identify the Influence of Ideas), 493</p> <p><b>TE:</b> 427–434, 435–440</p> <p><b>Digital Resources:</b> <i>Topic 12&gt;Lesson 4&gt;Interactive Chart: Thinkers of the Enlightenment&gt;Lesson 5&gt;Flipped Video: Enlightened Influence&gt;Lesson 5&gt;Interactive Image: From Words to Action - Ideology in the American Revolution; Social Studies Reference Center&gt;U.S. Constitution; Interactive Primary Sources; Social Studies Reference Center&gt;Biographies (examples)&gt;John Adams&gt;John Locke&gt;Alexis de Tocquville&gt;George Washington</i></p>
SS.PS1.c.h.ii Analyze the foundational ideas of United States government which are embedded in founding era documents.	<p><b>SE:</b> The American Revolution, 460–465; United States Constitution, 908–931; Declaration of Independence, 932–933; Primary Sources, 934–958</p> <p>Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493</p> <p><b>TE:</b> 435–440</p> <p><b>Digital Resources:</b> <i>Social Studies Reference Center&gt;U.S. Constitution Topic 12&gt;Lesson 5&gt;Interactive Image: From Words to Action - Ideology in the American Revolution&gt;Lesson 5&gt;Interactive Chart: Checks and Balances</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS1.c.h.iii Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.	<p><b>SE:</b> Civil Rights Movement, 785–786; also see: Growth of the United States, 574–578</p> <p><b>Digital Resources:</b> <i>Social Studies Reference Center</i>&gt;Landmark Supreme Court Cases; Supreme Court Glossary</p>
SS.PS1.c.h.iv Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.	<p><b>SE:</b> The United States Constitution, 463–465; Complete Text and Commentary of the United States Constitution, 908–931</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics; <i>Social Studies Reference Center</i>&gt;U.S. Constitution</p>
<b>SS.PS2 Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</b>	
<b>SS.PS2.a Civil Rights and Civil Liberties</b>	
SS.PS2.a.h.i Critique the struggle for suffrage and citizenship since the founding period.	<p><b>SE:</b> The Struggle for Women's Rights, 521–522; The Abolition Movement, 575; Women Seek Equality, 575–576; Progressives, 578, 587; African Americans After the Civil War, 576–577; Civil Rights Movement, 785–786</p> <p>Topic 14 Assessment (10. Describe How People Have Participated), 587</p> <p><b>Digital Resources:</b> <i>Interactive Primary Sources:</i> Second Inaugural Address, Abraham Lincoln; “I Will Fight No More Forever,” Chief Joseph; “I Have a Dream,” Martin Luther King, Jr.; “Letter From Birmingham Jail,” Martin Luther King, Jr. <i>Social Studies Reference Center</i>&gt;Landmark Supreme Court Cases; <i>Biographies</i>&gt;Abraham Lincoln; Betty Friedan; César Chávez; James Armistead; Martin Luther King, Jr.; Rosa Parks; William Wilberforce</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<p>SS.PS2.a.h.ii Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</p>	<p><b>SE:</b> The Struggle for Women's Rights, 521–522; The Abolition Movement, 575; Women Seek Equality, 575–576; Progressives, 578, 587; African Americans After the Civil War, 576–577; World War II: Limits on Individual Rights, 757; The Cold War at Home, 782; Civil Rights Movement, 785–786; Terrorism: New Security Measures Introduced, 898</p> <p>Topic 14 Assessment (10. Describe How People Have Participated), 587; Topic 21 Assessment (19. Explain), 907</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics; <i>Topic 14</i>&gt;Lesson 7&gt;Interactive Timeline: The Women's Rights Movement; <i>Topic 21</i>&gt;Lesson 8&gt; Flipped Video: Response to Terrorism</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS2.a.h.iii Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.	<p><b>SE:</b> The Struggle for Women's Rights, 521–522; The Abolition Movement, 575; Women Seek Equality, 575–576; Progressives, 578, 587; African Americans After the Civil War, 576–577; India Seeks Self-Rule, 691–694; Civil Rights Movement, 785–786; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 868–872; Human Rights, 889–891</p> <p>Topic 14 Assessment (10. Describe How People Have Participated), 587</p> <p><b>Digital Resources:</b> <i>Interactive Primary Sources:</i> Second Inaugural Address, Abraham Lincoln; “I Will Fight No More Forever,” Chief Joseph; “I Have a Dream,” Martin Luther King, Jr.; “Letter From Birmingham Jail,” Martin Luther King, Jr. <i>Social Studies Reference Center</i>&gt;Landmark Supreme Court Cases; <i>Biographies:</i> Abraham Lincoln; Betty Friedan; César Chávez; James Armistead; Martin Luther King, Jr.; Rosa Parks; William Wilberforce; <i>Topic 17</i>&gt;<i>myStory Video</i>&gt;Mohandas Gandhi, The Power of Nonviolence; <i>Topic 20</i>&gt;<i>myStory Video</i>&gt;Aung San Suu Kyi, Struggle for Democracy; <i>Topic 21</i>&gt;<i>Lesson 7</i>&gt;Flipped Video: Protecting Human Rights</p>
<b>SS.PS2.b Fundamentals of Citizenship</b>	
SS.PS2.b.h.i Assess the difference in constitutional and legal protections for citizens vs. noncitizens.	<p><b>SE:</b> The United States Constitution, 463–465; Complete Text and Commentary of the United States Constitution, 908–931</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics&gt;Citizenship; <i>Social Studies Reference Center</i>&gt;U.S. Constitution</p>



**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS2.b.h.ii Demonstrate the skills necessary to participate in the election process i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; also see: Democratic Reforms in Britain, 561–568; Expanding Democracy, 575–576; Civil Rights, 727, 733, 785–786, 874; New Nations in South Asia and Southeast Asia, 812–820; Latin American Nations Move Toward Democracy, 868–872</p> <p><b>Digital Resources:</b> <i>Topic 14&gt;Lesson 5&gt;Flipped Video: Reforming for Democracy; Topic 20&gt;myStory Video&gt;Aung San Suu Kyi, Struggle for Democracy; Topic 21&gt;Lesson 4&gt;Flipped Video: Argentina Moves Toward Democracy;</i></p>
<b>SS.PS2.c Asserting and Reaffirming of Human Rights</b>	
SS.PS2.c.h.i Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.	<p><b>SE:</b> Limits on Individual Rights, 757; The United States Responds to New Challenges, 785–786</p> <p><b>Digital Resources:</b> <i>Social Studies Reference Center&gt;Landmark Supreme Court Cases; Supreme Court Glossary</i></p>
SS.PS2.c.h.ii Evaluate different goals and methods of groups who have advocated for access to greater rights e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ.	<p><b>SE:</b> Triumph of Parliament in England, 444–451; Social Impact of Industrialism, 504–512; The Struggle for Women's Rights, 521–522; Women Seek Equality, 575–576; Democratic Reforms in Britain, 561–568; New Nations in South Asia and Southeast Asia, 812–820; Challenges for African Nations, 855–860; India Seeks Self-Rule, 691–694; Civil Rights Movement, 785–786; The Cold War Ends, 801–806</p> <p><b>TE:</b> 421–426, 472–478, 522–528, 767–773, 804–809</p> <p><b>Digital Resources:</b> <i>Topic 20&gt;myStory Video&gt;Aung San Suu Kyi, Struggle for Democracy; Topic 21&gt;Lesson 2&gt;Interactive Timeline: The Struggle Against Apartheid</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS2.c.h.iii Analyze the role of the Universal Declaration of Human Rights UDHR and nongovernment organizations NGOs such as Save the Children or the Red Cross in how human rights have been addressed in different countries.	<p><b>SE:</b> Social and Environmental Issues, 886–893; also see: The United Nations is Formed, 766–767; Primary Sources: Universal Declaration of Human Rights, 955</p> <p>Topic 21 Assessment (18. Describe Changing Roles), 907</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 7&gt;Flipped Video: Protecting Human Rights; Interactive Gallery: Women’s Lives in the 21st Century; Interactive Primary Sources&gt;Universal Declaration of Human Rights</i></p>
<b>SS.PS3 Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</b>	
<b>SS.PS3.a Political Participation</b>	
SS.PS3.a.h.i Create and evaluate solutions to increase voter participation.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen, 987; Political Participation, 988; Voting, 988–989; Expanding Democracy, 575–576; Civil Rights, 727, 733, 785–786, 874; Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573</p> <p><b>Digital Resources:</b> <i>Topic 14&gt;Lesson 5&gt;Flipped Video: Reforming for Democracy; Topic 20&gt;myStory Video&gt;Aung San Suu Kyi, Struggle for Democracy; Topic 21&gt;Lesson 4&gt;Flipped Video: Argentina Moves Toward Democracy; 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen; Political Participation; Voting</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS3.a.h.ii Evaluate their role in government at the local, state, tribal, and federal levels.	<p><b>SE:</b> Democracy, 125, 131, 134–136, 139, 153–154, 409, 569, 575–576, 699, 737–738, 743, 769, 777; Monarchy, 28, 132, 1134, 144, 153–154, 535, 537, 541, 564, 619; Autocratic, 582, 667, 817; Bureaucracy, 36, 47, 92, 171. 221. 266. 277–278. 317. 334. 344. 415. 426. 432. 788. 802</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 530; Topic 17 Assessment (19. Describe Major Causes and Effects), 734; (23. Write about the Essential Question), 734; Topic 19 Assessment (7. Identify and Describe), 807; Topic 20 Assessment (3. Summarize), 844; (17. Write about the Essential Question), 846; Topic 21 Assessment (13. Explain Influences), 906</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics; <i>Topic 5</i>&gt;<i>Lesson 2</i>&gt;Interactive Chart: Forms of Government</p>
<b>SS.PS3.b Linkage Institutions</b>	
SS.PS3.b.h.i Evaluate the role of various types of media in elections and functions of government.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen, 987; Voting, 988–989. For related material see: Propaganda, 658–660, 714, 716–717, 719–720, 722–723, 727–729, 757, 776, 783, 795, 809</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Being an Informed Citizen; Analyze Media Content; Analyze Political Cartoons; Interpret Sources</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS3.b.h.ii Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.	<p><b>SE:</b> The Civil War, 576; The Truman Doctrine, 775; Postwar Prosperity in the United States, 783–784; The United States Responds to New Challenges, 785–786; Assessment #1, 790; 21<sup>st</sup> Century Skills: Political Participation, 992</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials</i>&gt;Political Participation</p>
SS.PS3.b.h.iii Evaluate civic institutions and explain how competing interests impact societal change e.g., lobbying, citizens groups, special interest groups.	<p><b>SE:</b> Triumph of Parliament in England, 444–451; Social Impact of Industrialism (Unions), 504–512; The Struggle for Women's Rights, 521–522; Women Seek Equality, 575–576; Democratic Reforms in Britain, 561–568; New Nations in South Asia and Southeast Asia, 812–820; Challenges for African Nations, 855–860; India Seeks Self-Rule, 691–694; Civil Rights Movement, 785–786; The Cold War Ends (glasnost), 801–806; Rapid Development in China and India, 861–867; Social and Environmental Issues, 886–893</p> <p><b>TE:</b> 421–426, 472–478, 522–528, 767–773, 804–809</p> <p><b>Digital Resources:</b> <i>Topic 20</i>&gt;<i>myStory Video</i>&gt;Aung San Suu Kyi, Struggle for Democracy; <i>Topic 21</i>&gt;<i>Lesson 2</i>&gt;Interactive Timeline: The Struggle Against Apartheid; <i>Topic 21</i>&gt;<i>Lesson 3</i>&gt;Interactive Gallery: Protests in Tiananmen Square&gt;<i>Lesson 7</i>&gt;Interactive Map: Global Environmental Challenges</p>

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to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
<b>SS.PS3.c Power in Government</b>	
SS.PS3.c.h.i Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.	<p><b>SE:</b> The United States Constitution, 463–465; Complete Text and Commentary of the United States Constitution, 908–931; Democracy, 125, 131, 134–136, 139, 153–154, 409, 569, 575–576, 699, 737–738, 743, 769, 777; Monarchy, 28, 132, 1134, 144, 153–154, 535, 537, 541, 564, 619; Autocratic, 582, 667, 817; Bureaucracy, 36, 47, 92, 171. 221. 266. 277–278. 317. 334. 344. 415. 426. 432. 788. 802</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 530; Topic 17 Assessment (19. Describe Major Causes and Effects), 734; (23. Write about the Essential Question), 734; Topic 19 Assessment (7. Identify and Describe), 807; Topic 20 Assessment (3. Summarize), 844; (17. Write about the Essential Question), 846; Topic 21 Assessment (13. Explain Influences), 906</p> <p><b>Digital Resources:</b> <i>Social Studies Core Concepts</i>&gt;Government and Civics; <i>Topic 5</i>&gt;<i>Lesson 2</i>&gt;Interactive Chart: Forms of Government</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

<b>Wisconsin Standards for Social Studies Grades 9-12 (h)</b>	<b>World History</b>
SS.PS3.c.h.ii Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization NGO levels distinguishing their roles, powers, and limitations.	<p><b>SE:</b> The United Nations is Formed, 766–767; European Union, 783, 788, 873, 882. 898; NATO, 774, 776–777, 779, 787, 793, 805, 808, 873–874, 877–879, 895; Warsaw Pact, 774, 776–777, 779, 802, 804–805, 808, 873; OPEC, 834–835, 883–884; NAFTA, 870; African National Congress, 907; National Assembly, 466, 471–474, 542, 570; Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573; Challenges of Development, 850–854</p> <p>Topic 18 Assessment (15. Explain the Significance of the United Nations), 770</p> <p><b>Digital Resources:</b> <i>Topic 21&gt;Lesson 1&gt;Flipped Video: Causes of Poverty</i></p>
<b>SS.PS3.d Public Policy</b>	
SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.	<p><b>SE:</b> Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573; Progressives, 578, 587; World War II: Limits on Individual Rights, 757; War Crime Trials, 766; Civil Rights Movement, 785–786; Development Brings Social Change, 853–854; Challenges for African Nations, 855–860; Social and Environmental Issues, 886–893; Terrorism and International Security, 894–899</p> <p><b>TE:</b> 522–528, 529–534, 804–809, 834–839, 840–845</p> <p><b>Digital Resources:</b> <i>Topic 14&gt;Lesson 5&gt;Flipped Video: Reforming for Democracy; Topic 21&gt;Lesson 1&gt;Flipped Video: Causes of Poverty&gt;Lesson 2&gt;Interactive Timeline: The Struggle Against Apartheid&gt;Lesson 7&gt;Flipped Video: Protecting Human Rights&gt;Lesson 8&gt; Flipped Video: Response to Terrorism</i></p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.PS4 Wisconsin students will develop and employ skills for civic literacy.</b>	
<b>SS.PS4.a Argumentation</b>	
SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983</p> <p><i>Arguments and Starting Points for Position Papers on Major Events (examples):</i> Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 18 Assessment (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770; Topic 20 Assessment (4. Identify Examples), 844; (14. Explain), 846; Topic 21 Assessment (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><b>Digital Resources:</b> <i>21<sup>st</sup> Century Skills Tutorials:</i> Evaluate Existing Arguments; Consider &amp; Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</p>

**A Correlation of World History  
to the Wisconsin Standards for Social Studies, Grades 9-12 (h)**

Wisconsin Standards for Social Studies Grades 9-12 (h)	World History
<b>SS.PS4.b Compromise, Diplomacy, and Consensus Building</b>	
SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.	<p><b>SE:</b> Triumph of Parliament in England, 444–451; The Struggle for Women's Rights, 521–522; Women Seek Equality, 575–576; The Unification of Germany, 550–556; Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573; World War I Ends, 658–666; India Seeks Self-Rule, 691–694; Civil Rights Movement, 785–786; The Cold War Ends, 801–806</p> <p><i>Topic 10 Assessment (5. Describe Influences), 379</i></p> <p><b>Digital Resources:</b> <i>Topic 12&gt;Lesson 3&gt;Interactive Timeline: England Divided - The Monarchy and Parliament Fight for Power; Topic 14&gt;Lesson 5&gt;Flipped Video: Reforming for Democracy&gt;Interactive Timeline: Britain Reformed&gt;Lesson 7&gt;Interactive Timeline: The Women's Rights Movement; Topic 17&gt;Lesson 3&gt;Flipped Video: Gandhi's Nonviolent Action and Civil Disobedience; Topic 19&gt;Lesson 5&gt;Flipped Video: Communism Collapses in Eastern Europe; Social Studies Reference Center&gt;Landmark Supreme Court Cases</i></p>